

Pupil premium strategy statement – Loxdale Primary School

NEW PLAN 2024 (Year 1)

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	444
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 -2027 This is year 1 of 3 years OF A NEW STRATEGY PLAN.
Date this statement was published	14.12.24
Date on which it will be reviewed	1.7.25
Statement authorised by	P Scott (Headteacher)
Pupil premium lead	E Wright-Jones
Governor / Trustee lead	J Wallwork

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 285,396
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>	£285,396

Part A: Pupil premium strategy plan

Statement of intent

At Loxdale Primary School, we have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish. We are committed to ensuring that no 'ceiling' is put on a child's learning, nor on the expectations of teachers and support staff.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

In order to meet the above requirements, the Governing Board of Loxdale Primary School will ensure that provision is made to secure appropriate teaching and learning opportunities that meet the needs of all pupils. This is reviewed termly in Governing Body meetings.

Objectives (reviewed termly but formally reviewed annually on this Strategy Plan).

- To ensure that progress measures for PP pupils are in line with or better than that of the cohort
- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- To improve the literacy levels of all PP pupils, including oracy
- To ensure that staff have a high level of awareness of the needs of disadvantaged pupils in their classrooms
- To target disadvantaged pupils who require catch-up through gap-filling activities
- To increase the number of PP pupils participating in extra-curricular activities
- To improve the attendance and punctuality of all PP pupils

In order to be highly successful in meeting the objectives for improvement, we will:

- Never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Draw on research evidence (such as the EEF) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement.
- Be clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions. Quality First Teaching is paramount.
- Use achievement data frequently to check whether strategies are working and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it.
- Ensure that class teachers and Teaching Assistants know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.

Challenges

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

Challenge number	Detail of challenge
1	Our observations are of pupils entitled to Pupil Premium needing to narrow the gap in their reading, writing and maths fluency, when compared to non-Pupil Premium peers, especially in Y6 and Y2.

2	Our observations of the lack of resilience and low self-esteem of disadvantaged pupils has an impact on their ability to engage fully with learning and socially with peers. Additionally, they have low-emotions or support peers with theirs - and deal with problems themselves and or resolve conflict. Pupils can sometimes catastrophise situations and only see things from their point of view - work needed to broaden their perspective, thus building resilience within their children. Over recent years, there has been an increase the number of pupils who have social, emotional, and mental health needs, which is impacting on their achievement and ability to be the best version of themselves. A large proportion of disadvantaged pupils also have SEND, in particular SEMH and therefore an additional barrier for the pupils in terms of their overall attainment. Building resilience and an acceptance and willingness to engage in Restorative Practice is needed.
3	Our attendance and punctuality data shows attendance and punctuality of disadvantaged pupils is lower than we would like, when compared to non-disadvantaged pupils. Not being brought to school is detrimentally affecting their ability to learn, retain information and to engage in learning and also increases the need for the Pastoral Team to then support the resilience and self-esteem of these pupils.
4	Our assessments identify historical, low starting points upon entry to EYFS and KS1 including language skills, low vocabulary, and low phonic knowledge upon entry to EYFS/KS1 and within KS2. The area of Speech and Language is significantly lower for disadvantaged pupils. *This includes pupils new to the country across school.
5	Our outcomes and assessment data shows disadvantaged pupils have not always shown personal challenge in relation to career choices and/or future aspirations, in order to reach their true potential. Pupils have not always been able to articulate to show a wide understanding of career options available to them.

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
To ensure that all pupils are achieving in Writing and maths fluency (in particular Y2 and Y6) and are narrowing the gaps on their peers, in relation to their starting points.	<ul style="list-style-type: none"> ○ Disadvantaged pupils have improved their vocabulary and oral language skills and are talking confidently to a wider audience, in order to 'Talk for Writing' ○ Disadvantaged pupils have a developing understanding of key and technical vocabulary relating to all subjects and can use this in their own writing independently ○ Gaps closing in writing, so that writing outcomes improve to show more disadvantaged learners meet the expected standard and narrow the gap on their non-disadvantaged peers ○ Reading outcomes maintain current % ARE and GDS at the end of KS2 ○ Writing outcomes increase to 80%+ (ARE) and maintain current % (GDS) at the end of KS2 ○ Gaps closing in maths, so that maths outcomes improve to show more disadvantaged learners meet the expected standard in every year group and narrow the gap on their non-disadvantaged peers ○ Maths outcomes maintain current % ARE and GDS at the end of KS2 ○ Maths fluency has improved, and greater proportions of disadvantaged pupils are meeting the expected standard in every year group and narrow the gap on their non-disadvantaged peers ○ Teaching will be judged in all subjects to be at least 'good', with much outstanding
	<ul style="list-style-type: none"> ○ CPD needs will focus on all staff and CPD will support subject leaders in their roles in improving outcomes in their subjects (TT Education/ shaw Maths Hub/Number Sense) ○ Staff appraisals will focus on closing the gap targets for all teachers, HLTA's and TA's for disadvantaged pupils. ○ Disadvantaged pupils targeted for GDS to receive additional boosters ○ All disadvantaged pupils challenged in class through work, questioning etc

	<ul style="list-style-type: none"> ○ Increased oral language skills, evident in books, pupil' interviews and lesson observations/ drop-ins ○ Data for disadvantaged pupils, in all year groups, achieve well when compared to similar pupils nationally
<p>Pupils can confidently address issues with peers, selfregulate and articulate their own emotions using a range of tried and tested approaches eg Restorative Practice/ Zones of Regulation etc</p>	<ul style="list-style-type: none"> ‡ Pupils have access to the school's Pastoral team and programmes to support their resilience & selfconfidence/ self-esteem ‡ School continues to support a number of pupils with safeguarding agencies involved. ‡ Pupil survey and HRBS show improved well-being of all pupils including those who are disadvantaged. ‡ Zones of Regulation training across school is embedded and reduction of behavioural incidents recorded on our MIS system. ‡ Specialist support and 1:1/ group work commenced with identified pupils and a reduction in level 5/6/7 incidents recorded from 2023-24 to 2024-25 ‡ Pastoral Team are trained in order to provide a range of SEMH needs ‡ Cascading RP training across local schools, through our trained staff member in Restorative Practice. ‡ Pupils know who to seek out in school in order to discuss feelings and to feel safe (pupil questionnaire) ‡ School have continued to develop strong working relationships with signposted agencies eg Reflexions ‡ Pupils have access to the schools Well-being dog ‡ Pupils - with identified needs- have access to external support ‡ Sensory room is available for regulation, for those pupils who require it ‡ Behavioural incidents are reduced - see MIS system
<p>Attendance % of disadvantaged pupils raised to at least 96+% and the number of lates decreases.</p>	<ul style="list-style-type: none"> ‡ Disadvantaged pupils are in school on time, regularly and as a result are making expected or better progress in their learning. ‡ Targeted pupils, from key year groups, are invited to attend Early Birds Breakfast Club, which school will subsidise. ‡ Attendance % increased for all pupils including those entitled to PP, to at least national average for similar groups ‡ First Day Contact - parents are challenged regarding absence and lates which ensures a reduction for both non attendance & punctuality ‡ The attendance gap closes between disadvantaged pupils versus non-disadvantaged pupils ‡ EWO and Attendance Team reviewing (weekly) 'Attendance Cohort' and follow the Attendance Pathway procedures ‡ School makes full use of LA Attendance team re attendance and/or attendance/punctuality queries
<p>To increase the proportions achieving a good level of development in Reception in Reading/Writing/ Maths and PSED and speaking and listening & understanding. To increase the proportions achieving ARE in Reading and Writing in KS1 and 2</p>	<ul style="list-style-type: none"> ‡ Higher proportions of good level of development, seen in disadvantaged pupils, is maintained year on year ‡ Disadvantaged pupils have improved their vocabulary and oral language skills and are talking confidently to a wider audience ‡ Disadvantaged pupils have a developing understanding of key and technical vocabulary relating to all subjects - see pupil interviews ○ Gaps closing in reading/writing and maths, so that reading outcomes improve to show more disadvantaged learners meet the expected standard ○ Increased % of Y1 pupils, who are disadvantaged meeting expected standard in phonics to 70%+, through a range of strategies or interventions eg RWI 1:1 ○ Increased % of Y2 achieving expected standard in phonics after re-taken the test through a range of strategies or interventions eg RWI 1:1 ○ Reading and maths fluency has improved, and greater proportions of disadvantaged pupils are meeting the expected standard in every year group ○ Teaching will be judged in all subjects to be at least 'good', with much outstanding ○ CPD needs will focus on all staff and CPD will support subject leaders in their roles in improving outcomes in their subjects (TT Education) ○ CPD & subsequent teaching/delivery focuses on vocabulary and activating this vocabulary ○ Staff appraisals will focus on closing the gap targets for all teachers, HLTA's and TA's for disadvantaged pupils.

	<ul style="list-style-type: none"> ○ Disadvantaged pupils targeted for GDS to receive additional boosters & after-school club tuition. ○ All disadvantaged pupils challenged in class through work, questioning etc ○ Increased oral language skills, evident in books, pupil' interviews and lesson observations/ drop-ins ○ Data for disadvantaged pupils, in all year groups, achieve well when compared to similar pupils nationally
Pupils will have a greater awareness of the wider world and will be able to identify career aspirations/ careers experiences into their primary years.	<ul style="list-style-type: none"> ○ Disadvantaged pupils have broadened their knowledge and understanding of careers and job opportunities through discussions, talking confidently to a wider audiences and have a developing understanding of careers open to them ○ Increase in after-school club participation of enrichment activities, to include discussions around Careers associated with clubs/provision ○ Careers Week (summer term) ○ Trips and residentials are well attended and barriers to stop the attendance of disadvantaged pupils are removed, discussion to include careers/ job opportunities within trips and residentials

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: £ 260,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Whole School Staff training/ INSET:</u> * TT Education (English:Writing) *Commando Joe Curriculum Package and CPD package *	EEF: Mastery learning (+5 months) EEF: Meta cognition (+7months) EEF: Social and emotional learning (SEL) & behaviour interventions (+4 months)	1,2,4

<p><u>Staffing:</u> <i>SENDco teaching time - modelling good practice</i> <i>DHT teaching time - modelling good practice less experienced staff</i> <i>HLTA (proportion of them) TA in every class</i> <i>Specialist Teacher (costed in Targeted Academic Support)</i> <i>Increased numbers of lunchtime staff employed to support play x 2</i> <i>Pastoral Manager time to support pupils</i> <i>Pastoral Team - Behaviour support SEMH support</i> <i>Headteacher -daily lunch duty to target disadvantaged pupils making</i></p>	<p>EEF: Access to QfT</p> <p>EEF Behaviour interventions (+4 months)</p> <p>EEF: Social and emotional learning (SEL) interventions (+4 months)</p> <p>EEF EYFS: Physical Development Approaches (+3months)</p>	<p>1,2,3,4,5</p>
<p><i>healthy choices and behaviour support</i></p>		
<p><u>Training courses/CPD for staff:</u> <i>CLL Team SLA</i> <i>Subject leaders CPD via SLA inc for PP lead</i></p>	<p>EEF EYFS: Communication & Language Approaches (+6months)</p>	<p>1,2,3,4</p>
<p><u>Subscriptions to support Teaching and Learning: for example</u> <i>White Rose Maths</i> <i>Ruth Miskin School Portal RWI subscription re systematic phonics</i> <i>Not exhaustive:</i> <i>Grammarsaurus/ Boom Reader/ Espresso/ SPAG.com/ Oxford Owl</i></p>	<p>RWI is DFE accredited programme</p> <p>EEF Mastery learning (+5months)</p> <p>EEF phonics (+5months)</p> <p>EEF EYFS: Early Literacy Approaches (+4months)</p> <p>EEF EYFS: Parental Engagement (+4months)</p> <p>EEF tuition (+5months)</p>	<p>1,2,4</p>
<p><u>Reading</u> <i>Books: DEAR books & scheme</i> <i>RWI Resources</i> <i>Reading Book Vending Machine</i> <i>Workshops to enhance curriculum provision: Magic Door</i></p>	<p>EEF Reading Comprehension strategies (+6 months)</p>	<p>1,4,5</p>

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

Budgeted cost: £48,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Tutoring:</u> <i>Greater Depth tuition - after school</i></p>	<p>EEF: extended school time (+3 months)</p>	<p>1</p>

Speaking and Listening Interventions: 1:1 boosters SALT eg	RWI is DFE accredited programme EEF EYFS: Early Literacy Approaches (+4months) EEF EYFS: Communication & Language Approaches (+6months)	2,4
1:1 specialist teacher assessment	Assessments needed for cognition and learning	
1:1 session for phonics RWI phonics	RWI is DFE accredited programme EEF phonics (+5months) EEF EYFS: Early Literacy Approaches (+4months)	2 4,6
Structured Interventions Teaching Assistant & HLTA Interventions	EEF: TA interventions (+4 months) EEF :Social & emotional learning (+4 months)	
Support for pupils with SEMH Specialist programmes for pupils with SEND eg Clicker	EEF :Social & emotional learning (+4 months)	
Writing: targeted invention for writing	Writing: targeted invention for writing	

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

Budgeted cost: £34,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Staff training/ INSET: • Restorative Practice	EEF: Behaviour interventions (+4months)	1,2,4
Incentives: Attendance awards Punctuality rewards Family Rewards Targeted invitations to Early Birds Breakfast Club	EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes. EEF: Parental Engagement (+4months)	3
All pupils to be given the opportunity through wider curriculum to build on their cultural capital including trips, residential	EEF: Outdoor adventure learning EEF: Physical Activity (+1month)	1,2,3,4,5
Behaviour interventions: Lego therapy interventions (group & 1:1) Zones of Regulation interventions (group & 1:1) Emotion Coaching HT lunch time duty Extra lunchtime staff X2 - support games/social development Restorative conversations Well-being sessions to resolve conflict RP - Trainer release time (AHa)	EEF: Behaviour interventions (+4months) EEF; Social & Emotional Learning (+4months)	1,2,3,4

<p>Extra provision to support learning: AFC Wolves Development- full subsidy AFC Wolves Mini's- part subsidy</p> <p>After-school clubs made up of up to 50% Disadvantaged pupils Subsidy to Wrap-around Childcare costs Additional practical resources</p>	EEF: Physical Activity (+1month)	1, 2,3,4,5
<p>Promoting leadership amongst pupils: Digital Ambassadors/ Play Leaders/ Peer Supporters EngagedU Pupil Sessions & parental workshops Mental Health Champions</p>	EEF: Mastery Learning (+5 months)	1, 2,3,4,5
<p>Initiatives to support well-being Optimus Education - Mental Health Award eg Sandwell Charter Reflexions Well-being Dog Designated Teacher time Early Help Police officers</p>	EEF: Behaviour interventions (+4months) EEF: Social & Emotional Learning (+4months)	1, 2, 3,4,5

Total budgeted cost: £ 343,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge		REVIEWED July 2024 – end of 3 year strategy.
Detail of challenge		
1	<p>Our observations are of limited opportunities provided to pupils outside of school, to enable them to explore and be exposed to the wider world; which is exacerbated by limited engagement from some disadvantaged families with supporting pupils at home and in wider life-experiences. The lack of enrichment opportunities has had a significant impact on the linking of knowledge to supplement what is being taught in school.</p>	<p>School trips have continued to be based on curricular topics, thus enhancing the learning within these topics and providing cultural capital experiences for our pupils. Additional curriculum enhancements have taken place for history topics through the use of workshops, these have been practical in nature and have given pupils the opportunity to 'engage' more in their learning. In 2023-24 greater emphasis was placed upon STEM opportunities too; consequently, the vocabulary and knowledge surrounding these topics has increased. Pre-teaching and over-learning strategies have been used to target Pupil Premium pupils, so they can become more familiar with the vocabulary and use it more frequently and with increasing confidence in their own work. Through our work with TT Education more emphasis has been placed upon 'gamification' and vocabulary activation. Monitoring shows pupils have been able to articulate their learning more, through their increasing vocabulary.</p> <p>Next steps: New 3 year strategy for 2024-27.</p>
2	<p>Our observations of the lack of resilience and low self-esteem of disadvantaged pupils has a significant impact on their ability to engage fully with learning and socially with peers. Over the past three years, there has been an increase the number of pupils who have social, emotional, and mental health needs, which is impacting on their achievement.</p>	<p>Loxdale has a strong Pastoral Team, including Monty the Well-Being Dog. We are a 'Reflections' school and several pupils (all of these pupils entitled to Pupil Premium have received regular sessions). In 2034-24, we have been accredited the Well-Being award for our work with pupils, their families and the wider school community. Due to the work of staff and pupils themselves there is a much greater sense of self, motivation and improved self-esteem. Zones of Regulation and pupils being trained in Mental Health Champions have also impacted significantly on the overall resilience of many pupils. More pupils and at times their families have over-coming challenges, which has had an impact on achievement.</p> <p>Next steps: New 3 year strategy for 2024-27</p>

3	<p>Our attendance data shows attendance and punctuality of disadvantaged pupils is particularly low, when compared to non-disadvantaged pupils. This is detrimentally affecting their ability to learn, retain information and to engage in learning and also increases the need for the Pastoral Team to then support the resilience and self-esteem of these pupils.</p>	<p>Improvements for a number of families have been seen, for a variety of reasons, most recently the biggest impact on attendance and in many cases punctuality has been the invitation to our Early Birds provision (Breakfast Club). Pupils who have been invited have settled quicker into their school day. The overall impact of this can be seen in the classroom, as the pupils in these families are closing the gaps on their learning eg. in Key Stage 1 have enjoyed more success and have achieved better in their phonic learning,</p> <p>There are still a number of families impacting on overall attendance and punctuality, however this is decreasing due to the Attendance and Punctuality Pathways - these systems outline clearly school expectations and follow clear procedures.</p> <p>Despite, every effort being used to engage the pupils, some pupils are not brought to school. This has been addressed through rigorous attendance meetings with the Senior Management Team being present, in addition to the EWO and Pastoral Team. All attendance measures for pupils who are in receipt of PP have improved in 2023-24, compared to the same point in time in 2022 - 2023. Moreover, persistent absence has significantly decreased for these pupils too in 2023-2024.</p> <p>Next steps: New 3 year strategy for 2024-27.</p>
4	<p>Our assessments identify historical, low starting points upon entry to EYFS and KS1 including language skills, low vocabulary, and low phonic knowledge upon entry to EYFS/KS1 and within KS2. This is significantly lower for disadvantaged pupils.</p>	<p>The EYFS learning environment has been language rich and the vocabulary and understanding shown has been outstanding. Teaching in 2023-24 is at least good, with much outstanding. Strong EY leadership and high expectations for all learners - high expectations have been placed on the pupils and no ceiling has been placed upon their learning, however, outcomes at the end of EY remain below national. This is due to their very low entry points and the impact of covid; this will need to be addressed in the next strategy plan.</p> <p>Next steps: New 3 year strategy for 2024-27.</p>
5	<p>Our outcomes and assessment data shows disadvantaged pupils have not always shown personal challenge in order to reach their true potential, including high achievers. Pupils have not always remembered knowledge well and it has not been embedded into their long-term memory or indeed revisited, thus not becoming 'sticky' knowledge which pupils can draw upon and talk about, using the correct vocabulary.</p>	<p>Outcomes for those entitled to PP have improved at the end of KS2 and we are at least in-line with other disadvantaged pupils nationally. Non-disadvantaged peers have also improved. Outcomes from 2024, for those in receipt of PP at the end of KS2 are likely to be above national, when compared to other PP pupils.</p> <p>Tweaks to our curriculum and the way we have taught foundation subjects has had a positive impact on vocabulary and the pupils acquiring more knowledge which is now sticky - as a result they are remembering more.</p> <p>Next steps: New 3 year strategy for 2024-27.</p>
6	<p>A large proportion of disadvantaged pupils also have SEND and therefore an additional barrier for the pupils in terms of their attainment. This has resulted in significant knowledge gaps in their learning - leading to pupils falling further behind age-related expectations.</p>	<p>In-depth analysis has shown that the impact of being a disadvantaged pupil is the greatest barrier, which is exacerbated by additional SEND needs. The provision of all learners, irrespective of identified barriers is at least good, with much outstanding, as a result of quality first teaching. Pupils are being taught by a teacher and are not taken out of all lessons. Small steps in progress can be seen across school for those with additional need.</p> <p>Next steps: New 3 year strategy for 2024-27.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mirodo/Sats Companion	Sats Companion

Further information (optional)

N/A

