

Pupil premium strategy statement – Loughborough Primary School

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 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 (on PP allocation spreadsheet)	243
Proportion (%) of pupil premium eligible pupils	65% (157 pupils)
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)	2025-2028
Date this statement was published	July 25
Date on which it will be reviewed	July 26
Statement authorised by	Graziella Williams (HT)
Pupil premium lead	Graziella Williams (HT)
Governor / Trustee lead	Katy Freeman Tayler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,855
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£237, 855

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to raise academic performance so that disadvantaged pupils achieve in line with, or exceed, their peers. We are committed to ensuring equitable access to resources and opportunities, regardless of background.

We set high aspirations for all pupils, fostering a culture of ambition and a love of lifelong learning.

This is achieved through the strategic deployment of funding and interventions that address academic, social, emotional, attendance, and wellbeing needs—ensuring that every pupil can thrive.

Challenges

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

Challenge number	Detail of challenge
1	Attendance barriers (including changing attitudes to public health and intersectionality)
2	Children requiring high level of support to develop their social, emotional and mental health, as well as lower academic baselines in areas such as communication and language.
3	Outcomes at KS2 are well below national (2024 and 2025).
4	Many disadvantaged pupils face situational and dispositional barriers that impact their learning. Time pressures, financial constraints, and turbulent housing—such as temporary accommodation or overcrowded households—can create unstable home environments. In some cases, families may struggle to prioritise education due to competing responsibilities or a lack of capacity to engage fully with their child’s learning. These factors can limit support for academic progress and school attendance. Temporary housing can result in high pupil mobility.
5	Financial pressures and the cost-of-living crisis limit access to wider learning experiences, reducing opportunities to deepen understanding and contributing to the attainment gap, especially at greater depth.

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 attendance	Attendance of PP pupils to be at least 95% for the academic year 2025-2026 PA for PP pupils will be less than 15%
Improved attainment for disadvantaged children, (including challenge for the most able).	Differences in attainment to diminish between PP and non- PP children in reading, writing and maths at expected and greater depth. PP pupils achieve outcomes that are at least in line with national expectations. PP pupils to make at expected progress (judged by NFER scores) PP pupils with lower starting points make above expected progress over time, (judged by NFER scores) Quality of work in the pupil books is high and progress can be seen across a term Pupil voice with PPG groups demonstrates a commitment to and engagement with learning
Pupils demonstrate higher levels of resilience and improved mental health and wellbeing.	Children focus well in lessons & where necessary additional adult support is in place. 80% + targeted pupils report improved wellbeing (through the pupil survey) The most vulnerable PP children are well supported through access to family support workers and counselling – distribution of food vouchers, support with housing issues, access to high quality services in school and signposting to third party services. (Measured through parent surveys and testimonials). Enrichment opportunities are embedded across the curriculum to strengthen pupils' cultural capital.
To increase the number of families accessing the services they need	More families accessing mental health support and reduced waiting times for pupils through: - Partnership working with the Brixton learning collaborative, NOPA, Children Centre outreach worker, Ecosystem Coldharbour Consortium (Marcus Lipton Enterprise, CHIPS, My ends programme) Families in crisis who require support with childcare have

	access to fully funded provision Additional uniform items provided if/when pupils have no access to items from their homes caused by eviction or swift moves to alternative accommodation. Increased access to legal and housing support (NOPA)
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly Pupil Progress meetings track individual children and ensure that disadvantaged children are making good or better progress from their starting points in reading, writing, maths and phonics	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil ensuring that interventions and support are accurately targeted. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3
Improvements in the quality of classroom teaching Learning walks, book looks and pupil voice to evidence that teaching and resources are being adapted (SENDCo & AH) HLTA deployment (targeted CPD) to cover teachers, ensuring there is	Adaptive teaching Stoll et al (2012) Great PD which leads to great pedagogy Macrea, P (2023) Developing expert teaching EEF EYFS toolkit May 2025 EEF SEND 5 a day May 2022	1, 2, 3

high-quality in-house provision Targeted CPD for support staff (SEND focus) to support precision and adaptive teaching Deployment of subject leaders to quality assure teaching and learning across the curriculum (SEND focus and PP) Deployment of Trust wide SEND lead to quality assure quality of provision for chd with SEND Quality first CPD through NPQ programmes Child development training programme for EYFS practitioners		
Embedding dialogic activities (Voice 21) across the school curriculum. Key vocabulary explicitly planned for and taught. Ensuring that learners know the value of planning, drafting and editing and have the chance to publish writing for a variety of purposes. We will teach the writing process (The Writing Revolution) and teach pupils to use strategies for planning and	Voice 21 Oracy United Kingdom 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 Toolkit Strand Education Endowment Foundation EEF EEF Project Report TalkForWriting.pdf (d2tic4wvo1iusb.cloudfront.net) Tracy, B., Reid, R., & Graham, S. (2009). Teaching young students strategies for planning and drafting stories. The impact of self-regulated strategy development. <i>Journal of Educational Research</i>, 102(5), 323-331. Graham, S., Harris, K. R., & Mason, L. (2005). Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated strategy development. <i>Contemporary Educational Psychology</i>, 30(2), 207-241	1, 2, 3

monitoring their writing. Embed the writing programme – Supported Sentences supporting children in crafting impactful sentences and paragraphs	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Effective writers use a number of strategies to support each component of the writing process. Sentences are the building blocks of all writing and grammar is best taught in the context of writing. https://www.thewritingrevolution.org/method/research/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://www.gov.uk/government/publications/the-writing-framework	
Reading and Early reading, fluency Continue to teach phonics with fidelity (using Little Wandle scheme) and to review phonics intervention groups to ensure the provision is needs led. Training in effective phonics delivery for all new staff. Start the Fluency Focus work in Years 5 and 6 Weekly parents into reading and many sessions for parents to enable them to better support their children. (phonics and	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF https://www.hfleducation.org/reading-fluency/key-stage-2-ks2-reading-fluency-project https://literacytrust.org.uk/research-services/research-reports/libraries-for-primaries-research/	1, 2, 3

reading and SEND) Parent workshops Bring a parent to school day (raise profile) Daily running of new school-based library		
Introduce new maths curriculum – Maths No Problem Quality first CPD supporting the implementation of maths No Problem Partnership with Maths Hub (CPD) - releasing maths lead and other staff members to develop practice Parent workshops to support parents in supporting their child Home based maths programmes for children in KS2 to support fluency Bring a parent to school day (raise profile)	https://mathsnoproblem.com/mathematics The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,2, 3

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

Budgeted cost: £ 58, 927.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (working alongside the SALT) Targeted interventions delivered to those children who have been identified as having a S&L need	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Lowest 20% identified and targeted through reading interventions (x3 per week)	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Additional reading sessions: phonics catch up, 1 to 1 reading for	The gains from 1:1 and smaller group sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. https://educationendowmentfoundation.org.uk/education-evidence/teaching-	2, 3

children; (Beanstalk volunteers and in house support) Additional maths sessions: booster groups, multiplication practice, after school targeted booster session in maths	learninghttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedbacktoolkit/feedback-learning	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58, 927.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities subsidised for PPG pupils in order to ensure equality of access with their peers (e.g. residential school journey or trips) and to ensure pupils receive equal opportunities to try new things e.g. Gymnastics,	Poverty can limit a young person's educational attainment as a direct result of their family's inability to pay for goods and services (including heating, food, desk space, cultural experiences and an internet connection). Cooper, K and Stewart, K. (2013) <i>Does money affect children's outcomes? A systematic review</i>. York: Joseph Rowntree Foundation Report. https://educationobservatory.co.uk/pupilpremiumprimer/what-is-the-https://educationobservatory.co.uk/pupilpremiumprimer/what-at-the-research-says/research-says/	5

NFL, football, basketball		
Embedding principles of good attendance practice set out in the DfE's Improving School Attendance advice. Weekly support from Lambeth EWO – tracking PP & SEND attendance alongside HT	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. There is also significant evidence that absence rates, exclusions, and student transfers are strongly associated with poor outcomes for pupil premium students. Claymore, Z. (2019). <i>Being Present: The Power of Attendance and Stability for Disadvantaged Pupils- NFER</i> EEF (2024) Supporting school attendance Teach First (2024) Belonging Schools	6
Contingency fund for acute issues including uniform replacement, clothes, direct families to local pantries, CC support with food vouchers.	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.	All
Whole school approach to wellbeing and mindfulness and actively teaching pupils how to regulate and manage emotions Restorative approach & trauma informed approach Well-being ambassadors (Alongside BLC)	Social and emotional learning EEF Evidence supporting the use of restorative justice Restorative Justice Council EEF - trauma informed	
Continue to collaborate	<i>Findings indicate that the art therapies interventions have a clinically significant effect on life functioning, duration of sleep, emotional and behavioural difficulties, (Moula et al, 2020) and that by embedding art therapies into the educational</i>	

with the Brixton Learning Collaboration A variety of therapies delivered by external agencies e.g. art therapy, family therapy (NOPA)	<i>system helps address children's emerging needs and have a positive impact on their wellbeing.</i>	
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Total budgeted cost: £ 237, 855

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils - Differences in attainment to diminish between PP and non- PP children in reading, writing and maths at expected and greater depth. Achieved at KS2 - PP pupils achieve outcomes that are at least in line with national expectations. Continue - PP pupils to make at expected progress (judged by NFER scores) The majority of PP pupils made at or above expected progress. - PP pupils with lower starting points make above expected progress over time, (judged by NFER scores Year 1- 5) 55% of PP children made above expected progress in reading and 70% of chd made above expected progress in maths. - Quality of work in the pupil books is high and progress can be seen across a term Subject specific monitoring evidence high quality outcomes and progress - Pupil voice with PPG groups demonstrates a commitment to and engagement with learning. Evidenced through collection of pupil voice by leaders at all levels as well as Governors.	<table><tr><th>SATS Yr 6 2025</th><th>Reading</th><th>Writing</th><th>Maths</th><th>Combined</th></tr><tr><td>ALL EXS %</td><td>62</td><td>78</td><td>46</td><td>42</td></tr><tr><td>PPG EXS %</td><td>64</td><td>77</td><td>48</td><td>43</td></tr><tr><td>ALL GDS %</td><td>12</td><td>13</td><td>4</td><td>2</td></tr><tr><td>PPG GDS %</td><td>14</td><td>16</td><td>5</td><td>2</td></tr></table> Phonics Year 1 <table><tr><td>School</td><td></td></tr><tr><td>ALL</td><td>83%</td></tr><tr><td>PPG</td><td>79%</td></tr></table> MTC Year 4 <table><tr><td>School</td><td></td></tr><tr><td>ALL % score 25</td><td>28%</td></tr><tr><td>ALL mean <u>av</u></td><td>21.97%</td></tr><tr><td>PPG % score 25</td><td>25.7%</td></tr><tr><td>PPG mean <u>av</u></td><td>21.8%</td></tr></table> GLD Reception <table><tr><td>School</td><td></td></tr><tr><td>ALL</td><td>48%</td></tr><tr><td>PPG</td><td>40%</td></tr></table>	SATS Yr 6 2025	Reading	Writing	Maths	Combined	ALL EXS %	62	78	46	42	PPG EXS %	64	77	48	43	ALL GDS %	12	13	4	2	PPG GDS %	14	16	5	2	School		ALL	83%	PPG	79%	School		ALL % score 25	28%	ALL mean <u>av</u>	21.97%	PPG % score 25	25.7%	PPG mean <u>av</u>	21.8%	School		ALL	48%	PPG	40%
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Attendance - Attendance of PP pupils to be in line or above national averages. Continue - The number of PP pupils who are persistently absent will be reduced. Continue	Overall attendance for all: 92.7% National: 94.8% Persistent absence: 22% Attendance for PP 2024- 2025: 92.06% National average PP attendance: 92.1% 24.8% of PP are PA																																															

<u>Mental health and well-being</u> • Children focus well in lessons & where necessary additional adult support is in place. Achieved • 80% + targeted pupils report improved wellbeing (through the pupil survey) Continue. Evidenced through behaviour analysis – reduction in recorded incidents. • The most vulnerable PP children are well supported through access to family support workers and counselling – distribution of food vouchers, support with housing issues, access to high quality services in school and signposting to third party services. (Measured through parent survey and testimonials). Achieved and continue	
• More families accessing mental health support and reduced waiting times for pupils through: - Partnership working with the Brixton learning collaborative, NOPA, Children Centre outreach worker, Ecosystem Coldharbour Consortium (Marcus Lipton Enterprise, CHIPS, My ends programme) Achieved - continue • Families in crisis who require support with childcare have access to fully funded provision Achieved - continue • Additional items of uniform provided if/when pupils have no access to items from their homes caused by eviction or swift moves to alternative accommodation. Achieved - continue • Increased access to legal and housing support (NOPA) Achieved - continue	NOPA report available <u>NOPA -Summary of Strengths and Difficulties Questionnaire (SDQ) Results for all cases</u> Total Difficulties - 73% Improvement Emotional Difficulties - 64% Improvement Conduct Difficulties- 64% Improvement Hyperactivity Peer -82% Improvement Social Difficulties/ Pro-Social -36% Improvement Behaviours - 36% Improvement Outreach services- NOPA 13 referrals made from 24-25 Main issues: Housing Advice & Parental advice