

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Loughborough C of E Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	21% (42)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Janine Stillwell Headteacher
Pupil premium lead	Nicola Ferey, Deputy Headteacher
Governor / Trustee lead	Eva Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,500
Recovery premium funding allocation this academic year	£4930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,430

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 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, make good progress and are 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 literacy 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	Jigsaw REST assessments and discussions with staff and pupils indicate that our disadvantaged pupils demonstrate low self-esteem and confidence and/or emotional and social difficulties. 40% (16 of 40) Pupil Premium pupils scored as low or very low on the REST scale compared to 11.8% (16 of 136) Non-Pupil Premium pupils
2	Evidence gathered from participation analysis shows that the number of Pupil Premium pupils accessing after school activities and competitions is significantly lower than Non-Pupil Premium Pupils. Financial constraints may limit pupil's ability to engage in extra-curricular activities, limiting their wider experiences and aspirations.
3	Data shows that 35% of SEND pupils are also identified as disadvantaged, with 30% 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.
4	Current attendance data indicates that attendance among Pupil Premium pupils is 88.9% compared to 93.8 % for Non-Pupil Premium pupils. This data also indicates that lateness for PP pupils is 4.4% compared to 1.3% Non-PP pupils and persistent absenteeism is 41.0% for PP pupils compared to 31.2% for Non-PP pupils
5	Observations, discussions with pupils and feedback shared in Pupil Progress meetings suggest that for many Pupil Premium pupils there is little or no engagement in home/school learning. Feedback and discussions with some parents indicate that their academic skills are insufficient to be able to support learning at home.

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
The gap between Pupil Premium pupils scored as low or very low on the REST scale compared to Non-Pupil Premium pupils narrows.	PP pupils self-esteem and confidence increases and more pupils considered to be disadvantaged are scored as medium or high on the Jigsaw REST scale.
PP pupils have the opportunity to widen their experiences and participation in extra-curricular activities.	% of PP pupils attending and participating in after-school clubs, competitions, breakfast club and residential trips increases.
Improved attainment and progress for PP pupils in Reading.	KS2 reading outcomes in 2023/24 show that at least 80% of disadvantaged pupils met the expected standard and the gap between PP and Non-PP pupils has narrowed.

Improved attainment and progress for PP pupils in Writing.	KS2 writing outcomes in 2023/24 show that at least 80% of disadvantaged pupils met the expected standard and the gap between PP and Non-PP pupils has narrowed
Improved attainment and progress for PP pupils in Maths.	KS2 maths outcomes in 2023/24 show that at least 80% of disadvantaged pupils met the expected standard and the gap between PP and Non-PP pupils has narrowed
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
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

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: £23,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully embed the use of Accelerated Reader across all year groups to increase reading for pleasure.	The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension. Accelerated Reader (re-grant) EEF (educationendowmentfoundation.org.uk)	3, 5
Continue to replenish and add to our reading stock for both Accelerated Reader, KS1 reading library and non-fiction texts.	A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation. Accelerated Reader EEF (educationendowmentfoundation.org.uk)	3, 5
Maths Hub CPD - Creating access to quality first teaching in order to upskill them with vocabulary and mathematical language and reasoning.	There is strong evidence to suggest that the Mathematics and Reasoning interventions have a positive impact on pupils' progress in mathematics. Mathematics EEF (educationendowmentfoundation.org.uk) Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	3
Talk for Writing CPD -	Research and evidence show that the implementation of Talk for Writing has a positive impact on pupils' writing skills and improved teacher confidence with teaching writing. Talk for Writing EEF (educationendowmentfoundation.org.uk)	3, 5
Purchase a new Phonics scheme to ensure greater consistency across EYFS/KS1 and secure stronger teaching in phonics/early reading.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 5,
CPD for staff to be able to successfully 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)	1

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

Budgeted cost: £8850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscribe to Century Tech to support learners and address gaps. Those pupils identified as disadvantaged are more likely to have significant gaps in learning	Evidence suggests that pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. This can support pupils to consolidate learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning. Individualised instruction EEF (educationendowmentfoundation.org.uk)	5
Providing 1:1/small group tuition for those pupils whose education has been impacted by the pandemic and as a result have significant gaps in learning including those previously working at EXS and GDS. A significant number of these pupils are identified as disadvantaged.	Research/evidence has shown that pupils eligible for FSM and identified as disadvantaged typically receive additional benefits from one to one tuition and low attaining pupils are particularly likely to benefit. There is further evidence to suggest that 1:1 tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress One to one tuition EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £18,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with the Educational Welfare Officer to improve attendance and punctuality.	EWO intervention looks at the issues impacting on a child's absence so that the appropriate interventions can be put into place. EWO are able to provide successful interventions that identify issues before persistent absenteeism becomes a problem for the child, family and school	4
Work to support pupils with a lack of	The ELSA programme is recognised as an evidence-informed intervention programme that delivers intervention	1

confidence, low self-esteem and/or resilience by providing ELSA support	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. Derbyshire CC - https://www.elsanetwork.org/wp-content/uploads/2017/11/Evaluation-Report-DCC-ELSA-programme-June-2020.pdf Evaluation Reports – ELSA Network	
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.	Offering financial support and subsidising educational, residential and after-school activities 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.	2
Instrumental tuition has been provided to promote and support pupil's resilience and self-esteem and to enable them to access wider opportunities and provide access to cultural capital	Learning to play a musical instrument can help pupils to build their confidence, develop their social skills and have a focus.	2
Support families by offering places on the Solihull Parenting course to all those in a parenting role to a child or children to help them better understand how to support their children.	The Solihull Approach is a recognised programme to support parents and families. It is included in the UK Department of Health's Healthy Child Programme, in Northern Ireland's strategy for training health visitors and midwives, in Scotland's strategy for training health visitors and child practitioners. https://solihullapproachparenting.com/research/ https://solihullapproachparenting.com/wp-content/uploads/2021/09/Research-Publications-Evaluations.pdf Solihull Approach in Use - Solihull Approach Parenting (solihullapproachparenting.com)	1, 5

Total budgeted cost: £ 51,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

End of KS1 2020/21	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
All Pupils	73% (20)	3% (1)	47% (13)	3% (1)	61% (17)	7% (2)
Pupil Premium	80% (4)	0	20% (1)	0	40% (2)	0
Not Pupil Premium	70% (16)	4% (1)	52% (12)	4% (1)	65% (15)	9% (2)

End of KS2 2020/21	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
All Pupils	86% (24)	39% (11)	82% (23)	29% (8)	68% (19)	36% (10)
Pupil Premium	66% (2)	33% (1)	100% (3)	0	33% (1)	0
Not Pupil Premium	88% (22)	40% (10)	80% (20)	32% (8)	72% (18)	49% (10)

End of year 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 at the end of Key stage 1 and Key stage 2. This gap widens further when looking at pupils reaching Greater Depth Standard in Reading, Writing and Maths where, other than in KS2 reading none of our pupils identified as disadvantaged achieved GDS.

Externally provided programmes

Programme	Provider
Century Tech Software	Century AI
Talk for Writing silver package	Talk for Writing
NELI	Nuffield Foundation
Accelerated Reader	Renaissance

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A