

## Pupil premium strategy statement

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	Data
School name	Laughton Junior and Infant School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	14.3% (+ 2 LAC)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Claire Hill
Pupil premium lead	Emma Jackson
Governor / Trustee lead	Joanne Ware

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68005
Recovery premium funding allocation this academic year	£4640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£72645

## Part A: Pupil premium strategy plan

### Statement of intent

For all of our pupils (disadvantaged or not) we want them to develop key life skills in order for them to be able to face the realities of the world we live in and we want each and every child to reach their full potential whilst having an enjoyable and memorable time at school. We aim to address SEMH to ensure this has minimal impact on learning time, whilst also having high quality adult support through targeted intervention.

This strategy plan places the children's needs at the heart of all the funding choices including the specific interventions for academic and SEMH. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

We expect all our pupils (disadvantaged or not) to engage in all aspects of school like equally and therefore this strategy plan allows these opportunities to be opened up.

At Loughton Junior and Infant School, we strive to ensure **that all pupils make at least expected progress** in all subjects through:

- Quality First Teaching
- High Quality, relevant CPD for all staff.
- Targeted, specific academic and pastoral support
- Inclusive practice with a robust pastoral support system
- Positive engagement with families, promoting good attendance and punctuality and a climate of trust and mutual respect.

Support and promote positive mental health and well-being of pupils, staff and families.

## Challenges

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

Challenge number	Detail of challenge
1	Continue to develop the well-being opportunities to support Social, Emotional and Mental Health Needs of our children. This includes them being ready to learn after unsettled times during the day e.g. before school, break time, lunch time etc.
2	Access to high quality adult support via targeted interventions
3	Enhance writing skills
4	Children to have an equal opportunity and can be exposed to different experiences e.g. educational visits, musical experiences
5	Internal and external (where available) assessments indicate that writing and reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

## 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
<b>Provide support for children with SEMH needs</b>	<ul style="list-style-type: none"> <li>• Learning Mentor to provide quality planned support for identified pupils (including PPG pupils) to overcome SEMH barriers in the form of ELSA (Emotional literacy support) for any identified pupils across school</li> <li>• PP Pupils with SEMH needs are supported to be able to access learning successfully through early identification and allocation of effective, inclusive provision, so that most make progress in line with ARE, and 100% make progress in line with individual expectations.</li> <li>• To offer free breakfast provision</li> <li>• Learning mentor to support at playtimes.</li> </ul>

	<ul style="list-style-type: none"> <li>• RecordMy will demonstrate a reduction in individual deregulated behaviours.</li> <li>• Pupil voice demonstrates that pupils are happy in school</li> </ul>
<b>To provide holistic and financial support to vulnerable families</b>	<ul style="list-style-type: none"> <li>• 25% subsidy of visits/visitors to create a 'hook for learning' and engage learners.</li> <li>• Provision of music lessons for PPG pupils</li> <li>• All children throughout school to receive free fruit snack at break time each day.</li> </ul>
<b>Provide opportunities for children to access intervention to support gaps in knowledge</b>	<ul style="list-style-type: none"> <li>• To provide support for identified children to catch up their reading, writing and maths skills in order to narrow/close the gap (PPG and non-PPG pupils)</li> <li>• All pupils in Y6 to be provided with revision SATs books and work books at the beginning of the year</li> </ul>

## 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: £17295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all day to day teaching meets the needs of each learner, so that those children eligible for PPG, but already working at or above EXS, continue to progress and retain their current levels of achievement.	<p>RoSIS remains the school's main provider for CPD and, as a Rotherham-based and part LA funded provision, focuses its CPD offer on common needs identified.</p> <p>The EEF says that "The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils."</p>	1, 2, 3, 4
Ongoing CPD to improve the teaching of English and Maths across the school	English and Maths subject leaders to have time out of class to enable them to support staff providing quality first teaching as the EEF states "ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them".	1, 2, 3, 4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3

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

Budgeted cost: £33350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 to have revision books	<p>Parent feedback says that a structured revision guide has helped them support their child at home with methods, strategies and terminology that staff use at school.</p> <p>The EEF research also suggests this will enable children to progress.</p>	2, 3
To provide support for identified children to catch up their reading, writing and maths skills in order to narrow/close the gap (PPG and non-PPG pupils)	<p>EEF provides evidence that intervention run by school staff linked directly to lesson learning has the greatest impact, which has been supported by EEF research.</p> <p>Session focuses will also be directed by the class teacher.</p>	2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (KS2 primarily)	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

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

Budgeted cost: £22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To reduce pupils' anxieties so that they feel happy, safe and ready to learn.	<p>Many pupils, including PPG pupils have accessed Learning Mentor support throughout various parts of the school day. This has proved to be effective in reducing</p>	1

	<p>pupils' anxieties and enabling readiness to learn.</p> <p>Interventions include LEGO therapy, Play Therapy and ELSA</p>	
<p>Identified pupils access good quality mental health support. Significant impact on targeted pupils mental health and well-being noted</p>	<p>Pupils and parents have reported positive differences for children attending ELSA sessions (see reports). This is also supported by the EEF who state that these interventions, "have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."</p>	<p>1, 6</p>
<p>To ensure that children eligible for PPG are able to take part in the wider school provision.</p>	<p>Using evidence from registers (Breakfast Club &amp; Sports Clubs) a smaller proportion of Disadvantaged children access this provision than non-disadvantaged. Tracking contributions prior to Educational Visits, a greater proportion of Disadvantaged families don't offer a contribution. Although we wouldn't not include them in the visit, school needs to be able to fund their places on the visit without impacting on the likelihood of the visit being cancelled for all children. Research into Disadvantaged children and the use of PPG also shows that it is these children who gain most from Educational Visits.</p> <p>The EEF research suggests that "the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, Mathematics and Science"</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £17295 + £33350 +£22000**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils has reduced than un the previous years in key areas of the curriculum; however, there is still room for improvement with regards to reading, writing and maths. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and our own videos posted on Class Dojo and Tapestry.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

*Please see the full review on our website.*

### 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
PiRA and PUMA	Rising Stars
Times Table Rockstars	Maths Circle
Nessy	Nessy Learning
Spelling Shed	EdShed
1:1 Tutoring	Third Space Learning



