

Pupil premium strategy statement

Loudwater Combined School



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Loudwater Combined
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21 in review, planning for 2021-22 and 2022-23
Date this statement was published	14.12.21
Date on which it will be reviewed	18.2.21
Statement authorised by	Paul Randall
Pupil premium lead	Clare Cunningham
Governor lead	Paul Randall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45,730
Recovery premium funding allocation this academic year	£ 7,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6,020
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 58,750

Part A: Pupil premium strategy plan

Statement of intent

At Loudwater Combined School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of challenges which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Close the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- Ensure that those disadvantaged pupils who are already high attainers continue to make good progress.

We also consider the challenges faced by 'newly vulnerable' pupils, such as those who have a social worker and young carers or those whose experiences of school closure or remote learning have had a significant adverse impact on their well-being or education more generally. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is shown to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our context:

Loudwater Combined School is a single form entry primary school on the out-skirts of High Wycombe. Our catchment area is varied, including a range of housing. Some is owner occupied but our catchment area also includes local authority housing and housing association rented properties which includes a significant number of flats.

Basic Characteristics

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Rec	25	11 (44.0%)	14 (56.0%)	2 (8.0%)	2 (8.0%)	13 (52.0%)	4 (16.0%)	2 (8.0%)	2 (8.0%)	0 (0%)	0 (0%)	0 (0%)
Y1	30	18 (60.0%)	12 (40.0%)	9 (30.0%)	8 (26.7%)	14 (46.7%)	12 (40.0%)	1 (3.3%)	1 (3.3%)	0 (0%)	0 (0%)	0 (0%)
Y2	30	13 (43.3%)	17 (56.7%)	8 (26.7%)	8 (26.7%)	13 (43.3%)	7 (23.3%)	4 (13.3%)	3 (10.0%)	0 (0%)	1 (3.3%)	1 (3.3%)
Y3	30	12 (40.0%)	18 (60.0%)	5 (16.7%)	3 (10.0%)	9 (30.0%)	6 (20.0%)	6 (20.0%)	6 (20.0%)	0 (0%)	0 (0%)	0 (0%)
Y4	27	15 (55.6%)	12 (44.4%)	3 (11.1%)	3 (11.1%)	13 (48.1%)	3 (11.1%)	1 (3.7%)	1 (3.7%)	0 (0%)	0 (0%)	0 (0%)
Y5	29	15 (51.7%)	14 (48.3%)	8 (27.6%)	6 (20.7%)	10 (34.5%)	3 (10.3%)	4 (13.8%)	3 (10.3%)	0 (0%)	1 (3.4%)	0 (0%)
Y6	30	12 (40.0%)	18 (60.0%)	6 (20.0%)	5 (16.7%)	10 (33.3%)	3 (10.0%)	7 (23.3%)	4 (13.3%)	0 (0%)	3 (10.0%)	2 (6.7%)
All	201	96 (47.8%)	105 (52.2%)	41 (20.4%)	35 (17.4%)	82 (40.8%)	38 (18.9%)	25 (12.4%)	20 (10.0%)	0 (0%)	5 (2.5%)	3 (1.5%)

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Black - African	3	2	2.5
Pakistani	7	1	4.0
Refused	1	1	1.0
White and Black Caribbean	4	4	4.0
White - British	56	63	59.2
White and Black African	3	2	2.5
Any Other Mixed Background	1	5	3.0
Any Other White Background	9	14	11.4
White - Irish	1	1	1.0
Any Other Black Background	0	1	0.5
White and Asian	5	3	4.0
Indian	3	5	4.0
Any Other Asian Background	2	3	2.5
Black Caribbean	1	0	0.5
All	96	105	100.0

Achieving our objectives:

In order to achieve our objectives and overcome identified challenges to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision

from appropriately trained adults

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with securing reading skills of retrieval and inference than their peers, as well as reading at an adequate rate. This negatively impacts their development as readers as they move through Key Stage 2.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with securing recall of number bonds, multiplication and division facts and applying these when developing their understanding of more formal methods of calculating
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p> <p>10-15% of disadvantaged pupils have been 'persistently absent' compared to 3-5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement

disadvantaged pupils	in lessons, book scrutiny and ongoing assessments both teacher assessments of spoken language and reading assessments.
Increase in the number of disadvantaged pupils who achieve the expected standard in the phonics check	Y2 outcomes in autumn 2021 show that more than 63% of disadvantaged pupils meet the expected standard. Y1 outcomes in summer 2022 show that more than 63% of disadvantage pupil meet the expected standard. By 2024/25 this figure rises to 75% at the end of Y1 and 85% at the end of Y2.
Improved reading attainment among disadvantaged pupils	KS 2 reading outcomes in 2021/22 show that more than 75% of disadvantaged pupils meet the expected standard. KS1 reading outcomes in 2021/22 show that more than 63% of disadvantaged pupils meet the expected standard. By 2024/25 this figures rises to 80% in both key stages.
Improved fluency and recall with key number facts	KS 2 maths outcomes in 2021/22 show that more than 75% of disadvantaged pupils reach the expected standard in maths. KS 1 maths outcomes in 2021/22 show that more than 63% of disadvantaged pupils reach the expected standard in maths. By 2024/25 this figures rises to 80% in both key stages.
To achieve and sustain improved attendance for all pupils especially our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests as part of the PIXL package. Ensuring that all staff are using analysis tools appropriately to inform subsequent teaching and interventions	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4,
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Staff CPD with a reading consultant to strengthen and develop our whole class guided reading provision	Use a balanced and engaging approach to develop reading which integrates both decoding and comprehension skills. Teach comprehension skills through modelling and supported practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (pub-	4

elements of guidance in school and to access Maths Hub resources and CPD	improving.service.gov.uk The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
--	---	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of	5

Improving School Attendance advice. This will involve training and release time for office staff and FSA to develop and implement new procedures.	absence and persistent absence.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. (£750)	All

Total budgeted cost: £58,750

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Prior to March 2020 our internal evaluations of the progress and attainment of disadvantaged pupils suggesting that we were having a positive impact in a number of areas, most notably improving attendance and outcomes in reading and maths at KS1 and KS2. There was also an increase in disadvantaged pupils who achieved a good level of development at the end of Foundation Stage and who achieved the expected standard in the phonics check.

Our internal teacher assessments and use of past end of KS assessments at the end of the 2020/21 academic year suggested that it was our disadvantaged pupils whose performance had been most adversely impacted by periods of school closure and remote learning. A particular impact on those pupils who started school during this academic year was also noted. Particularly during the period of closure there was an increase in the number of families eligible for FSM.

Our disadvantaged pupils were not able to benefit from targeted interventions to the extent that had been planned. The impact was mitigated by our ambition to maintain a broad and well balanced curriculum both in school and online when we moved to remote learning. We ensured that all pupils had access to appropriate devices by taking up our allocation of devices from the DfE as well as sourcing some locally. We made use of the Oak National Academy resources to manage the demands of face to face as well as online learning. Many of our teaching assistants provided additional tailored teaching interventions online for our more vulnerable pupils including many disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Primary wise	PIXL
Sonar Curriculum	Juniper Education

Maths Whizz	Whizz Education Company
Time Tables Rock Stars & Numbots	Maths Circle Ltd
Reading Eggs	Blake elearning

Further information

We have a range of initiatives which help to support our disadvantaged pupils that do not depend on the pupil premium grant or the recovery funding.

Engaging with volunteers

Since September 2020 we have engaged with High Wycombe Mutual Aid. This is a group of individuals who come into school to work under the direction of the class teacher to support pupils to consolidate specific skills.

Transforming Lives for Good

This is an Early Intervention Programme which provides coaching support for pupils on an individual basis for 1 hour per week over the course of a year. It is run by trained volunteers from our local church. <https://www.tlg.org.uk/>

ReMind programme

This is a programme offered by the youth pastor at our local church. ReMind is a cognitive behavioural approach for young people with high levels of anxiety. Several cohorts have attended the course from Year 5 and Year 6. Another cohort will engage in the course in January 2022.

Local church providing meals, uniform and stationery

Parents are encouraged to self-refer if they feel they need support of this kind. Meals and holiday activities are provided at the church. Uniforms are purchased and delivered to parents prior to the start of the autumn term.

Developing a partnership with a local independent secondary school

This has been operating since October 2021. Students visit our school on a weekly basis and work in a range of ways; some play board games with pupils and focus on turn taking and developing resilience, others support older children with online maths learning programmes.