



## Pupil premium strategy statement

Review of academic year 2019-20

Planned provision for 2020-22

### 1. School overview

School name	Loudwater Combined School
Pupils in school	210
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£38,280.00
Academic year or years covered by statement	2019-20 in review, planning for 2020-22
Pupil premium lead	Clare Cunningham
Governor lead	Paul Randall

### 2. Disadvantaged pupil progress & attainment scores for last academic year 2019-20

Reading	Primary assessments, including SATs, did not take place in 2020. As a consequence no outcomes were verified and the progress of pupils was not recorded or reported publicly. A narrative evaluation is available in section 8 'Review: Last year's aims and outcomes'.
Writing	
Maths	
Meeting expected standard at KS2	Primary assessments, including SATs, did not take place in 2020. As a consequence no outcomes were verified and the attainment of pupils was not recorded or reported publicly. A narrative evaluation is available in section 8 'Review: Last year's aims and outcomes'.
Achieving high standard at KS2	

### 3. Strategy aims for disadvantaged pupils 2019-22

Context/Evidence base	Key actions
Improve attendance of identified pupils	<p>Meet with relevant families at parents evening to discuss initiatives to improve attendance based on incentives to be negotiated.</p> <p>A particular focus on these pupils' attendance during weekly attendance monitoring with regular feedback to parents and children.</p>
The progress of disadvantaged pupils in reading is lower than that of their peers	<p>Introduction of Accelerated Reader to ensure that children from Y2 onwards are reading appropriately challenging texts.</p> <p>Half termly monitoring of progress to ensure progress being made or interventions put in place.</p>
The progress of disadvantaged pupils in writing is lower than that of their peers	<p>Improve the quality of the teaching of writing by working with a specialist consultant to develop staff understanding of the writing process and how different stages in this process can be planned for</p>

	effectively.
The progress of disadvantaged pupils in maths is lower than that of their peers	<p>Provide targeted support for these pupils through the use of an intervention programme designed to address the gaps in their learning.</p> <p>Encourage the use of Times Table Rock Stars and the PIXL tables app for these pupils both at home and during lunchtimes.</p> <p>For those children in Y1 &amp; Y2 there will be a focus on learning number bonds to 20 before addressing times table recall.</p>
Barriers to learning these priorities address	<p>Limited or inconsistent support from home.</p> <p>Attendance below 95% for the previous academic year.</p> <p>Economic challenges.</p> <p>More able pupils achieving their full potential</p> <p>Medical issues which may impact on attendance</p> <p>Behavioural or emotional challenges</p> <p>Pupil has special educational needs or EAL.</p>
Projected spending	£15,000.00 pa

#### 4. Teaching priorities for 2020-21 academic year

Aim	Target	Target date
Progress in Reading	<p>Achieve national average progress scores in KS2 Reading (0)</p> <p>Achieve 84% at age related expectations throughout the school with 97% making expected progress and within this 19% making accelerated progress.</p>	July 21
Progress in Writing	<p>Achieve national average progress scores in KS2 Writing (0)</p> <p>Achieve 84% at age related expectations throughout the school with 97% making expected progress and within this 28% making accelerated progress</p>	July 21
Progress in Mathematics	<p>Achieve national average progress scores in KS2 Mathematics: (0)</p> <p>Achieve 93% at age related expectations throughout the school with 97% making expected progress and within this 22% making accelerated progress</p>	July 21
EYFS	80% achieving a GLD – this will need to be reviewed once a baseline assessment has been completed	July 21
Phonics	Achieve national average expected standard in PSC	July 21
Improving attendance	Improve attendance of disadvantaged pupils so that all disadvantaged pupils have attendance above 95%	July 21

#### 5. Targeted academic support for 2020-21 academic year

Context/Evidence base	Key actions
The progress of disadvantaged	Embed use of Accelerated Reader across all year groups to increase

pupils in reading is lower than that of their peers	<p>reading for pleasure.</p> <p>Purchase of high quality reading material targeted towards PP children.</p> <p>Pre-teaching of key ideas and vocabulary in class texts.</p> <p>Use of reading journals from Y3 upwards, information for parents on expectations.</p> <p>Daily reading and comprehension activities at school with an adult, volunteer or Reading Ambassador as appropriate.</p> <p>Target those PP children in Y1 and Y2 to ensure they are on track to achieve phonics screening check expectations – interventions as needed.</p> <p>Support for parents</p>
The progress of disadvantaged pupils in writing is lower than that of their peers	<p>Embed the planning process introduced last year.</p> <p>Encourage wider reading and responses to reading to support writing development.</p> <p>In class support.</p> <p>Feedback.</p> <p>PIXL interventions in small groups.</p>
The progress of disadvantaged pupils in maths is lower than that of their peers	<p>Pre-teaching of new concepts and vocabulary.</p> <p>Use of Maths Whizz online 1:1 tutoring programmes.</p> <p>In class support.</p> <p>PIXL interventions in small groups with teachers, TAs or Volunteers.</p> <p>Lunchtime clubs to promote the use of Maths Whizz and TT Rock stars.</p>
Barriers to learning these priorities address	Encouraging wider reading, additional feedback in writing and providing catch-up in mathematics
Projected spending	£12,000 pa

## 6. Wider strategies for current academic year 2020-21

Measure	Activity
Providing information and support for those PP parents who are typically hard to reach	<p>Use of PSA to engage these families</p> <p>Information provided to these parents through virtual meetings</p>
Improving attendance and punctuality	<p>Use of PSA to engage these families and explore reasons for irregular attendance.</p> <p>Access to Breakfast Club (when reinstated)</p>
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£12,000 pa

## 7. Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by HT
Targeted support	Ensuring teaching assistants have the	CPD sessions for TAs either dedicated sessions

	necessary expertise to support small groups in maths and English. Developing a shared understanding of where gaps are in pupils' understanding and how these can be effectively addressed.	for TAs or joining teachers in their training. SENCo and HT to facilitate. Possibility of work with volunteer group. Use of online or face to face tuition
Wider strategies	Engaging the families facing most challenges	Working closely with other agencies Providing information and support virtually Work of Family Support Advisor

## 8. Review: Last year's aims and outcomes

Due to the school being closed to the majority of pupils from 20<sup>th</sup> March 2020, this narrative is based on Spring 2 teacher assessments and are indicative assessments for those pupils in FS, Y2 and Y6.

Aim	Outcome
Progress and attainment in Reading	<p>In Key Stage 1 all eligible pupils made expected progress. At the end of KS 1 our indicative assessment is that both pupils would have met the expected standard.</p> <p>In Key Stage 2 this is the area in which eligible pupils made most progress and is comparable to those not eligible for the pupil premium. At the end of KS2 our indicative assessment is that 67% of pupils would have met the expected standard; this compares to 95% of pupils not eligible for the premium. Assessments show that during Y6 78% of eligible pupils made accelerated progress.</p>
Progress and attainment in Writing	<p>In Key Stage 1 all eligible pupils made expected progress. At the end of KS 1 our indicative assessment is that one of the pupils would have met the expected standard.</p> <p>Throughout Key Stage 2 the proportion of eligible pupils making expected progress is lower than for other children.</p> <p>In lower Key Stage 2 this is the area where the progress of eligible pupils is less good than for their non-eligible peers.</p> <p>The difference in the rates of progress between eligible and non-eligible pupils narrows in upper Key Stage 2. In Year 5 17% made accelerated progress with 44% demonstrating this in Year 6.</p> <p>Despite the acceleration in progress in Year 6 our indicative assessment is that 33% of children would have met the expected standard compared to 86% of those not eligible for the premium</p>
Progress and attainment in Mathematics	<p>In Key Stage 1 all eligible pupils made expected progress. At the end of KS 1 our indicative assessment is that both pupils would have met the expected standard.</p> <p>In Years 4 and 5 all pupil premium children have made expected progress which is better than the proportion of non-eligible children making expected progress. In Years 3 and 6 the proportion of those making expected progress is less than their non-eligible peers; in Year 6 22% of pupils made accelerated progress.</p> <p>For the end of Key Stage 2 our indicative assessments is that 44% of children would have met the expected standard compared to 76% of those not eligible for the premium.</p>
Attendance	<p>Average attendance for a child eligible for pupil premium is 94% compared to 96% school average. This is for the period Sept-March 2019-20</p> <p>9% of eligible children have 100% attendance</p> <p>56% or 18 out of 32 eligible children have attendance below 95%. Of these 18</p>

	<p>pupils half have attendance below 90%.</p> <p>In 4 cases this is due to longer term health concerns or a one off stay in hospital for specific treatment. One child has now left the school.</p>
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**September 2020**