

Pupil premium strategy statement – Loughborough C of E Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/22 to 2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Janine Stillwell Headteacher
Pupil premium lead	Nicola Ferey Deputy Head

Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,380
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,365
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£58,325

Part A: Pupil premium strategy plan

Statement of intent

At Loughborough C of E Primary school, we are committed to providing high quality education for all pupils in order for them to reach their full potential by giving them ‘the roots to grow and the wings to fly’ and believe that teaching and learning should meet the needs of all pupils. Loughborough C of E Primary intends for all pupils, regardless of their background or challenges, to make good progress and be aspirational. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Where necessary our provision will be varied and adapted to meet the differing needs of our pupils. Need is determined by discussions with teachers during Pupil Progress meetings, scrutiny of pupil data and tracking and discussion with pupils. Pupil premium funding will be allocated following a needs analysis undertaken by a pupil premium lead and SLT. We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

We use the pupil premium funding received to strategically to support targeted pupils in a number of ways:

- Identifying Barriers to learning for pupils
- Delivering quality first teaching for all pupils
- Additional support/interventions for pupils
- Ensure pupils are able to access extra-curricular activities off site or outside the school day
- High quality professional development for staff

Some examples of how the school may support pupils are, but are not limited to:

- Teaching Assistant support to provide intervention programmes for identified children
- Specific support for identified children with social/emotional needs
- To purchase additional resources to support learning.
- Supporting the cost of off-site and residential visit to enhance learning experiences;
- Engaging specialist services to support vulnerable children and their families where there is a need
- Additional time for pastoral support. e.g. counselling, social communication etc.
- Extended activities
- 1:1 intervention for English and Maths
- Breakfast Club Access

Challenges

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

Challenge number	Detail of challenge																																																
1	Due to the current economic situation we are increasingly aware of the financial constraints many families are facing. We are aware that this has a direct impact on pupils and their families Mental Health and Wellbeing.																																																
2	Data shows that currently 26% of SEND pupils are also identified as disadvantaged, with 14% of EAL pupils identified as disadvantaged. This data, along with discussions with staff, observations and pupil progress feedback indicates that many PP pupils need additional support to access learning.																																																
3	<p>Current attendance data</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>95%</td> <td>90%</td> <td>96%</td> </tr> <tr> <td>Authorised absence</td> <td>3.8%</td> <td>6%</td> <td>3.3%</td> </tr> <tr> <td>Unauthorised absence</td> <td>1.2%</td> <td>3.8%</td> <td>0.55%</td> </tr> <tr> <td>Late</td> <td>1.7%</td> <td>3.8%</td> <td>1.3%</td> </tr> <tr> <td>Persistent Absentees</td> <td>10%</td> <td>36%</td> <td>4.3%</td> </tr> </tbody> </table> <p>(July 2022)</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>94.0%</td> <td>90.0%</td> <td>95.3%</td> </tr> <tr> <td>Authorised absence</td> <td>5.0%</td> <td>7.3%</td> <td>4.4%</td> </tr> <tr> <td>Unauthorised absence</td> <td>0.93%</td> <td>2.6%</td> <td>0.37%</td> </tr> <tr> <td>Late</td> <td>1.6%</td> <td>3.8%</td> <td>1.0%</td> </tr> <tr> <td>Persistent Absentees</td> <td>17.8%</td> <td>41.9%</td> <td>9.1%</td> </tr> </tbody> </table> <p>July 2021 PP attendance 88.9% compared to 93.8 % for Non-Pupil Premium pupils. Lateness for PP 4.4% compared to 1.3% Non-PP Persistent absentees 41.0% for PP compared to 31.2% for Non-PP</p>		All	PP	Non-PP	Attendance	95%	90%	96%	Authorised absence	3.8%	6%	3.3%	Unauthorised absence	1.2%	3.8%	0.55%	Late	1.7%	3.8%	1.3%	Persistent Absentees	10%	36%	4.3%		All	PP	Non-PP	Attendance	94.0%	90.0%	95.3%	Authorised absence	5.0%	7.3%	4.4%	Unauthorised absence	0.93%	2.6%	0.37%	Late	1.6%	3.8%	1.0%	Persistent Absentees	17.8%	41.9%	9.1%
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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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time
Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
Improved attendance and punctuality for all pupils with a particular focus on disadvantaged pupils.	Gap between PP and Non-PP attendance narrows and lateness and persistent absenteeism among PP pupils reduces by the end of 2023/24
PP Pupils on the SEND register make expected or better progress against their starting points/prior attainment.	Increase in % of PP SEND pupils making at least expected progress at each data retrieval point by the end of 2023/24

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: £ 19,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.	Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning. Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice. EEF Effective Professional Development Guidance Report Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust	2

<p>Provide instructional coaching for all teachers, delivered by experienced staff</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work – EEF</p> <p>What is Instructional Coaching – Ambition Institute</p>	<p>2</p>
<p>Engagement in Voice 21 Oracy programme to support high-quality oracy within the classroom, and the upskilling of teachers in their own oracy and ability to teach oracy skills effectively.</p>	<p>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence Review – Evidence Based Education</p>	<p>2</p>
<p>To identify a pupil premium champion in school to lead on raising attainment strategically.</p>	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://support.gj-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</p>	<p>2</p>

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

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shine interventions	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3
Providing small group tuition	Targeting Rise + pupils who have significant gaps in learning Small group tuition EEF (educationendowmentfoundation.org.uk)	2
Providing Support staff to deliver NELI to our EYFS pupils	NELI is an evidence-based early intervention to address children's language needs. NELI is the most well-evidence early language programme available to schools in England. What is NELI? Nuffield Early Language Intervention (NELI) (teachneli.org)	2

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with the Educational Welfare Officer to improve	EWO intervention looks at the issues impacting on a child's absence so that	3

attendance and punctuality.	<p>the appropriate interventions can be put into place.</p> <p>EWO are able to provide successful interventions that identify issues before persistent absenteeism becomes a problem for the child, family and school</p>	
Work to support pupils with a lack of confidence, low self-esteem and/or resilience by providing ELSA support	<p>The ELSA programme is recognised as an evidence-informed intervention programme that delivers intervention plans tailored to the specific needs of pupils, and enables schools to intervene early when social, emotional or well-being needs are identified. Evidence shows that the ELSA project has a positive impact children's self-efficacy beliefs.</p> <p>Derbyshire CC - https://www.elsanetwork.org/wp-content/uploads/2017/11/Evaluation-Report-DCC-ELSA-programme-June-2020.pdf</p> <p>Evaluation Reports – ELSA Network</p>	1,3
Supporting families and pupils by subsidising extra-curricular activities and experiences, enabling pupils to access to a wide range of activities and encouraging them to be aspirational.	<p>Offering financial support and subsidising educational, residential activities and trips allows disadvantaged pupils to access a wider range of experiences. Offering free Breakfast club places to our disadvantaged pupils has proved, in some cases, to be successful in ensuring that they get to school on time and have received a sufficient meal prior to learning.</p>	1, 3

Total budgeted cost: £ 52,380

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

EYFS GLD		Y1 Phonics Screening		KS1			
				Reading	Writing	Maths	
All	71% (6/24)	All	76% (22/29)	All	60%	50%	63%
PP	0% (0/4)	PP	0% (0/2)	PP	40%	10%	20 %
Non-PP	85% (17/20)	Non-PP	82% (22/27)	Non-PP	70%	70%	85%

KS2	Reading		Writing		GPS		Maths	
	EXS+	SS	EXP+	EXP+	SS	EXS+	SS	
All	79%	106.59	54%	66%	104.37	72%	103.59	
PP	50%	101.67	29%	25%	102.0	50%	103.67	
Non-PP	90%	108.0	62%	81%	105.05	81%	103.57	

We have analysed our end of year data and compared this to other schools within the RISE MAT. Our data shows the impact of the pandemic and subsequent school closures in widening the gap between PP and Non-PP children achieving the expected standard in the phonics screening check and at the end of Key stage 1 and Key stage 2. Therefore, closing the gap between disadvantaged and non-disadvantaged pupils remains a priority.

We have carefully monitored and analysed the impact of the measure put in place during the 2021-22 academic year and reviewed support and provision for 2023-24 through regular monitoring, observations, discussions with staff, pupil progress meetings and through our Pupil Premium records/case studies.

We are making some progress in our effort to improve attendance for our disadvantaged pupils. There has been a slight improvement in attendance for both our PP and non-PP pupils since 2021. However, data shows that whilst there has been a significant reduction in the number of non-PP pupils identified as persistent absentees there has been no change for our PP pupils identified as persistent absentees.

Evidence shows that we are not currently on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
TT Rockstars/Numbots	Maths Circle
NELI	Nuffield Foundation

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the impact from previous years and considered why some of the strategies and activities had not had the degree of impact that we had expected. We reviewed these aspects of the strategy plan and considered whether we could make small changes to the approach to gain impact or to change our focus/strategy. In some cases, such as the Solihull Parenting Course we offered, it was clear that without parental engagement we would not see any impact and so decided not to continue. This was also true of our use of Century Tech, as little or no impact was seen we decided not to continue with this action but instead focus on the use of Numbots, TT Rockstars.

Through comparing our data/outcomes with trust wide data (Rise MAT), we recognised that our outcomes and attainment data were not dissimilar to other schools within the MAT and have begun implement several Trust wide initiatives. We used the EEF's implementation guidance to help us develop our strategy, and referred to EEF led research when considering appropriate strategies and programmes. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.