

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](#).



Loatlands Primary School
Pupil Premium Strategy Statement 2023-2024



School Overview	
Detail	Data
School name	Loatlands Primary
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	21.9%
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	31.12.2021
Date on which it will be reviewed	21.7.2023
Statement authorised by	Laura Buckley
Pupil premium lead	Beckie Robinson
Governor / Trustee lead	Sarah Adams

Funding Overview 2023-2024	
Detail	Amount
Pupil premium funding allocation this academic year	£94,810
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <small>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024</small>	£0
Total budget for this academic year	£94,810

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 a good relationship 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 below their non-disadvantaged peers.
2	Attendance (including lates) of disadvantaged pupils is below that of their non-disadvantaged peers (this has been further compounded by the COVID-19 pandemic)
3	24% of disadvantaged pupils are also on the SEND register and require additional provision to support their access to learning particularly related to SEMH
4	The engagement of disadvantaged pupils in extra-curricular clubs and activities offered to extend their cultural capital is lower than their non-disadvantaged peers.
5	Assessments and observations in both Nursery and Reception indicate low levels of oracy among disadvantaged pupils.
6	49% of wellbeing slips logged by staff in the last 12 months are attributed to our disadvantaged pupils. A significant proportion of these are related to poor mental health.
7	Engagement of parents of disadvantaged pupils at events such as parents evening and in home learning activities is lower than for non-disadvantaged children (34% of PP parents did not attend parents evening in October 2021 compared with 18% of all parents and 14% 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
Pupils will make at least expected progress in Reading, Writing and Maths. Many pupils will make accelerated progress.	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 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.
Attendance (including lates) of disadvantaged pupils will increase	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%
Levels of oracy in EYFS will improve	The school will successfully implement the NELI programme. Those children participating in the NELI programme will demonstrate significantly improved oracy in Reception through baseline and impact data.
Disadvantaged pupils will access interventions that are specifically tailored to meet their needs	Provision maps and One Page Profile 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.
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Intended outcome	Success criteria
Disadvantaged pupils will access a wide variety of clubs and extra-curricular activities to widen their cultural capital	<p>Monitoring of the use of virtual vouchers will demonstrate that disadvantaged pupils are accessing more clubs and other activities.</p> <p>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>
Pupil and parent mental health will be well supported	<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.</p> <p>Parent voice will reflect improved relationships</p>
Strong home-school links will be established to further build relationships with all families, particularly those who find it difficult to engage	<p>Parents will have access to a full time Family Support Worker.</p> <p>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>

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: £23,817

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 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>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>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 / 3 / 5</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)</p>	<p>6</p>

	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
Provision of Maths on the Move programme for all pupils in Y1 – Y6 across a 2 year programme	EEF Research demonstrates that Behaviour focused interventions can provide +1 month additional progress; data from Maths on the Move providers demonstrates that 80% of participants improved their confidence in Maths through the programme Leeds Beckett University Study	1
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.	EEF Research demonstrates that Behaviour focused interventions can provide +5 months additional progress Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
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	EEF Research demonstrates that metacognition and self-regulation can provide +7 months additional progress Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	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	EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £54,993

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 Interventions (NELI) can provide +6 months additional progress Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 / 3 / 5
Employment of a full time Family Support Worker to further to further develop strong relationships with	EEF Research demonstrates that Parental Engagement can provide +4 months additional progress Parental engagement EEF (educationendowmentfoundation.org.uk)	2 / 6 / 7

families and support good attendance		
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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Virtual Voucher system for all disadvantaged pupils (£100 for KS1 pupils and £200 for KS2 pupils) which can be spent on extra-curricular clubs and activities; uniform; trips and other initiatives that will widen pupils' cultural capital	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 Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	4 / 6

<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>
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<p>Total budgeted cost:</p>	<p>£94,810</p>
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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.

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 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>Due to a number of staffing changes and staff absences, this is still an area to develop further. CPD has been put in place during the Spring and the Summer term to support staff and once embedded will be reviewed in the new academic year to show impact.</p> <p>Staff received training on GDS in maths, and school has enrolled in NCETM maths fluency for Sept 2023.</p> <p>In year 2, 18% of NonPP achieved GDS in Reading compared to 0% PP. 5% of NonPP achieved GDS in writing compared to 0% of PP. 8% of NonPP achieved GDS in maths, compared to 7% of PP children.</p> <p>In year 6, 29% of NonPP achieved GDS in reading, compared to 7% of PP children. In writing, 0 children achieved GDS in either PP or NonPP.</p>	Partly Met

Commented [AIS1]: Have you been able to look at the outcomes for these groups? Do you know how PP are performing in these key outcomes as these will be published again by the DfE this year?

Commented [RR(2R1):

		In maths, 27% of NonPP achieved GDS compared to 0% of PP children. With regards to teacher assessments, year 1 made increased progress in reading, writing and maths. Year 2 made increased progress in reading and writing but not in maths. Year 3 made increased progress in reading, writing at maths. Year 4 made increased progress in reading, but not in writing or maths. Year 5 made increased progress in maths, but not in reading or writing. Year 6 made increased progress in reading and maths, but not in writing.	
Attendance (including lates) of disadvantaged pupils will increase	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%	Attendance is still a concern and not at the desired level, therefore with support from an external attendance officer, systems and processes will be refined for the new academic year. Parents have not always been provided with regular information about attendance and this will be addressed using the new systems. Although the school have followed guidance from the LA about fining families for poor attendance, this is not a deterrent for families, and therefore needs to be addressed in a	Partly Met

Commented [AIS3]: What is the gap still between PP and non-PP? How many are still persistently absent?

		different way. 38 PP children have attendance of less than 90% compared to 105 NonPP children. This equates to 26.6% being PP and 73.4% being NonPP Persistent absence nationally currently stands at 21.8%. No children sit below that amount, PP or otherwise.	
Levels of oracy in EYFS will improve	The school will successfully implement the NELI programme. Those children participating in the NELI programme will demonstrate significantly improved oracy in Reception through baseline and impact data.	Staff changes within the reception team have significantly impacted on the delivery of this intervention. Following the departure of the 2 members of staff who were trained in the delivery of NELI, we have investigated training more members of staff to ensure that this does not happen again. This will be a priority for the school moving forward. This was delivered in term 1 only, which was the point in the year where the key trained staff left.	Partly Met
Disadvantaged pupils will access interventions that are specifically tailored to meet their needs	Provision maps and One Page Profile 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	OPP reviews have continued three times this academic year. Attendance has been sporadic, largely due to the time commitment of only 15 mins part way through a day. There are plans to change the way we deliver this review in the new academic year to make it more	Partly Met

Commented [AIS4]: Has this been delivered at all? Or up until the staff members left? Do you have any impact data for the programme up to then?

	<p>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>accessible for working parents, without becoming a time onerous activity for school staff. In total, 65% of parents attended OPP reviews this year, made up of both PP and Non PP parents. We aim to increase this next year through the implementation of the new process.</p> <p>Delivery of interventions has been hugely affected by staff and children absence this year. There has also been a significant change in the types of interventions being delivered due to the change in SENCO in January 2023. Between April 2022 and January 2023, the school were without a consistent SENCo, and therefore interventions delivered were sporadic and without clear monitoring.</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</p>	<p>Clubs this year have been a huge success and have been attended by a range of pupils. Pupil voice from these clubs has been positive and has meant that students who are less academic have been able to access and develop their strengths in other areas. Attendance is monitored and both PP and Non PP children have attended. There were 223 children</p>	<p>Partly Met</p>

Commented [AIS5]: Have the interventions/targets been undertaken are you able to comment on the impact of these? How much progress was made?

Commented [AIS6]: Do you know how many of the PP children on the register attended a club? How many attended one of the HAF projects?

	<p>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>who attended clubs over the last academic year. 32 of these children were PP, which equates to 14%. During the Easter holidays, 27% of HAF vouchers were used. This was for 22 children. 74 camps were booked at the local HAF venues.</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>Loatlands continues to work with MHST to support children. In total there were 11 consultations made to MHST, of which 1 was a PP child. Of these consultations, 7/11 were provided with support through MHST, and 1 through alternative avenues suggested by MHST. The rest did not meet the threshold for support. The wellbeing survey completed in the autumn term was not completed again. Children undertook a questionnaire related to behaviour in the summer term, which included a question around feeling safe in school. 91/114 children agreed that they felt safe at school, which included PP and Non PP children. 108/114 children felt they had a trusted adult to talk to at school.</p>	<p>Met</p>

Commented [AIS7]: Is this sentence being finished?

Have you got evidence from the wellbeing survey as you were going to repeat this from Autumn in Summer as you missed spring?

What did this show you?

<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>	<p>Parent support worker continues to have a positive impact on children and families in our school. She has organised and delivered parents and tots sessions, coffee morning and SEN events over the year which has been attended by both PP and Non PP parents and families. Of the 26 families who have attended coffee morning this year, 9 were PP families and 15 were Non PP. In addition to more formal events, we have also had high attendance at events such as carnival crowning, year 6 leavers play, culture week, stay and read, class assemblies and sports day earlier in the academic year. This was made up of both PP and Non PP families. Feedback was positive. Of the 6 EHA meetings attended by our FSW, 2 were for PP families and 4 were for Non PP.</p>	<p>Partly Met</p>
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Commented [AIS8]: Does Kelly have figures on how many PP families attended?
 How many EHAs has she run for PP families this year?

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
Maths on the Move	Fiesta Sports
Think for the Future	Think for the Future