

Loudwater Combined School
Pupil Premium Report 2017-18



How we have supported disadvantaged pupils using additional funding

For the year 2017-18 our allocation was £47, 520

Our action plan is reviewed termly as part of our School Development Plan, evaluated at the end of the academic year and re-written to target of the needs of our disadvantaged pupils.

Our Parenting Support Advisor has supported the families of 11 disadvantaged pupils throughout the school.

- In four cases, her involvement has been to provide or signpost support where families were experiencing challenges in their relationships. This has impacted positively on the attendance and well-being of pupils.
- In two cases she has been instrumental in encouraging parents to engage with school in order to find out how they can further support their child at home and the importance of regular attendance.
- In addition to the above support, she has supported a parent with housing challenges.
- In two cases, parents have been supported in attending meetings to discuss issues within the class including their children.
- In three cases the PSA has provided support for parents in addressing their concerns about their child's mental well being

Individualised action plans for disadvantaged pupils have detailed their needs and the provision made. These are regularly shared with parents who are encouraged to suggest the kind of support or intervention that their children might benefit from. During this year, suggestions from parents have resulted in some equipment and books being purchased so children have access to these at home, reading books have been purchased with disadvantaged pupils accessing these first. Children have also been supported to attend after school clubs and attend music lessons.

The individualised plans also detail the in-school interventions that will be available for pupils. The interventions which have had the greatest impact are those which involve pupils working in small groups where they are supported by a suitably trained and briefed adult:

- In Foundation Stage this has included sessions focusing on phonics, reading, fine motor skills and maths.
- We have changed the organisation of guided maths sessions to provide opportunities for consolidation and addressing misconceptions from the previous lessons as well as addressing specific gaps. This has enabled swift action to be taken where there are inconsistencies in understanding.
- In Year 6 the use of PIXL resources have been used to target the gaps some pupils have in their learning from earlier in Key Stage 2. They have also been used in Year 5 to address reading fluency and provide targeted interventions to develop this.
- Children throughout the school continue to benefit from in class support from skilled teaching assistants who are able to scaffold learning to enable the children to progress with their learning at a similar rate to other children in the class.
- The Matrix study support has also been successful in developing the confidence and resilience of some of our Year 6 learners who may not reach age related expectations at the

end of the key stage. We were also able to send a group of girls from Year 6 to sessions focusing on developing their confidence in maths, which was well received by pupils. Unfortunately support from the Matrix will not be available in subsequent years.

It has again been noted that the attendance of those eligible for the pupil premium was below that of other pupils. To support us in addressing this some pupil premium funding was used to purchase additional hours of support from the County Attendance Team. So far this has resulted in an audit of our attendance and measures to encourage and reward good or improved attendance. Their opinion was that we had a good range of rewards which supported our robust Attendance for Learning Policy. The key area of support they could offer would be in attending meetings when a parenting contract became necessary and adding to this process and possible legal action if this was not successful. Ofsted (January 2018) were also complimentary about the range of measure we have in place to reward good or improving attendance and to tackle attendance which is below average.

2017-18 class groups	All pupils	Disadvantaged pupils
FS	97.6%	94.6%
Year 1	96.8%	95.6%
Year 2	95.2%	89.7%
Year 3	97.5%	95.2%
Year 4	96.2%	96.2%
Year 5	97.6%	97.4%
Year 6	97%	97.4%
Overall	96.8%	95.2%

In Years 4-6 attendance for disadvantage pupils is broadly in line with that of other pupils.

In some year groups the lower figures can be accounted for:

- Foundation Stage – unauthorised holiday affected the attendance of one pupil.
- Year 2 – absence of two pupils due to health issues which have required hospitalisation during this year. The irregular attendance of another pupil has been addressed through working with Family Resilience and more recently social care.

In 2016-17 the attendance for pupil premium pupils was 94.9% therefore a modest improvement has been made – this is an ongoing upward trend but one which needs to be built on during the coming year.

In 2016-17 the percentage of pupil premium pupils the rate of persistent absenteeism (15%+) was 6%, the same as this year. This represents an improvement on previous years

Pupil Premium attainment at the end of KS2 – 2018

There were 8 children eligible for pupil premium in this cohort

	Reading		GPS		Writing (TA)		Maths	
	Test	Teacher assess	Test	Teacher assess	Test	Teacher assess	Test	Teacher assess
EXS disadvantaged pupils (Loudwater)	87.5%	87.5%	87.5%			87.5%	75%	75%
EXS non-disadvantaged pupils (Loudwater)	77%	82%	82%			82%	77%	82%
GD/ higher scaled score disadvantaged pupils	0		25%			0	25%	
GD/ higher scaled score non disadvantaged pupils	23%		27%			9%	27%	

Pupils eligible for pupil premium (PP)

The attainment and progress of PP children compared with other pupils at the school:

		Age related expectations or above		Expected progress	
		Disadvantaged pupils	Not disadvantaged pupils	Disadvantaged pupils	Not disadvantaged pupils
Year 1 5 children	Reading	80%	92%	100%	93%
	Writing	80%	88%	80%	97%
	Maths	80%	100%	100%	81%
Year 2 6 children	Reading	67%	96%	67%	78%
	Writing	50%	96%	100%	73%
	Maths	67%	96%	83%	74%
Year 3 3 children	Reading	67%	92%	67%	68%
	Writing	33%	80%	67%	64%
	Maths	67%	86%	33%	56%
Year 4 8 children	Reading	37.2%	86%	75%	71%
	Writing	25%	81%	50%	52%
	Maths	37.2%	76%	50%	62%
Year 5 3 children	Reading	67%	76%	67%	48%
	Writing	33%	72%	100%	72%
	Maths	67%	72%	67%	44%

Many of our disadvantaged pupils also have additional challenges. For example three of our pupils who have EHCPs for learning needs are also eligible for the pupil premium, ten pupils have English as

an Additional Language and thirteen have joined the school after having completed at least Foundation Stage at a different school.

How the additional funding was spent

Phonics, Spelling & Handwriting	£2580
English booster groups	£3425
Maths booster groups	£2100
Small group literacy & maths support -TA	£8280
Additional Reading	£2810
Matrix Study Support	£1250
Maths Interventions	£1245
Nurture group	£420
Breakfast Club	£2121
Externally run clubs	£2303
Music tuition	£648
Trips Subsidised	£1860
PIXL Consultancy & interventions	£4125
Basic skills support in FS	£460
FSA (proportion of salary)	£4000
Finding Futures project	£8850
Attendance consultancy	£1000
 Total Spend (some items not included above)	 £45,098
Allocation	£47,520

Impact of spending – also see the evaluation of our action plan for 2017-18

Phonics, spelling and handwriting in KS1 meant that 10 out of 11 disadvantaged pupils in Y1 and Y2 have achieved the expected level in the phonics screening. The pupil who did not reach the expected standard has an EHCP for moderate learning difficulties and was dis-applied from the screening.

Maths booster and enrichment funding in Year 6 meant that all disadvantaged pupils targeted made expected or better progress and 75% reached the expected standard.

Subsidising trips meant that all disadvantaged pupils were fully included in all trips, including a residential visit.

Funding externally provided activities meant that 10 pupils were able to attend after school clubs to develop their interests which focused on sport and cookery.

Funding music lesson tuition meant that 2 pupils learned either guitar or clarinet.

Pupils who were supported in smaller groups were largely successful in making progress which was as expected or better. This means that there has been a narrowing of the gap in attainment with their peers.

Future actions and spending for 2018-19

For the academic year 2018-19 our allocation of pupil premium funding is £38,920 which includes funding for two looked after children (as of 1.9.18). When our carry forward from last year is included this totals £41,342

Our proposed actions are:

- To continue to use the funding to help finance the cost of the Family Support Adviser.
- To continue to involve parents in the development of a profile of their child prior to implementing individualised action plans for disadvantaged pupils ensuring that they are focused on academic support and also enable children to have access to other activities which ensure their inclusion and provide them with experiences which they may not otherwise have, for example funding clubs or music tuition.
- To ensure that the attendance of disadvantaged pupils is monitored carefully and that if it falls below 95% during any 5 week period action will be taken to support parents and children in improving this.
- To provide targeted and study support for pupils in upper Key Stage 2. The Matrix is no longer operating, however we have secured Julie Wilson (Teacher in Charge – Matrix) to work with a group of our Year 6 pupils targeting the same areas as the programme at Matrix.
- To work with the Finding Futures team to support the development of key learning skills for Y5 & Y6 pupils.
- To continue to provide targeted support across the school for those who need to catch up with regard to phonics, reading and maths. This will include the use of PIXL materials throughout Key Stage 2 with groups of pupils who have gaps in their learning.
- To provide staff training in Key Stage 1 to enable the effective use of PIXL resources now targeted at this age group.
- To fund an additional teaching assistant in Foundation Stage to support Personal and Social Development for identified pupils.
- To continue to buy in to the Education Welfare Service (Attendance Team) to support us in further improving the attendance of children eligible for pupil premium.
- To fund the cost of assessments where needed. For example speech & language and cognition & learning diagnostic assessments.
- To fund play/creative therapy and music therapy to support the mental health and well-being of a small number of children
- To fund training for teaching assistants to ensure they are able to deliver programmes and interventions effectively.
- To explore the possibility of buying in additional speech and language support.

September 2018