

Pupil premium strategy statement- Year 2 September 2020

This document has been generated from the 3 Year Strategy (published in September 2019 and on the website). Due to the size and detail of this document, this statement will outline the strategy for Year 2 (2020-21).

School overview

Metric	Data		
School name	Loseley Fields Primary School		
Pupils in school	331		
Proportion of disadvantaged pupils	26%		
Pupil premium allocation this academic year	£112,980 + £1500 carry over from Year 1		
Total cost this year & carry over if app			
Academic year or years covered by statement	2019-20	2020-21	2021-22
Publish date	22 nd July 2020		
Review date	July 2021		
Pupil premium lead	Faye Johnstone (DHT)		
Governor lead	Charlotte Barnardo		

Disadvantaged attainment & progress scores for 2019-2020

End of key stage assessments in primary schools were cancelled as a result of COVID-19. The school captured the children's data at the point of closure and then made predictions based on evidence of the year and knowledge of the children. The data below is based on these predictions. The progress measure for 2020 is generate by the FFT as a prediction based on the teacher assessments we submitted. Whilst these will not be validated, they give the school a sensible measure to evaluate standards across the school.

Disadvantaged pupil progress scores for last academic year

Measure	Score 2019	Score 2020
Reading	-1.2	-1.4
Writing	-3.5	-3.5
Maths	-1.7	-1
Combined	-1.4	Not available

Disadvantaged pupil performance overview for last academic year

Measure	Subject	Score	Comparison to last year
Meeting expected standard at KS2	Reading	75%	+29%
	Writing	56%	+12%
	Maths	63%	+25%
	Combined	56%	+37%
Achieving high standard at KS2	Reading	19%	+6%
	Writing	0%	+0%
	Maths	13%	+0%
	Combined	0%	+0%

Three-year strategy aims

1. To close the gap in attainment between pupil premium children and our non-disadvantaged children.
2. To ensure that pupil premium children with SEND make good or better progress from starting points.
3. To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.

Teaching priorities for current academic year

Target	Examples of actions
To close the gap between reading and writing outcomes, bring writing in line with national standards.	Increase in writing CPD: pedagogy, moderation and assessment, writing interventions, continue using The Power of Reading, refinement of writing assessment systems, working with subject leads to monitor. Development of the effective use of formative assessment.
To ensure pupil premium children read regularly and widely as well as have reading books matched to their ability.	Purchase of Accelerated Reader (through LLF funding) and investment in technology for children requiring access, targeted time to read with staff in school, school based CPD, reading initiatives such as author visits and purchase of books for children.
Total cost	

Targeted academic support for current academic year

Target	Examples of actions
Pupil Premium children not on track to make progress in reading, writing and maths are targeted to make accelerated progress and meet targets based on starting points.	Invest in writing intervention Rapid Writing and implement across school from Y2-6, continue with reading interventions that have been successful (BRP & Fresh Start), use of MARK to identify gaps and target with OnTrack Reading, SPAG and maths tailored intervention across the school. Use of male role model in reading (may not start initially due to COVID restrictions).
Improve the attendance of pupil premium children, particularly focusing on reducing PP children who are persistently absent.	Continue with monitoring system established, including individual work with families. Use of assembly to praise individual improvements, half termly attendance bulletin, SENDCo move onto Attendance Team & other whole school strategies to raise the profile of attendance.
KS1 children to receive additional phonics sessions to close any gaps as a result of COVID-19 closure to ensure that they pass the phonics screening.	EYFS, Year 1 and Year 2 pupils to receive additional phonics intervention using Phonics Bug and new matched phonics books. Targeted support based on need i.e. 1:1 and small group work.
Total cost	

Wider strategies for current academic year

Target	Examples of actions
To develop resilience in our most vulnerable pupils so that they feel able to overcome barriers to learning.	Launch and implement the role of the Eco-therapist in school (1:1, group and wider gardening work), HSLW support for children and families & curriculum offer in PSHE, particularly prominent in light of COVID closure.
To fully embed the new lunchtime offer to further improve behaviour at lunchtimes and reduce the number of incidents involving our most disadvantaged.	Assign the role of lunch leader to ensure that activities are planned and 'owned', considering how to adapt this model whilst 'bubble' restrictions are in place. Ensuring there is a breadth of resources and games on offer at lunchtime. Training young leaders to lead on play activities and ensure that PP are represented in this group.
To ensure that pupil premium children have priority access to clubs and trips so that they are able to fully engage in the wider curriculum offer.	Pay for paid clubs that PP children would not be able to attend if not funded by the school, PE specialist to offer two free after/before school clubs. Teachers continue to target PP children who would benefit for a club offer and explore any barriers with the family and consider how we can support i.e. paying for kit etc. Residential and trips to be funded if required.
Total cost	

Monitoring and Implementation: Termly Review of Targets (internal use only)

Annual review to be published on the website.

AUTUMN REVIEW	
Target	Review commentary
Teaching	
Targeted	
Wider	
SPRING REVIEW	
Target	Review commentary
Teaching	
Targeted	
Wider	
SUMMER REVIEW	
Target	Review commentary
Teaching	
Targeted	
Wider	

Costing breakdown- 2020-2021

Teaching	
Action	Cost
Power of Reading subscription	£350.00
Writing CPD	£9,661.46
Writing moderation	£9,661.46
Writing assessment	£4,830.73
MARK analysis (data entry)	£82.61
Mental Health First Aider Training (National College)	£500.00
Maths CPD	£4,830.73
Science CPD	£4,830.73
Curriculum Monitoring	£2,761.66
T&L Lead mentoring time	£920.55
TOTAL	£38,429.92
Targeted	
Action	Cost
Fresh Start	£3,221.62
Boosting Reading Potential	£5,878.88
Rapid Writing Intervention	£7,838.50
On Track for Maths	£10,738.75
On Track for Reading	£10,738.75
On Track for GAPs	£10,738.75
HSLW/Flourish support	£22,171.17
TOTAL	£71,326.40
Enrichment	
Action	Cost
After school Sports Club	£813.53
Before school Sports Club	£813.53
Football club	£300.00
Rock Steady places	£1750 *carry over used to increase access for PP ch
Boogie Pumps places	£500.00
Half term Sports Club spaces	£624.00
Trips funding	£2,000.00
Uniform & other	£250.00
TOTAL	£5,551.06
COMBINED TOTAL	£115,307.38