

Loatlands Primary School Pupil Premium Strategy 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

The statement has been completed inline with the guidance on [using pupil premium](#).

School Overview	
Detail	Data
School name	Loatlands Primary School
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	31.12.2023
Statement authorised by	Mrs Rebecca Robinson
Pupil premium lead	Mrs Rebecca Robinson
Governor / Trustee lead	TBC

Funding Overview 2023-2024	
Detail	Amount
Pupil premium funding allocation this academic year	£113,490
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable) Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024	£0
Total budget for this academic year	£113,490

Part A: Pupil premium strategy plan

Statement of intent

At Loatlands Primary School we aim to ensure that all pupils, regardless of their socio-economic background, are able to access a high-quality curriculum offer which provides high quality first teaching and enables them to achieve well and make good progress in all subject areas because we recognise that 'good teaching is the most important variable schools have to improve outcomes for disadvantaged pupils' (EEF). The children access learning which instils in them both the academic skills to excel in their future chosen area and also the school values of resilience, respect and curiosity which will ensure that they become lifelong learners because our curriculum offer also extends beyond the academic. We do so by offering a diverse range of extra-curricular clubs and experiences that, in many cases, children may not have been able to access and therefore expand their cultural capital.

Our aim is to ensure that we provide pupils with an ambitious and challenging curriculum that provides them with both substantive and disciplinary knowledge that will equip them for careers that they aspire to. Pupils will develop an understanding of themselves as a learner and their own metacognitive strategies in order to allow pupils to take ownership of their own learning.

At Loatlands we recognise that, for some pupils, there may be barriers to accessing this curriculum offer that may set them at a disadvantage from their peers and that, sometimes, these pupils may experience multiple barriers. We aim to ensure that our approach is inclusive to all pupils regardless of these barriers.

We believe strongly that good learning cannot take place without good relationships and strive to build strong, lasting relationships with pupils and their families in order to ensure that parents and carers can be involved in their child's learning journey. It is our intention that this will, in turn, support the aspirations of families in our community and a high attendance rate of all children.

Staff receive training on the impact of disadvantage on a child's life and ensure that assumptions are not made about individuals based on their disadvantage but, instead, individuals are provided with support that is specific to their needs rooted in robust diagnostic assessment. All staff take responsibility for the outcomes of disadvantaged pupils and ensure that expectations are high for all.

We recognise that pupils may experience difficulties at any point during their time with us at Loatlands and aim to provide timely and effective support to enable pupils to narrow the gaps between their own attainment and that of their peers with a focus on 'keep up' not 'catch up'

Challenges

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

Challenge number	Detail of challenge
1	Internal data demonstrates that outcomes in reading, writing and maths for disadvantaged pupils are significantly lower than their non-disadvantaged peers, especially those children achieving GDS.
2	Attendance (including lates) of disadvantaged pupils is below that of their non-disadvantaged peers (which has been further compounded by COVID-19)
3	35% of disadvantaged pupils are also on the SEN register and require additional provision to allow them to access their learning – particularly related to SEMH needs.
4	The engagement of disadvantaged pupils in extra-curricular clubs and activities offered to extend their cultural capital is lower than their disadvantaged peers.
5	Assessments in both nursery and reception indicate lower levels of oracy among disadvantaged pupils.
6.	41% of wellbeing slips logged by staff in the last 12 months are attributed to disadvantaged pupils. A significant number of these are related to SEMH and poor mental health.
7.	Engagement of parents of disadvantaged pupils at events such as parents' evenings and home learning activities is lower than non-disadvantaged pupils. (35% of PP parents did not attend parents evening compared to 15% of non PP parents)

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
<p>Pupils will make at least expected progress in Reading, Writing and Maths. Many pupils will make accelerated progress.</p>	<p>A shrinking attainment gap between PP pupils and their peers in Reading, Writing and Maths EYFS, KS1 and KS2 outcomes will demonstrate that disadvantaged pupils perform at least in line with national outcomes for meeting the expected standard (EXS) in Reading, Writing and Maths. An increasing proportion of pupils are working at Greater Depth within the Expected Standard (GDS) by the end of KS1 and KS2. Y1 Phonics Screening outcomes will demonstrate that 90% of disadvantaged pupils meet the expected standard in phonics by the end of Y1 and 100% by the end of Y2.</p>
<p>Attendance (including lates) of disadvantaged pupils will increase</p>	<p>Attendance for all disadvantaged pupils will be in line with their peers or at least in line with the school's expectation of 96%. No disadvantaged pupils will be persistently absent. Parents will be provided with regular updates regarding their child's attendance and monitoring and support will be in place for those whose attendance falls below 90%</p>
<p>Disadvantaged pupils will access interventions that are specifically tailored to meet their needs</p>	<p>Provision maps and Individual Education Plan documents will ensure that appropriate provision is made for disadvantaged pupils, particularly those that are also on the SEND register, so that pupils are able to make progress from their starting points. This progress</p>

	<p>and the impact of the interventions will be demonstrated on the provision map. SEMH interventions and provision will be targeted to ensure that it meets the needs of disadvantaged children as this is the school's primary area of need.</p>
<p>Disadvantaged pupils will access a wide variety of clubs and extra-curricular activities to widen their cultural capital</p>	<p>Monitoring of the use of virtual vouchers will demonstrate that disadvantaged pupils are accessing more clubs and other activities. The school will host HAF projects during some of the holidays for families to access. Taster sessions for a variety of activities will ensure that there are opportunities for all children to access activities that they will enjoy. Pupil voice will demonstrate that pupils are participating in more clubs that they enjoy. Monitoring of club / activity registers will demonstrate increased attendance.</p>
<p>Pupil and parent mental health will be well supported</p>	<p>The school will engage in and refer to the MHST team that will be working with the school. Parents and children will have access to a full time Family Support Worker Children will report through the Wellbeing Survey (conducted 3x per year) that their mental health is improving and that they have the tools to address this. Fewer referrals for external support are required. Parent voice will reflect improved relationships</p>

<p>Strong home-school links will be established to further build relationships with all families, particularly those who find it difficult to engage</p>	<p>Parents will have access to a full time Family Support Worker. Opportunities for parent learning will be well advertised and accessed by parents.</p> <p>Attendance at events such as Parents Evening, which are focused on children's learning and development, will be equally as well attended as less formal events such as nativities.</p> <p>A wider variety of events where parents can be involved in their child's learning will return e.g. reading mornings; family afternoons and coffee mornings.</p>
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Activity in this academic year: 2023-2024

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: £27,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated leadership time for the Assistant Headteacher (0.8 of a day per week) to provide CPD and support to teaching and support staff to ensure that teaching is of a high quality and that interventions are delivered well. The AHT, with considerable expertise in</p>	<p>EEF Research demonstrates that Teaching Assistant led interventions can provide +4 months additional progress and that Oral Language Interventions (NELI) can provide +6 months additional progress but only if they are done well and that staff have had appropriate levels of CPD in order to deliver these.</p>	<p>1 / 3 / 5</p>

<p>SEND is perfectly placed to provide regular CPD specifically tailored to the individual needs of members of staff and as a whole group</p>	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Access to a Behaviour and Resilience Mentor through Think for the Future for 1 day per week</p>	<p>EEF Research demonstrates that Behaviour focused interventions can provide +4 months additional progress; metacognition and self-regulation can provide +7 months additional progress</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Continued, regular CPD and development opportunities for all teaching and support staff in the delivery of the RWI Phonics programme to ensure that EYFS / KS1 pupils receive high quality phonics teaching and staff in KS2 are equipped to better support the bottom 20% of readers in their year groups.</p>	<p>EEF Research demonstrates that Behaviour focused interventions can provide +5 months additional progress</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>CPD for all teaching and support staff on the Great Teaching Toolkit to build on the work around metacognition and self-regulation from the academic year 2021-22</p>	<p>EEF Research demonstrates that metacognition and self-regulation can provide +7 months additional progress</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1

	5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf (website-files.com)	
CPD for all teaching and support staff on the use of the SEND 5 A Day approach CPD for all teaching and support staff to use Zones of Regulation to support emotional literacy and emotional regulation to improve behaviour outcomes, and therefore learning outcomes for all students.	EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
Access to ELSA support, and CPD for specific staff to support children with SEMH needs.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1/3/6

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

Budgeted cost: £54,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Level 2 Teaching Assistants (TA's) deployed across the school to provide targeted interventions for	EEF Research demonstrates that Teaching Assistant led interventions can provide +4 months additional progress and that Oral Language Interventions (NELI) can provide +6 months additional progress	1 / 3 / 5

pupils in Reading, Writing, Maths, Oracy and SEMH	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Employment of a full time Family Support Worker to further develop strong relationships with families and support good attendance	EEF Research demonstrates that Parental Engagement can provide +4 months additional progress Parental engagement EEF (educationendowmentfoundation.org.uk)	2 / 6 / 7
Implementation of Learning by Questions programme across KS2	EEF – Use of Digital Technology to Enhance Learning EEF Digital Technology Guidance Report.pdf (educationendowmentfoundation.org.uk)	1
Employment of an experienced teacher for small group tuition in Reading, Writing and Maths across the school.	EEF Research demonstrates small group tuition can provide +4 months additional progress Small group tuition EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £30,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Virtual Voucher system for all disadvantaged pupils (£125 for KS1 pupils and £225 for KS2 pupils) which	EEF Research demonstrates that Arts participation can provide +4 months additional progress; studies for outdoor adventure learning show a positive	4 / 6

<p>can be spent on extra-curricular clubs and activities; uniform; trips and other initiatives that will widen pupils' cultural capital</p>	<p>impact but that evidence is currently too limited to quantify this in terms of months; physical activity can provide +1 month of additional progress</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)</p>	
<p>Implementation of Lunch Bunch sessions for disadvantaged pupils that are also on the SEND register will ensure that they are better placed to learn at the end of the lunch break because they will have improved emotional regulation.</p>	<p>EEF Research demonstrates that Behaviour focused interventions can provide +4 months additional progress</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Implementation of a Nurture Forest School session to ensure disadvantaged pupils can be better placed to self-regulate and have improved emotional regulation throughout the week, by using and applying the strategies learned there.</p>	<p>EEF Research demonstrates that social and emotional learning can provide +4 months additional progress</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3/4/6
<p>Total budgeted cost:</p>	<p>£113,490</p>	

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Guidance Notes: Look back to the intended outcomes section and evaluate how well you have achieved the success criteria link to this. Make a judgement about whether you feel at this stage you have exceeded, met, partly met or not met. Following this will you sustain or stop an activity. If these are multiple strategy outcomes make a judgement on the progress made so far: accelerated, on-track, needs further action

Outcome measure could be based on internal data as well as external data which will be published again for 2023.

Delete this box before published, review goes in the table below.

Intended outcome	Success criteria	Impact Narrative to date	Impact Judgement
Add or delete rows as needed			

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
Think for the Future	Think for the Future
Fiesta Sports Provision	Fiesta Sports