



Pupil Premium Strategy Statement

– Loxley Primary School

Tackling disadvantage is integral to our whole school ethos as outlined in our ethos, values and curriculum offer – “Aiming High Together”.

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we have planned 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
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	James Connolly
Pupil premium lead	James Connolly
Governor / Trustee lead	Richard Lacey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
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>	£0
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>	£29,100

Part A: Pupil premium strategy plan

Statement of intent

Our key objectives are as follows:

- Developing a sense of belonging in every child and family.
- Maximising the engagement and readiness to learn for all pupils.
- Delivering high quality teaching and learning for all pupils.
- Raising standards for eligible pupils to close the gap on national outcomes; focusing primarily on language gaps.
- Increasing the attendance and decreasing the persistent absence of all pupils.
- Identifying and intervening to the needs of disadvantaged children.

Principles

- We ensure that there is inclusion and entitlement to the whole curriculum and wider curriculum opportunities for all children including those who are disadvantaged.
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals focusing on the controllable factors. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- The strategy will focus on a number of effective approaches.

Challenges

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

Challenge number	Detail of challenge
1	To enable pupils to close attainment gaps to age related expectations or move beyond them in reading and mathematics. Internal data analysis shows that a greater proportion of pupils with disadvantage start with lower communication and language skills and systematic assessment for learning school processes show some disadvantaged pupils are under-attaining in Maths compared to their peers.
2	To ensure children with disadvantage access as wide a range of wider curricular and personal development opportunities as all children at Loxley Primary School. It is recognised nationally that children with disadvantage have fewer extra-curricular opportunities which negatively impacts on well-being. (BMC Paediatrics study)
3	Our analysis of attendance shows that some disadvantaged families need additional support to sustain better attendance and punctuality. At present % of our disadvantaged pupils are at risk of falling into the persistent absenteeism category.
4	Our assessments, observations and discussion evidence that social and emotional well-being as well as self-confidence are an issue for some disadvantaged pupils.

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
Pupils become fluent readers supported by secure phonics knowledge	All disadvantaged pupils pass their phonics check in Year 1. Disadvantaged pupils will be at, exceeding or closing the gap rapidly with age related reading and phonics expectations.
Families value regular school attendance and as a result attendance for all pupils is 95%+.	Attendance is over 90% and as close to 97% as possible. Regular school attendance means pupils do not have gaps in learning or loss of confidence.
Gaps in learning are addressed effectively both at home and in school, leading to successful catch up.	Interventions will directly and swiftly impact upon pupil outcomes

Improved vocabulary for disadvantaged pupils	Assessment of pupils' vocabulary skills demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school.
Targeted funding increases pupils' ability to take part in out of hours learning and personal development opportunities	All pupils are able to take part in events, activities and visits therefore supporting growth in social skills, confidence, and positive mental health.
Maths mastery and targeted mathematics provision	Assessment of pupils' mathematical abilities demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school.

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: £ 3,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
Setting up of a wider range of extra-curricular clubs programme including "The Hut" lunchtime provision initiative	EEF guidance shows a wide range of benefits for disadvantaged pupils well-being, academic achievement and future life chances from increased access to wider curriculum activities particularly those after school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2
South Yorkshire Maths Hub training, integration of "Mastery Number into early Years and KS1 teaching with assessment-informed scaffolded	EEF Maths mastery research findings show that this approach has https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1

<p>keep up interventions for disadvantaged children.</p> <p>Maths lead training for teachers and teaching assistants.</p>	<p>“Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.”</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,663.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Scaffolded teaching to develop pupil vocabulary. Additional phonics sessions for targeted pupils. 1:1 and small group reading support for targeted pupils including before school “early riser” tutor groups</p>	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 2. https://classteaching.wordpress.com/2019/06/17/structuring-classroom-talk/ 3. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 4. Oral language interventions EEF (educationendowmentfoundation.org.uk) 5. Phonics EEF (educationendowmentfoundation.org.uk)Add or delete rows as needed.</p>	<p>1</p>
<p>Scaffolded teaching to develop mathematic. Additional targeted 1:1 and small group maths mastery support for targeted pupils.</p>	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 2. https://classteaching.wordpress.com/2019/06/17/structuring-classroom-talk/ 3. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 4. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1</p>

Nurture provision to provide personalised learning for targeted pupils.	1. 1. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 2. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 3. Oral language interventions EEF (educationendowmentfoundation.org.uk) 4. Social and emotional Learning EEF(educationendowmentfoundation.org.uk)	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Headteacher and School Administration Officers time to tackle attendance issues (NB paid for from whole school budget)	1. Just one day off can hamper children's life chances - GOV.UK (www.gov.uk) 2. https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20- 2. %20Files/Behaviour%20Change%20%20	3
Contribution to extra-curricular clubs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2

Total budgeted cost: £ 29,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In our aim of : **To ensure that a solid grasp of early reading and phonics skills enables children to make expected progress or better and to enable pupils to close attainment gaps to age related expectations or move beyond them in reading.**

[Gov.uk – Analyse School Performance](#)

In the 2023 Y2 phonics check our one disadvantaged pupil in the cohort passed the phonics check, making very good progress to do so.

In the 2022-23 year 100% (3 pupils) of disadvantaged pupils achieved the expected standard in reading.

In the 2022-23 year, the progress score for disadvantaged pupils at Key Stage 2 in reading was 5.8 compared to 0.43 nationally. Children got an average point score close to greater depth of 109.7.

In our aim of: **To give children sporting opportunities they are unlikely to experience outside school and develop talent.**

We created a spreadsheet to track all children’s sporting and physical education opportunities. All disadvantaged pupils represented the school during the academic year. Our school’s sports coach continued to work with these children all year to embed these interests in sport and physical exercise.

In our aim **To improve, mental well-being, independence skills and co-operation skills. Giving pupils more chance to talk to adults and reduce anxiety.**

We created two nature groups with trained teaching assistants to encourage well-being and promote self-confidence and social engagement particularly to deal with the legacy of the Covid lockdowns. Children’s self-confidence and social engagement improved to a great extent. Children forged friendships, learnt new games and in cases where attendance was low, attendance improved.

Further information (optional)

In a recent external review commissioned by Peak Edge MAT, (2021), Marc Rowlands (senior civil servant with a specialism in tackling disadvantage) stated the following about the school's work to tackle disadvantage:

"The commitment to opportunity is evidenced by ambition for all pupils to learn a musical instrument and the recruitment of an expert sports coach. This is a school that lives its values."

"Lessons were overwhelmingly calm, inclusive and purposeful."

"Pupils spoke positively about school and school life, and the support they get. They spoke about taking responsibility for their own learning."

"The 'Speaking up for a generation' report should support efforts across school to develop speaking skills at school and at home. This will complement the structured classroom talk through Kagan."

"There is much to be proud of with the school's approach to addressing disadvantage."