

Pupil premium strategy statement reviewed and updated September 2025

This statement details our school's use of pupil premium (and any 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 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	39
Proportion (%) of pupil premium eligible pupils	35.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Tim Dale (Headteacher)
Pupil premium lead	Tim Dale (Headteacher)
Governor lead	Charlotte Morgan (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,280.00
Total budget for this academic year	£18,497.09

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils are:

- That the attainment gap between disadvantaged and non-disadvantaged pupils is closed in terms of national, regional and internal school data.
- That disadvantaged pupils make at least nationally good rates of progress.
- That by full engagement in the curriculum, disadvantaged children can develop their curiosity and love of learning, raise their personal resilience and beliefs in their abilities.

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
- To develop a language and communication rich environment
- Maintain high expectations of all pupils in school
- Develop the use of data internally to ensure the effectiveness of interventions and where they are ineffective adjust our approach
- To develop consistent pedagogical approaches to teaching key skills across phonics, reading, writing and maths to enable pupils to build on prior learning
- Prioritise spending towards improving attainment in English and Maths. This may be through pre-teaching, quality teaching and learning or interventions or a combination of all three
- Ensure that disadvantaged pupils can access the broad and balanced curriculum school has developed
- To develop independence in learners through metacognition and cognitive load

Challenges

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

Challenge number	Detail of challenge
1	Overcome the barriers associated with Special Educational Needs and Disabilities (SEND) which impact on the ability of pupils to access the learning, reach age related expectations or make at least good progress in reading, writing and maths
2	Inconsistent parental support at home

3	To narrow the attainment gap across reading, writing and maths between all pupils
4	Overcome social, emotional and mental health issues which may impact pupils' ability to develop resilience and positive learning behaviours
5	Lack of participation in full curriculum for financial reasons (inability to fund school trips, music lessons etc)
6	Sporadic attendance is negatively impacting pupils' progress

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: £10,239.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils with SEND will have a termly Personalised Learning Plan (PLP) to highlight targeted interventions in place to close gaps in attainment and progress <i>Costs: 50% SEND Supported SLA £1,798 50% Ed Psych cost £930</i>	EEF- Guide to pupil premium – tiered approach – teaching is the top priority. EEF SEN in mainstream schools EEF – teaching assistant interventions (+ 4 months) EEF – small group tuition (+ 4 months) EEF – social and emotional learning (+ 4 months)	1,3,4
Teaching Assistant in-class support for English & Maths sessions to support Quality First Teaching <i>Cost: 20% Yr3-6 TA (morning) budget £5,380.15</i>	EEF - Guide to pupil premium – tiered approach – teaching is the top priority. EEF - Teaching Assistant interventions +4 months progress	1,3,4
Quality First Teaching in place. Access to broad range of CPD through membership of National College.	EEF guide to pupil premium – tiered approach – teaching is the top priority.	1,3,4

<i>Costs: 39.5% of annual membership fee £313.63</i>		
<p>Quality First teaching in place. Deliver CPD to relation to teaching phonics consistently across school in KS2 where phonic knowledge is not secure</p> <p><i>Cost to support training and implementation: Cost: 35.9% of annual subscription and training £422.29</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority. Phonics</p> <p>EEF +5 months progress</p> <p>EEF Preparing for Literacy – developing children's early reading</p>	1,2,3
<p>Quality First Teaching for all children. CPD delivery (external training)</p> <ul style="list-style-type: none"> • PINS – Partnership of the inclusion of neurodiversity in schools • Warwickshire AI Forum Team <p><i>Cost: no cost to school</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 +5 months progress</p>	1, 2, 4
<p>CPD delivery to develop a school specific approach to teaching reading (including comprehension and vocabulary understanding) English Subject Leader accessed through Literacy Curriculum and annual subscription:</p> <p><i>Cost: 35.9% of annual subscription and training £395.48</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority.</p> <p>EEF Reading comprehension strategies +6 months progress</p>	1,2,3
<p>Quality First Teaching across the curriculum. Enhancement of the subject leader role to enable improvements to provision.</p> <p>Non-contact time to carry out responsibilities.</p> <p><i>Cost: £1000</i></p>	EEF guide to pupil premium – tiered approach – teaching is the top priority.	1, 3

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

Budgeted cost: £4,863.30

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:</i> <i>5 x 1 hour long sessions</i> <i>£4,863.30</i></p>	<p>EEF - Small group tuition +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, 6

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

Budgeted cost: £3,394.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils access full broad and balanced curriculum</p> <p><i>Cost:</i> <i>School trips/workshop subsidy approx. £600</i> <i>WCC keyboard lessons (1 child) £130.02</i> <i>Residential visit £700</i> <i>Transport to PE/swimming lessons £450.00</i></p>	<p>EEF – Arts participation +3 months progress</p> <p>EEF – Physical Activity +1 months progress</p>	4, 5
<p>Forest School provision</p> <p><i>Cost: 35.9% cost of trained practitioners</i> <i>£514.22</i></p>	<p>EEF – Physical Activity +1 months progress</p> <p>EEF – Social & Emotional Learning +4 months progress</p>	4
<p>Targeted family support to improve attendance</p> <p><i>Cost: Staff time to implement Early Help as required £0</i></p>	EEF – Attendance Interventions (ongoing research, not yet published)	2, 6
Contingency fund for reactive issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount	1, 2, 3, 4, 5, 6

<i>Cost: £1000</i>	of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 17,897.87

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 2024-2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has published key stage 2 school performance data for 2024.

Year group	Reading	Writing	Maths
Reception ELG	<i>Emerging Emerging Expected</i>	<i>Emerging Emerging Expected</i>	<i>Emerging Emerging Expected</i>
1	EOY SS NFER test 114 EXS Y1 101 EXS Y1	Teacher Assessment EXS Y1 EXS Y1	EOY SS NFER Test 108 EXS Y1 112 EXS Y1
2	2022 KS1 SATS SS 98 WTS Y2 Pre KS1 Standard 3 101 EXS Y2	Teacher Assessment WTS Y2 Pre KS1 Standard 2 EXS Y2	2022 KS1 SATS RS 27 WTS Y2 PreKS1 Standard 3 35 EXS Y2
3	EOY SS NFER test 101 EXS Y3 99 EXS Y3	Teacher Assessment EXS Y3 EXS Y3	EOY SS NFER Test 113 EXS Y3 105 EXS Y3
4	EOY SS NFER test 124 GD Y4 101 EXS Y4	Teacher Assessment GD Y4 WTS Y4	EOY SS NFER Test GD Y4 EX+ Y3 SUM
5	EOY SS NFER test 106 EXS Y5 119 EXS Y5	Teacher Assessment WTS WTS	EOY SS NFER Test 107 EXS Y5 No Score (Spring 105 EXS Y4)
6	2022 KS2 SATS 111 EXS Y6 118 EXS Y6 B WTS Y6	Teacher Assessment GD Y6 EXS Y6 B WTS Y6	2022 KS2 SATS 106 EXS Y6 103 EXS Y6 B WTS Y6

53% (8/17) of the pupils who qualified for pupil premium funding met end of year ARE across reading, writing and maths.

71% (12/17) of the pupils who qualified for pupil premium funding met end of year ARE in reading.

53% (9/17) of the pupils who qualified for pupil premium funding met end of year ARE in writing.

71% (12/17) 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.

100% of disadvantaged children in Yr 1 passed the phonics screening and 1 out of the 2 disadvantaged children in Yr 2 who needed to retake the phonics assessment, passed.

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.

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.

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 4 was outstanding 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 fractionally better than that of non-disadvantaged pupils.

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