

Loatlands Primary School Pupil Premium Strategy 2024-2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

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	398
Proportion (%) of pupil premium eligible pupils	79 (19.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 Year 1 2024-2025 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Rebecca Robinson
Pupil premium lead	Mrs Rebecca Robinson
Governor / Trustee lead	TBC

Funding Overview 2024-2025	
Detail	Amount
Pupil premium funding allocation this academic year	£115,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£115,440

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
3	33/79 disadvantaged pupils are also on the SEN register (41.7%) 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	Engagement of parents of disadvantaged pupils at events such as parents' evenings and home learning activities is lower than non-disadvantaged pupils. (38% of PP parents did not attend parents evening compared to 18% 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% Headteacher and Attendance lead will create and monitor a robust system for tracking attendance, and where support needs to be offered.</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 and the impact of the interventions will be demonstrated on the provision map.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Parents and children will have access to a full time Family Support Worker</p> <p>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.</p>

	<p>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. 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. 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>

Activity in this academic year: 2024-2025

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</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>AHT, with considerable expertise in 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 Northampton Town Football Club. Morning and after school club targeted at children with poor attendance, plus mentoring in small groups and individually as required, throughout the school day.</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>	2/6
<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



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CPD for all teaching and support staff on the use of the SEND 5 A Day approach/ the graduated response and QFT Continued 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: £56,610

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 pupils in Reading, Writing, Maths, Oracy and SEMH	EEF Research demonstrates that Teaching Assistant led interventions can provide +4 months additional progress and that Oral Language	1 / 3 / 5

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

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

Budgeted cost: £30,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Virtual Voucher system for all disadvantaged pupils (£125 for KS1 pupils and £225 for KS2 pupils) which can be spent on extra-curricular clubs and activities; uniform; trips and other initiatives that will widen pupils' cultural capital</p>	<p>EEF Research demonstrates that Arts participation can provide +4 months additional progress; studies for outdoor adventure learning show a positive 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>4 / 6</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>	<p>3</p>
<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>	<p>3/4/6</p>
<p>Total budgeted cost:</p>	<p>£ 115,440</p>	



Part B: Review of the previous academic year 2023-2024

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Impact Narrative to date	Impact Judgement
Pupils will make at least expected progress in Reading, Writing and Maths. Many pupils will make accelerated progress.	<p>A shrinking attainment gap between PP pupils and their peers in Reading, Writing and Maths</p> <p>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.</p> <p>An increasing proportion of pupils are working at Greater Depth within the Expected Standard (GDS) by the end of KS1 and KS2.</p> <p>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>39% of PP children achieved expected or expected plus in reading compared to 49% of non-PP children. 22% of PP children achieved expected or expected plus in writing, compared to 41% of non-PP children. 37% of PP children achieved expected or expected plus, compared to 44% of non-PP children. There was not a significant change in the number of pupils achieving GDS. 82% of children achieved a good level of development, compared to 68% nationally. 78% of PP children achieved GLD at the end of reception. 57% of PP children achieved the phonics screening check, compared to 74% of non-PP children and 80% nationally.</p>	
Attendance (including lates) of disadvantaged pupils will increase	Attendance for all disadvantaged pupils will be in line with their peers or	34% of PP children achieved an attendance of 95% or above compared to 42% of non-PP children. No PP or non-PP children were	

	<p>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>persistently absent. There are rigorous and robust plans in place to support children whose attendance is a cause for concern. These are monitored weekly and information shared with parents and carers. Parents are invited in to a meeting with the attendance team to support next steps to improve attendance.</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 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>34% of children with PP have an individual education plan, compared to 15% of children who are non-PP. Progress and attainment is monitored robustly by the SEN team, and parents are invited into 6 weekly reviews of individual education plans and the impact that intervention has had on progress. 71% of parents of children who are PP attended IEP reviews at least every term, compared to 65% of non-PP children.</p>	
<p>Disadvantaged pupils will access a wide variety of clubs and extra-</p>	<p>Monitoring of the use of virtual vouchers will demonstrate that</p>	<p>Food vouchers were allocated to each PP child at a value of £15 per</p>	



<p>curricular activities to widen their cultural capital</p>	<p>disadvantaged pupils are accessing more clubs and other activities. The school will host HAF projects during some of the holidays for families to access.</p> <p>Taster sessions for a variety of activities will ensure that there are opportunities for all children to access activities that they will enjoy.</p> <p>Pupil voice will demonstrate that pupils are participating in more clubs that they enjoy.</p> <p>Monitoring of club / activity registers will demonstrate increased attendance.</p>	<p>week of the holiday. The use of these vouchers is impossible to track, due to this being a voucher scheme . In addition to this, HAF links were shared with all PP children with information on how to book these activities. We occasionally have information shared by HAF about the uptake of this, however, there has been none this academic year. Pupils who have been able to book these activities in the holidays have spoken positively about them on their return to school. These have included summer camps, football clubs, Christmas pantomimes and swimming sessions.</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.</p> <p>Parents and children will have access to a full time Family Support Worker</p> <p>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.</p>	<p>Loatlands continues to be supported by MHST, and have attended fortnightly consultations to discuss children who have concerns around their mental health and wellbeing. 29% of children referred who are PP were accepted to access support, compared to 60% of children without PP being accepting to access support. In addition to this, all year 4 received support from MHST about emotional resilience, of which 18% of the cohort was PP. In addition to</p>	



	<p>Fewer referrals for external support are required. Parent voice will reflect improved relationships</p>	<p>MHST, 9 children accessed drawing and talking and other internal interventions. Of these 33% were PP children, compared to 67% who were non-PP. Parents were signposted to 4 parent support opportunities through the Hunsbury Park SEN Alliance that focused on SEMH support, although the uptake of these was not able to be monitored at a school level. MHST and the school nursing team attended parents coffee mornings, which parents of children with PP attended.</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. 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. A wider variety of events where parents can be involved in their child's learning will return e.g. reading</p>	<p>The parent support worker continues to support families and children at Loatlands as needed. She provides and shares regular opportunities for parent support through either NHS pathways, or other community links such as MHST and Blossom. Parents in KS1 were invited to mock phonics lessons to ensure they could support reading at home and KS2 families were able to observe Effective Maths and Talk for Writing lessons in action.</p>	



	mornings; family afternoons and coffee mornings.		
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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
Northamptonshire Music and Performing Arts Trust	NMPAT