

# Pupil premium strategy statement – Loughborough C of E Primary School

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	153
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicola Ferey
Pupil premium lead	Andrew Cotton
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,540.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£ 54,540.00

# 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 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 programs 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 visits 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
- Intervention to address academic gaps

## Challenges

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

Challenge number	Detail of challenge
1	High levels of persistent and/or unauthorised absence and low school attendance for disadvantaged pupils
2	Social and emotional issues for many pupils (particularly disadvantaged), notably a lack of enrichment opportunities.
3	Limited vocabulary to be able to access the academically rigorous curriculum
4	Historical lack of achievement, particularly writing
5	High proportion of disadvantaged pupils also have a SEND need (approximately 50%)

## 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.
Improve attendance data for disadvantaged pupils.	Attendance data for disadvantaged pupils is broadly in line with non-disadvantaged pupils. Persistent absence decreases Percentage of unauthorised absence lowers over time

## 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: £ 34,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Devise, develop &amp; deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching &amp; Learning Leads.</p>	<p>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.</p> <p>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.</p> <p><a href="#">EEF Effective Professional Development Guidance Report</a></p> <p><a href="#">Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</a></p>	<p>3, 4 &amp; 5</p>
<p>Provide instructional coaching for all teachers, delivered by experienced Trust Teaching &amp; Learning Leads.</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><a href="#">Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</a></p> <p><a href="#">Putting Evidence to Work – EEF</a></p> <p><a href="#">What is Instructional Coaching – Ambition Institute</a></p>	<p>3, 4 &amp; 5</p>
<p>Development of high quality</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p>	<p>3, 4 &amp; 5</p>

curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.  <a href="#">The Great Teaching Toolkit: Evidence Review – Evidence Based Education</a>	
To identify a pupil premium champion in school to lead on raising attainment strategically.	Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/">https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</a>	3, 4 & 5

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

Budgeted cost: £ 29,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	3, 4 & 5

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

Budgeted cost: £ 5,072

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employing trust attendance officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">Working together to improve school attendance - GOV.UK</a>	1
Purchase school uniform for children in receipt of pupil premium	To support inclusion for all pupils <a href="#">School uniform   EEF</a>	1 & 2
Supporting the development of a range of school trips	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. Improved academic performance, attitudes, behaviour and relationships with peers) EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) <a href="#">Social and emotional learning   EEF</a>  <a href="#">Outdoor adventure learning   EEF</a>	2

**Total budgeted cost: £ 54,540**

## 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 2024 to 2025 academic year

Y1 Phonics Screening	
All	79.2% (19/24)
PP	33.3% (1/3)
Non-PP	85.7% (18/21)

KS1	Reading	Writing	Maths
All	76.92%	65.2%	65.38%
PP	42.86%	42.86%	28.57 %
Non-PP	89.4%	72.68%	73.68%

KS2	Reading		Writing		GPS		Maths	
	EXS+	SS	EXS+	EXS+	SS	EXS+	SS	
All	91.7%	109.04	79.2%	83.3%	109.09	83.3%	109.23	
PP	66.7%	104.25	50%	50%	106.25	66.7%	106.50	
Non-PP	100%	111.11	88.9%	94.4%	109.72	88.9%	109.83	

KS2	Combined
	EXS+
All	75%
PP	50%
Non-PP	83.3%

Closing the gap between disadvantaged and non-disadvantaged pupils remains a priority.

School based assessment (Smartgrade reading, past SAT's papers and WhiteRose maths papers) were used to identify and areas of need and provide additional intervention to support pupil progress and close gaps.

Teaching strategies, which include pre-teaching, overlearning, re-teaching with alternative methods, to ensure secure knowledge continues to be embedded throughout the school, in all areas of the curriculum.

Our 2024/25 attendance data confirms that attendance for disadvantaged pupils is significantly lower than for non-disadvantaged pupils.

Student Group	Present R/C: Marks (%)	Auth. Absent R/C: Marks (%)	Unauth. Absent R/C: Marks (%)	Persistent Absentees
Not Disadvantaged	96.04%	3.41%	0.55%	10.76%
Disadvantaged	87.24%	7.63%	5.13%	46.15%

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
Sounds Write (Phonics)	Sounds Write Ltd.
TT Rockstars/Numbots	Maths Circle
Scarf (PSHE) Coram Life Education	Scarf (PSHE) Coram Life Education
Language Angels	Language Angels
White Rose Maths	White Rose Maths