

Pupil premium strategy statement: reviewed and updated December 2023

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	Loxley CE Community Primary School
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Plaskitt (Executive Head Teacher)
Pupil premium lead	Claire Woolley (Head of School)
Governor lead	Charlotte Morgan (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,375
Recovery premium funding allocation this academic year	£2,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23,405

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Loxley CE Community Primary School, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by all of our vulnerable pupils. The activity we have outlined in this statement is intended to support everyone's needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to identified challenges and individual needs and rooted in robust assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our ultimate objectives for our disadvantaged pupils are as follows:

- That disadvantaged pupils make and exceed nationally good rates of progress by accessing a well-planned, well-resourced, broad and balanced curriculum.
- That the attainment gap between disadvantaged and non-disadvantaged pupils is closed in terms of national, regional and internal school data.

The key principles of our strategy plan and the way in which we aim to achieve our objectives are:

- To deliver high quality, inclusive teaching and learning, with consistent pedagogical approaches which build on prior learning, developing skills and knowledge progressively through a pupil's time in school.
- To develop a language and communication rich environment

- Maintain high expectations of all pupils, building personal resilience and beliefs in their own abilities.
- Develop the use of data internally to ensure the effectiveness of interventions and where they are ineffective adjust our approach
- Ensure that disadvantaged pupils can access the broad and balanced curriculum school has developed.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among our disadvantaged pupils. 15% (2/13) of our disadvantaged children have severe language delays and a further 38% (5/13) need support with developing in this area. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. 54% of our disadvantaged children (7/13) are currently identified as our bottom 20% and over the last 3 years, between 25% - 50% of our disadvantaged pupils arrive below age-related expectations compared to 50 - 75% of other pupils. This gap narrows but remains significant in KS2.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 25 - 75% of our disadvantaged pupils arrive below age-related expectations compared to 50 - 75% of other pupils. This gap narrows but remains significant in KS2.
4.	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 25 - 75% of our disadvantaged pupils arrive below age-related expectations compared to 50 - 75% of other pupils. This gap narrows but remains significant in KS2.
5	Our observations and discussions with pupils and families indicate that accessing the full curriculum offer and enriching extra-curricular opportunities, which support and extend pupils' learning, is difficult for

	financial reasons. (School trips, music lessons, online homework). These challenges particularly affect disadvantaged pupils in their attainment and their wellbeing, as well as the depth of their aspirations.
6	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils, with 31% (4/13) under 95% attendance and 15% (2/13) persistently absent compared to 24% (6/25) non-disadvantaged pupils with an attendance under 95% and 14% (1/25) persistently absent during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Our observations and discussions with pupils and families indicate that many of our disadvantaged pupils are juggling living in different homes with different rules, meaning they lack a consistency of routine and expectations, sometimes leading to social and emotional issues. Some also need encouragement to have high expectations regarding their aspirations for the future.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2024/25 demonstrated by:

	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils • all children access trips and opportunities outside the classroom.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • All parents will be clear about the impact of non-attendance on their children's progress and be supported to bring their children to 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: £12,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching in place. Access to broad range of CPD through membership of National College. <i>Costs: Membership fee £881</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority.	1, 2, 3, 4, 7
Quality First teaching in place. Embed expected norms around classroom practice and pedagogy from prior training. Deliver CPD to staff new to school this year. (CPD Resource – Walkthrus) <i>Cost: Purchased last year, so no further cost to school.</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority.	1, 2, 3, 4

<p>Teaching Assistant in-class support for English & Maths sessions to support Quality First Teaching</p> <p><i>Cost: percentage of of TA (morning) budget £3000</i></p>	<p>EEF - Guide to pupil premium – tiered approach – teaching is the top priority.</p> <p>EEF - Teaching Assistant interventions +4 months progress</p>	1, 2, 3, 4,
<p>CPD delivery to develop a school-wide approach to teaching a book-based programme of high-quality texts for the teaching of Reading and Writing.</p> <p><i>Cost: Literacy Tree and associated CPD £395</i></p>	<p>EEF - Guide to pupil premium – tiered approach – teaching is the top priority.</p> <p>Embed the new English resource with its high-quality texts and high expectations of pupils.</p> <p>EEF - Reading comprehension strategies +6 months progress</p>	1, 2, 4
<p>Enhancement of our maths teaching in line with DfE and EEF guidance. Funding of Maths lead release time to support staff. Quality CPD provided by Maths lead for Mastery training.</p> <p><i>Cost: Cost of release time for Maths lead £600</i></p>	<p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

<p>Embed our new (2nd yr) DfE validated Systematic Synthetic Phonics programme. Access quality CPD through Monster Phonics to secure stronger phonics teaching for all pupils.</p> <p>Cost: £549 for ongoing access to training and Monster Phonics support/training team.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Quality First Teaching across the curriculum. Enhancement of the subject leader role to enable improvements to provision. Non-contact time to carry out responsibilities.</p> <p>Cost: £1000</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority.</p>	2, 3, 4
<p>Quality First Teaching - Shared Sustained Thinking Training in EYFS and YR1 to develop oral</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority</p>	1, 2

<p>language skills. Cost: £75</p> <p>- Embed new literacy scheme with explicit vocabulary teaching to expand understanding and use of high-quality vocabulary. Cost: see above</p>	<p>EEF Preparing for Literacy – communication and language approaches (+ 6 months)</p>	
<p>Quality First Teaching for all children to support SEND, using the EEF's 5-a-day principles. CPD delivery (external training) to support all children with specific SEND (54% 7/13)</p> <ul style="list-style-type: none"> • Autism Tier 1 Cost: No cost • Supporting children with ADHD – whole school ADHD Mastery training – Beacon School Support Cost: £209 • Understanding today's children Cost: No cost 	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority.</p> <p>EEF SEN in mainstream schools Guidance Report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Follow the EEF's five evidence-based recommendations</p> <ol style="list-style-type: none"> 1 Create a positive and supportive environment for all pupils, without exception 2 Build an ongoing, holistic understanding of your pupils and their needs 3 Ensure all pupils have access to high quality teaching 4 Complement high quality teaching with carefully selected small-group and one-to-one interventions 5 Work effectively with teaching assistants <p>Follow the EEF's '5-a-day'</p> <ul style="list-style-type: none"> - Explicit instruction - Cognitive and metacognitive strategies - Scaffolding - Flexible grouping - Using technology 	<p>1, 2, 3, 4</p>

<p><i>Percentage of National College cost (see above).</i></p> <p><i>50% of SENDCO cost</i></p> <p><i>£6000 (4/8 SEN list is also PP)</i></p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6041

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs deployed every afternoon to support targeted needs and deliver interventions</p> <p><i>Cost: percentage of TA (afternoon) budget £4000</i></p>	<p>EEF - Small group work +4 months progress</p> <p>EEF - Individualised Instruction + 4 months</p> <p>(TAs responsible for targeted interventions via small groups for reading and spelling across KS1 & KS2)</p>	1, 2, 3, 4, 7
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p><i>Cost: Percentage of TA time to provide targeted support (see above)</i></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>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Use of diagnostic assessment screening toolkit for the support of children with Speech and Language needs and then responding to the results with targeted activities.</p> <p>(31% 4/13)</p> <p>Early Years WellComm</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>Oral language interventions Teaching and Learning Toolkit EEF</p>	1

<p>Resources. (No further cost)</p> <p>Classroom Communicators course for AH</p> <p>Cost: £150</p> <p><i>Cost: Percentage of TA time and SENDCO time to assess and provide targeted support (see above)</i></p>		
<p>All pupil premium children with a crossover with SEND (54% 7/13) will have a termly Personalised Learning Plan (PLP) to highlight targeted interventions in place to close gaps in attainment and progress.</p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> <p><i>Costs: 50% SEND Supported SLA £1316</i></p> <p><i>Percentage of SENDCO (see above)</i></p> <p><i>25% Ed Psych cost £575</i></p>	<p>EEF- Guide to pupil premium – tiered approach – teaching is the top priority.</p> <p>EEF SEN in mainstream schools</p> <p>EEF – teaching assistant interventions (+ 4 months)</p> <p>EEF – small group tuition (+ 4 months)</p> <p>EEF – social and emotional learning (+ 4 months)</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £4655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils access full broad and balanced curriculum</p> <p><i>Cost:</i></p> <p><i>School trips subsidy approx. £600</i></p> <p><i>Residential visit £960</i></p> <p><i>Transport to PE/swimming lessons £500</i></p> <p><i>Lunchtime football Club</i></p> <p><i>No cost to school – paid for with Sports Premium</i></p> <p><i>Music Lessons £186</i></p> <p><i>Dance Lessons £380</i></p> <p><i>Family support in accessing IT for homework activities (No cost)</i></p>	<p>EEF – Arts participation +3 months progress</p> <p>EEF – Physical Activity +1 months progress</p>	5, 7
<p>Improve the quality of social and emotional learning by providing outdoor learning opportunities within Forest School provision</p> <p><i>Cost: 1/3 cost of trained practitioner £1100</i></p>	<p>EEF – Physical Activity +1 months progress</p> <p>EEF – Social & Emotional Learning +4 months progress</p>	5, 7
<p>Embedding principles of good practice set out in the DfE's guidance on working</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

together to improve school attendance. Including targeted family support to improve attendance <i>Cost: Staff time to implement Early Help as required £200</i>	The EEF guidance report on EEF guidance reports supporting-parents includes a focus on offering more intensive support, which can include approaches to support attendance.	
TA to undergo training to develop a pastoral role across school to support disadvantaged children to think aspirationally, discuss issues that may be troubling them and complete activities such as homework tasks that are unsupported at home. Training costs £0 Cost of TA to work 1:1 with identified children £50	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	7
Contingency fund for reactive issues. <i>Cost: £679</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5, 6, 7

Total budgeted cost: £23,405

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

This is the internal school data.

Year group	Reading	Writing	Maths
Reception ELG (1/5)	Emerging	Emerging	Emerging
1 (4/6)	EOY SS NFER test 108 EXS Y1 80 WTS Y1 72 Pre KS 72 Pre KS	Teacher Assessment EXS Y1 WTS Y1 Pre KS Pre KS	EOY SS NFER Test 100 EXS Y1 84 WTS Y1 73 Pre KS *** Pre KS
2 (2/9)	2022 KS1 SATS SS 103 EXS Y2 100 EXS Y2	Teacher Assessment EXS Y2 EXS Y2	2022 KS1 SATS RS 108 EXS Y2 95 WTS Y2
3 (2/5)	EOY SS NFER test 101 EXS Y3 94 WTS KS1	Teacher Assessment EXS Y3 Pre KS 2 stage 5	EOY SS NFER Test 120 GD Y3 33 WTS KS1
4 (2/5)	EOY SS NFER test 105 EXS Y4 106 EXS Y4	Teacher Assessment EXS Y4 EXS Y4	EOY SS NFER Test 110 EXS Y4 94 EXS- Yr4
5 (2/6)	EOY SS NFER test 140 GD Y5 100 EXS Y5	Teacher Assessment GD Y5 WTS Y5	EOY SS NFER Test 140 GD Y5 94 EXS- Y5
6 (2/4)	2022 KS2 SATS 105 EXS Y6 103 EXS Y6	Teacher Assessment EXS Y6 EXS Y6	2022 KS2 SATS 92 WTS Y6 98 WTS Y6

40% (6/15) of the pupils who qualified for pupil premium funding met end of year ARE across reading, writing and maths.

67% (10/15) of the pupils who qualified for pupil premium funding met end of year ARE in reading.

60% (9/15) of the pupils who qualified for pupil premium funding met end of year ARE in writing.

47% (7/15) of the pupils who qualified for pupil premium funding met end of year ARE in Maths.

These scores compare extremely well to the scores of pupils who qualified for pupil premium funding across Warwickshire and the Stratford District.

Our evaluation of the approaches delivered last academic year indicates that small group and 1:1 intervention for academic support was particularly effective. Children who were still closing the gap that had widened during Covid, made very good progress with our internal tutoring.

25% of disadvantaged children in Yr 1 passed the phonics screening, however one of our disadvantaged children made phenomenal progress, raising her score from 8/40 in December 22 to 28/40 in June 23.

The progress of pupils across school was monitored closely and assessment points used at the end of each term. Scaled scores were used to assess reading and maths through NFER tests. At the end of the year end of each key stage, SAT papers were used. These assessments were used to plan targeted support for these pupils.

School used the expertise of Send Supported and educational psychologists to support the assessment of pupils with specific learning difficulties and the development of procedures and routines to support their inclusion and maximise their progress and attainment.

Wellbeing and emotional support was provided to pupils by their familiar adults in school. Each class followed the Coram Scarf PSHE programme to encourage pupils to talk about and understand their reactions to the situations they found themselves in. Having reviewed this support, we aim to provide more of this in the next academic year, training a TA to take on more of a pastoral role across the school.

While the attainment of our disadvantaged children remains lower than the attainment of our non-disadvantaged children, the progress made is good with 100% of identified children making good progress in each subject in the majority of classes.

The progress of the disadvantaged children in Yr 5 and Yr 6 was very good, with children moving from working at levels below their year group to working within year group expectations over the year.

Absence among disadvantaged pupils was drastically affected by the percentages of 2 families. Conversely the family with the best attendance in school is in receipt of Pupil Premium.

We have had a big turnover in disadvantaged pupils in school, with 5 of the children included in this data moving to other schools.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service Premium was added to the Pupil premium budget – see above
What was the impact of that spending on service pupil premium eligible pupils?	Included in data table above