



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Loddington C of E Primary
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Trust AIO
Pupil premium lead	Helen Dowsett
Trustee lead	Margaret Holman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,258
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£16,258</b>



## Part A: Pupil premium strategy plan

### Statement of intent

We aim for every child within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.	1, 2
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in core subjects.	1, 2,3
7	Our overall attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been similar than for non-disadvantaged pupils.	3



## 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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	6	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	6	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers remains close.</li> <li>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being similar to that of their peers.</li> </ul>

## 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.

### Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading maths and gaps.	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: <u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u>	2,5,6
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> <li>• access Trust CPD</li> <li>• commission the external teaching and learning consultant to work with staff throughout the year</li> <li>• maintain a strong focus on QFT in our internal CPD programme. (Walk Thru Books)</li> </ul>	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor ( <i>EEF</i> )	1, 2, 3, 4, 5, 6
Annual subscription to a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils. We will continue to: <ul style="list-style-type: none"> <li>• Annually subscribe to RWI portal and access the training offered via Ruth Miskin Training and work with their consultant to continue to develop our school staff to maintain strong phonics teaching for all pupils</li> <li>• Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants.</li> </ul>	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: <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	1
To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to: <ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant. 9.9. 22</li> </ul>	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor ( <i>EEF</i> )	1/2

<ul style="list-style-type: none"> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. HLTA Subject Release time</li> <li>• Invest in new books.</li> </ul>		
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. HLTA Subject Release time</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	<p>3/4</p>
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on maths</li> <li>• Maximise support from the Trusts' Maths consultant.</li> <li>• Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. HLTA Subject Release time</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	<p>5/6</p>

**Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £9,698.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Delivery by 1:1 teacher tutoring and small group intervention by TAs</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	1
<p>Additional reading sessions targeted at disadvantaged pupils who require further reading support.</p> <p>Delivery by 1:1 teacher tutoring and small group intervention by TAs</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	2
<p>Additional writing sessions targeted at disadvantaged pupils who require further writing support.</p> <p>Delivery by 1:1 teacher tutoring and small group intervention by TAs</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	3
<p>Invested in speech and language programmes by SENCO to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><u>Oral language interventions   EEF (educationendowmentfoundation.org.uk)</u></p>	4
<p>Additional maths sessions targeted at disadvantaged pupils who require further maths support.</p> <p>Delivery by 1:1 teacher tutoring and small group intervention by TAs</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	5, 6



**Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £1,872.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>All Pupil Premium children to be given opportunities to develop their social and emotional resilience through participation in clubs, school trips and residential.</b></p> <ul style="list-style-type: none"> <li>○ Provide half- termly after school clubs, led by our school sports coach - personal invites to PP children.</li> <li>○ Sports Focussed Sporting Opportunities mapped out for each term through Sports Partnership Team</li> <li>○ School trips booked for class for Autumn and Summer Terms as well as visitors in.</li> <li>○ Residential booked for Year 5/6 in Spring Term</li> <li>○ Fully subsidised swimming lessons for targeted children and use of ASC for 3 hours a week to access sports activities</li> <li>○ Fully subsidised music lessons for PP children</li> <li>○ School logo uniform purchased for PP children</li> <li>○ Books linked to learning in Science/History or Geography purchased for PP children as prior learning tools, which can be taken home.</li> </ul>	<p>Developing whole child and promoting the benefits of sport/healthy lifestyle/Cultural Capital opportunities will enable all children, especially PP children to become better learners.</p>	<p>6</p>
<p><b>Support in addressing anxiety/behaviours due to COVID-19 pandemic and associated impacts.</b></p> <ul style="list-style-type: none"> <li>○ Links with School Nurse to address specific parental concerns</li> <li>○ Anxiety counselling sessions through the Sarah Agnes Foundation</li> <li>○ Fantastic Friday wellbeing playtime for split Key Stages at local recreation ground - large field to play on.</li> <li>○ Termly Wonderful Wellbeing Workshops - House Teams to visit different classes to focus on aspects such as: meditation, nature walks, mindfulness - through art.</li> </ul>	<p>Developing whole child and increasing emotional resilience will enable all children, especially PP children to become better learners.</p>	<p>6</p>

**Total budgeted cost: £ 16,258**





## 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.

Internal data analysis indicates good or better progress for most disadvantaged groups. This was the result of robust monitoring, teacher led tutoring and effective intervention by TAs. In addition to this, a whole school focus on Quality First Teaching, a comprehensive CPD schedule and dedicated Subject Leader Release time had a significant impact upon the progress of our disadvantaged pupils. 100% of children in receipt of pupil premium funding achieved the expected standard in all subjects in Year 6 SATs (May 2022)

All children were able to access competitions from our school sport partnership contract. We achieved significant success in these.

A very successful residential took place in March 2022. A whole school trip to Irchester with instructor led climbing and orienteering skills was also very successful and highly motivating. This was alongside termly class trips and visits.