

Pupil premium strategy statement – Loxdale 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	427
Proportion (%) of pupil premium eligible pupils	48%
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)	2021 -2023 This is year 3 of 3 years
Date this statement was published	14.12.23
Date on which it will be reviewed	11.7.24
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	£ 276,954
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>	£27,045
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>	£303,999

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.

Objectives

- To ensure that progress measures for PP pupils are in line with or better than that of the cohort
- To accelerate the progress of PP pupils so that the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed
- 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
- To increase the number of PP pupils participating in extra-curricular activities
- To improve the resilience 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 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.
2	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.
3	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.
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. This is significantly lower for disadvantaged pupils.
5	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.
6	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.

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 will have a greater awareness of the wider world and will be able to bring these 'cultural capital' experiences into their work.	<ul style="list-style-type: none"> ➤ Outcomes improve for all pupils Y1 - Y6, as pupils can draw on their own first-hand experiences to supplement their learning; ➤ Writing outcomes increase to 86%+ (ARE) at the end of KS2 ➤ Writing outcomes increase to 65%+ (ARE) at the end of KS1 ➤ Writing outcomes increase to 18%+ (GDS) at the end of KS2 ➤ Writing outcomes increase to 30%+ (GDS) at the end of KS1 ➤ Disadvantaged pupils have broadened their vocabulary, are talking confidently to a wider audiences and have a developing understanding of key and technical vocabulary relating to all subjects.

To increase the proportion of parents who can supplement what is being taught in school by supporting learning at home.	<ul style="list-style-type: none">➤ Impact seen of increased reading outcomes, within writing too.➤ Increase in after-school club participation of enrichment activities:												
	<table><tr><td></td><td>2021-22</td><td>Actual</td><td>2022 - 23</td><td>Actual</td><td>2023 - 24</td></tr><tr><td>Disadvantaged pupils' attendance at clubs</td><td>37%</td><td>39%</td><td>44%</td><td>45%</td><td>50%+</td></tr></table>		2021-22	Actual	2022 - 23	Actual	2023 - 24	Disadvantaged pupils' attendance at clubs	37%	39%	44%	45%	50%+
		2021-22	Actual	2022 - 23	Actual	2023 - 24							
Disadvantaged pupils' attendance at clubs	37%	39%	44%	45%	50%+								
<ul style="list-style-type: none">❖ Trips and residentials are well attended and barriers to stop the attendance of disadvantaged pupils are removed.													
	<ul style="list-style-type: none">➤ Increased % of parents have attended workshops/ drop-ins/ curriculum meetings/ RWI parental sessions to 66+%➤ Opportunities to increase parental signposting -verbally or through the school pastoral section on the website or through 'You Asked , We Listened' section on www➤ Increased % of parents completing parental questionnaire to 85+% -see analysis of Parental Questionnaire➤ Pupils can talk about out-of-school experiences -see Perspectives for Pupil Questionnaires												
Pupil's resilience and overall self-confidence improves, including the confidence & resilience of those with behaviour needs.	<ul style="list-style-type: none">❖ Pupils have access to the school's Pastoral team and programmes to support their resilience & self-confidence/ 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.❖ Emotion Coaching is embedded across school❖ Well-being reward achieved❖ Specialist support and 1:1/ group work commenced with identified pupils and a reduction in level 5/6/7 incidents recorded from 2022-23 to 2023 - 24❖ Pastoral Team are trained in order to provide a range of SEMH needs❖ 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❖ Pupils have access to the schools Well-being dog❖ Pupils - with identified needs- have access to external support eg Reflections❖ Sensory room is available for regulation, for those pupils who require it❖ Behavioural incidents are reduced - see MIS system												
Attendance % of disadvantaged pupils raised to at least 96+% and the number of lates decreases.	<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.❖ 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												
To increase the proportions achieving a good level of development in Reception in Reading/Writing/ Maths and PSED and speaking and	<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, so that reading outcomes improve to show more disadvantaged learners meet the expected standard												

<p>listening & understanding.</p> <p>To increase the proportions achieving ARE in Reading and Writing in KS1 and 2</p> <p>To increase the proportions achieving in Y1 phonics</p> <p>To ensure that all pupils are achieving and are closing the gaps on their peers, in relation to their starting points, including in phonics.</p>	<ul style="list-style-type: none"> ➤ Gaps closing in writing, so that writing outcomes improve to show more disadvantaged learners meet the expected standard ➤ Gaps closing in maths, so that maths outcomes improve to show more disadvantaged learners meet the expected standard in every year group ➤ 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' ➤ 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. ➤ School-led tutor in place and tutoring pupils for their 15 hours. Improved outcomes can be seen for these disadvantaged pupils. ➤ 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
<p>To increase the progress of pupils from their individual starting points who are both disadvantaged and have SEND</p>	<ul style="list-style-type: none"> ➤ Increased proportions of pupils make expected progress and more than expected progress ➤ Progress for pupils with SEND are above similar groups nationally ➤ IASEND is embedded across school as a tracking system for measuring progress of SEND pupils ➤ IASEND targets used daily with targeted pupils

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: £ 232,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Whole School Staff training/ INSET:</u></p> <p>* TT Education</p>	<p>EEF: Mastery learning (+5 months)</p> <p>EEF: Meta cognition (+7months)</p>	<p>2,3,4,5,6</p>

<p>* ARC Attachment & Trauma</p> <p>*Commando Joe Curriculum Package and CPD package</p> <p>*Commando Joe Workshops</p> <p><i>Twilights by subject leads</i></p>	<p>EEF: Social and emotional learning (SEL) & behaviour interventions (+4 months)</p>	
<p><u>Staffing:</u></p> <p><i>SENDco teaching time - modelling good practice</i></p> <p><i>DHT teaching time - modelling good practice less experienced staff</i></p> <p><i>HLTA (proportion of them) less experienced staff</i></p> <p><i>TA in every class</i></p> <p><i>Specialist Teacher (costed in Targeted Academic Support)</i></p> <p><i>Increased numbers of lunchtime staff employed to support play x 2</i></p> <p><i>Pastoral Manager time to support pupils</i></p> <p><i>Pastoral Team - Behaviour support</i></p> <p><i>SEMH support</i></p> <p><i>Headteacher -daily lunch duty to target disadvantaged pupils making healthy choices and behaviour support</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>	2,3,4,5,6
<p><u>Training courses/CPD for staff:</u></p> <p><i>WELCOMM (SALT)</i></p> <p><i>CLL Team SLA</i></p> <p><i>Wider Learning consultancy</i></p> <p><i>Squirrel Learning Staff Training</i></p> <p><i>Subject Leader Networks - inc PP networks</i></p>	<p>EEF EYFS: Communication & Language Approaches (+6months)</p>	4
<p><u>Subscriptions to support Teaching and Learning: for example</u></p> <p><i>White Rose Maths</i></p> <p><i>Ruth Miskin School Portal RWI subscription re systematic phonics</i></p> <p><i>SATS Companion</i></p> <p><i>Mirodo</i></p> <p><i>Grammasaurus</i></p> <p><i>Boom Reader</i></p> <p><i>Espresso</i></p> <p><i>Reading Cloud</i></p> <p><i>SPAG.com</i></p> <p><i>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>	1,4,5,6
<p><u>PSE & Physical Development</u></p> <p><i>Early Years play area developed</i></p> <p><i>Pegs to paper</i></p>	<p>EEF EYFS: Physical Development Approaches (+3months)</p>	4

<u>Reading</u> Books: DEAR books & scheme RWI Resources Reading Book Vending Machine Workshops to enhance curriculum provision: Magic Door	EEF Reading Comprehension strategies (+6 months)	1,4,5,6
--	--	---------

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

Budgeted cost: £46, 822

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Tutoring:</u> x 15 hours per disadvantaged pupil in Y6 in R/M (32 pupils) x 15 hours per disadvantaged pupil in Y5 in R/M (60 pupils) x 15 hours per disadvantaged pupil in Y4 R/M (60 pupils) Greater Depth tuition - after school	EEF: extended school time (+3 months) EEF tuition (+5months)	1,2,3,
<u>Speaking and Listening Interventions:</u> 1:1 boosters SALT eg WELCOMM Training	RWI is DFE accredited programme EEF EYFS: Early Literacy Approaches (+4months) EEF EYFS: Communication & Language Approaches (+6months)	4,6
1:1 specialist teacher assessment	Assessments needed for cognition and learning	
1:1 session for phonics	RWI is DFE accredited programme EEF phonics (+5months) EEF EYFS: Early Literacy Approaches (+4months)	
RWI phonics	RWI is DFE accredited programme	
<u>Structured Interventions</u> Teaching Assistant & HLTA Interventions	EEF: TA interventions (+4 months) EEF :Social & emotional learning (+4 months)	
Support for pupils with SEMH	EEF :Social & emotional learning (+4 months)	
Specialist programmes for pupils with SEND eg Clicker		

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

Budgeted cost: £80, 378


Activity	Evidence that supports this approach	Challenge number(s) addressed
Incentives: Attendance awards Punctuality rewards Family Rewards	EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes. EEF: Parental Engagement (+4months)	1, 2, 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, 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	EEF: Behaviour interventions (+4months) EEF: Social & Emotional Learning (+4months)	1, 2, 6
Extra provision to support learning: Karate club part subsidy AFC Wolves Development- full subsidy AFC Wolves Mini's- part subsidy After-school clubs made up of up to 50% Disadvantaged pupils Subsidy to Wrap-around Childcare costs Additional practical resources	EEF: Physical Activity (+1month)	1, 2,
Promoting leadership amongst pupils: Wider Learning: Digital Ambassadors/ Play Leaders/ Peer Supporters EngagedU Pupil Sessions & parental workshops Mental Health Champions	EEF: Mastery Learning (+5 months)	1, 5,
Initiatives to support well-being Optimus Education - Mental Health Award eg Sandwell Charter Reflections PERMA training for all staff Well-being Dog Forest School - Groundwork Designated Teacher time Early Help Police officers	EEF: Behaviour interventions (+4months) EEF: Social & Emotional Learning (+4months)	1, 2, 6

Total budgeted cost: £ 359,576

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge		REVIEWED July 2023
Detail of challenge		
1	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>School trips have all been based on current curricular topic lessons and have enhanced the learning and cultural capital experiences of 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. Consequently, the vocabulary and wider understanding of some of our new topic content has improved. 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.</p> <p>Next steps for Year 3 (2023-2024): Trips and visits to be used next year to enhance cultural capital again and widen 'technical' vocabulary relating to a wider range of topics. Develop the use of parent workshops and signposting to local places to support topics. Teachers to make links explicit to other learning and to expect pupils to do this too. Develop further ways to target substantive and disciplinary knowledge and active this for all.</p>
2	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>As a result of employing a second member of the Pastoral Team, more pupils (and families) have been supported in relation to their resilience, mental health and ability to learn. Daily check-ins happen during registration. A number of Year 5 pupils are now trained as mental health champions and are supporting other pupils across school - 50% of these champions are in receipt of Pupil Premium. 50% of the pupils who went on residential were from disadvantaged backgrounds and these pupils all 'fought their fears' and tried a wide range of activities. They were keen to share these personal achievements with the Pastoral Team and their parents/carers.</p> <p>We are now a 'Reflections' school and several pupils (all of these pupils entitled to Pupil Premium are having regular sessions).</p> <p>Next steps for Year 3 (2023-2024): Monty the wellbeing dog to complete his therapy dog training. Ensure as many pupils as require it are accessing services like Reflections. Achieve the Well-being Award.</p>
3	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>There are still a significant number of families impacting on this data. 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. There are at least 5 families with a significant increase in attendance and punctuality and this has had a significant impact on our data. Strategies have included an over-haul of the attendance monitoring and recognition for the families through family voucher eg Argos or cinema tickets. The overall impact of this can be seen in the classroom, as the pupils in these families are closing the gaps on their learning.</p> <p>Next steps for Year 3 (2023-2024): Continue to reach the parents/carers more in order to ensure the poor attendance and punctuality cycle is broken eg families rewards (cinema tickets etc).</p> <p>More rigorous attendance meetings, greater use of the LA Attendance Team.</p>
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. This is significantly lower for disadvantaged pupils.	<p>Strong EY leadership and high expectations for all learners - high expectations have been placed on the pupils and the sky has been the limit for their learning (see table below). The learning environment has been language rich and the vocabulary and understanding shown has been outstanding. Teaching is at least good, with much outstanding. Staff are now WELCOMM trained in EYFS, staff will continue this in Year 1 next year.</p>

		Next steps for Year 3 (2023-2024): To ensure this language rich environment continues in Nursery, Reception and Year 1, in order to exploit every opportunity to create new learning and link skills and understanding.
5	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>All disadvantaged learners have been challenged and have been pushed to be the best that they can be in order to start closing the attainment gap, when compared to non-disadvantaged peers. New topic planning and the impact in the way we have taught foundation subjects this year has had an impact on vocabulary and the pupils acquiring more knowledge which is now sticky -as a result they are remembering more.</p> <p>Next steps for Year 3 (2023-2024): This to be embedded further next year and all foundation subjects to follow the humanities lead regarding schema, knowledge, and links to other subjects to ensure learning ties together for all pupils. INSET planned to develop this further (practical ideas in the classroom). Explicit links need to be made between what has been learnt and why.</p>
6	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>Further, in-depth analysis has shown that the impact of being a disadvantaged pupil is the greater 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. Y5 SEND maths pilot was feedback to whole staff in September 2022 and staff have embraced the changes in their own practice; this had had an impact on results.</p> <p>Next steps for Year 3 (2023-2024): More SEND & disadvantaged interrogation to be undertaken and further in school monitoring. New assessment system used for SEND - commencing September 2023.</p>
 <p>LOXDALE Pupil_premium_strateg</p> <p>Review can be found on the school website - click here for the full review</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
