

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	198
Proportion (%) of pupil premium eligible pupils	18% (36)
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	September 2022
Date on which it will be reviewed	September 2023
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	£52,700
Recovery premium funding allocation this academic year	£5,000
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	£57,700

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	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.																												
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 currently 38% of SEND pupils are also identified as disadvantaged, with 15% 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	<div>Current attendance data (July 2022)</div> <table><tr><th></th><th>All</th><th>PP</th><th>Non-PP</th></tr><tr><td>No. of pupils</td><td>205</td><td>46</td><td>159</td></tr><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></table> <div>Previously 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</div>		All	PP	Non-PP	No. of pupils	205	46	159	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%
	All	PP	Non-PP																										
No. of pupils	205	46	159																										
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%																										
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: £ 18,200

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
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
Fully embed Monster 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,
Fully invest in training and resources to allow teachers to implement the use of CPA in maths teaching to support and develop understanding for all pupils.	Concrete manipulatives and representations are a powerful way of enabling young children to engage with mathematical ideas. https://educationendowmentfoundation.org.uk/public/files/Early_Years_and_Key_Stage_1_Mathematics_Teaching_Evidence_Review.pdf	3
Recruitment of new English lead with key skills to introduce, develop and fully embed Oracy and Voice 21 project.	Evidence suggest that the Voice 21 project provides a sound foundation for the development of oracy skills, with particular strengths in supporting persuasive talk and talk for presentational purposes and in formal contexts.	1, 3

	Voice 21: Oracy Curriculum, Culture and Assessment Toolkit EEF (educationendowmentfoundation.org.uk)	
--	--	--

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully embed the use of Numbots and TT Rockstars across the school.	<p>Evidence shows that TTRS has had a huge impact on the retention and speed of multiplication recall. There has also been a noticeable change in lessons where children are drawing on known facts to solve more complex problems.</p> <p>A study into Times Table Rock Stars... Education Ponderings (wordpress.com)</p> <p>Further evidence suggests that 370,000 disadvantaged children are benefitting from Times Tables Rock Stars. The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.</p> <p>Times Tables RockStars - SHINE (shinetrust.org.uk)</p>	5
Providing 1:1/small group tuition for 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, in addition to those receiving NTP support. A significant number of these pupils are identified as disadvantaged.	<p>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.</p> <p>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</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	3
CPD for staff on the use of NIP (Numicon Intervention) and purchase of relevant apparatus to support teaching and learning	<p>The NIP approach develops conceptual understanding in mathematics using multi-disciplinary/multi-sensory approaches, making use of apparatus and focusing on action, imagery and conversation. NIP is normally aimed at year 2 pupils working below age-related expectations.</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/495580/closing_the_gap_test_and_learn_full_report.pdf</p>	3, 5
Provide CPD for staff on the implementation of the Voice 21 project across	Evidence suggest that the Voice 21 project provides a sound foundation for the development of oracy skills, with particular strengths in supporting persuasive talk	1

the school and purchase any resources necessary to successfully embed the project across the school	and talk for presentational purposes and in formal contexts. Voice 21: Oracy Curriculum, Culture and Assessment Toolkit EEF (educationendowmentfoundation.org.uk)	
Provide 1:1 Precision Teaching for pupils with specific gaps in learning to enable accelerated progress.	Evidence shows that Precision teaching is an effective intervention to meet the needs of an individual pupil who is experiencing difficulty with developing and maintaining some basic skills (e.g. recalling their times tables or remembering their phonics).	1, 3

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

Budgeted cost: £ 19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce the OPAL Primary Programme to encourage and facilitate play, leading to improved behaviour and wellbeing for pupils and provide CPD for staff.	Evidence has shown that the implementation of the OPAL programme in schools has positive outcomes both in an educational and wider context as children learn to get on together, enjoy school, undertake forms of exercise that involve moderate stress and moving in non-regular patterns, find time and space to recover attention and so on. Research and Evidence - Outdoor Play And Learning	1, 2, 3
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 confidence, low self-esteem and/or resilience by providing ELSA support	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. Derbyshire CC - https://www.elsanetwork.org/wp-content/uploads/2017/11/Evaluation-Report-DCC-ELSA-programme-June-2020.pdf Evaluation Reports – ELSA Network	1
Supporting families and pupils by subsidising extra-curricular activities and	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	2

experiences, enabling pupils to access to a wide range of activities and encouraging them to be aspirational.	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.	
---	--	--

Total budgeted cost: £ 57,700

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 2021 to 2022 academic year.

Phonics Screening	% working at
All	62%
PP	38%
Non-PP	71%

KS1	Reading		Writing		Maths		RWM
	EXS	GDS	EXS	GDS	EXS	GDS	EXS
All	73%	10%	60%	0%	83%	7%	60%
PP	50%	0%	38%	0%	63%	0%	38%
Non-PP	82%	14%	68%	0%	91%	9%	68%

KS2	Reading		Writing	GPS		Maths		RWM
	EXS +	SS	EXS +	EXS +	SS	EXS +	SS	EXS
All	73%	103.9	73%	77%	104.8	67%	102.6	56%
PP	60%	98	63%	55%	99.0	55%	98.3	43%
Non-PP	78%	107.2	84%	90%	108.2	74%	105.1	61%

Y4 MTC	25/25	20+
All	20% (6/30)	70% (21/30)
PP	0% 0/5	40% 2/5
Non-PP	24% (6/25)	76% (19/25)

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 2022-23 through regular monitoring, observations, discussions with staff, pupil progress meetings and through our Pupil Premium records/case studies.

Our focus on the emotional wellbeing of our pupils throughout the 2021-22 academic year, using the REST scores and follow up work in PSHE and through ELSA interventions has proved to have some impact. At the end of 2021-22 28% (13 of 46) Pupil Premium pupils scored as low or very low on the REST scale compared to 9% (14 of 159) Non-Pupil Premium pupils compared to 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 at the start of the academic year. As a result, we have decided to continue with this work in 2022-23 and look at further ways to support pupils with their SEMH needs.

Current evidence shows that there is still significant work needed to encourage our disadvantaged pupils to participate in extra curricular activities. Currently records show that 5 (11%) PP pupils have/are currently accessing Breakfast club this academic year. 2 of these have been funded by school but they are now off roll.

3 (7%) PP pupils access the after-school club provision but none of these are receiving/have requested financial support.

18 (42%) PP pupils have taken/are currently in a sports event/club

7 (16%) PP pupils are/have taken part in another extra-curricular activity

9 (21%) PP pupils have currently accessed the financial support on offer but in each case this has been towards the cost of uniform/PE kit rather than support for clubs etc.

All PP pupils have residential and class visits subsidised by 50%. Trips/visits this year so far include - Y6 residential, Y2 trip to Sudbury hall, Y4 trip to Tudor World.

SEND - 2021-22 19% of SEND pupils were also identified as disadvantaged at the start of 2022-23 this increased to 38% (7 of 18 pupils). Some of this is due to pupil mobility, however none of these pupils are currently on track to achieve EXS in RWM.

EAL – 2021-22 13% of EAL pupils were identified as disadvantaged, at the start of 2022-23 this rose slightly to 15% (6 of 41 pupils). 50% of these are currently on track to achieve EXS in RWM.

Further work with the SENDCo, class teachers and intervention is needed to support these pupils and ensure that these gaps begin to close.

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. 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
Talk for Writing silver package	Talk for Writing
Accelerated Reader	Renaissance
TT Rockstars/Numbots	Maths Circle
Numicon Intervention Programme	Oxford Owl
OPAL	Outdoor Play and Learning (OPAL)

Service pupil premium funding

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

Further information

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the impact from the previous year 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 some of the Trust wide initiatives such as Voice 21. 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.