

# Pupil premium strategy statement – Loscoe Church of England Primary School and Nursery

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	174
Proportion (%) of pupil premium eligible pupils	21.2% (37 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2204 -2027
Date this statement was published	19th December 2024
Date on which it will be reviewed	1st December 2025
Statement authorised by	W.Lynam (Headteacher)
Pupil premium lead	C.Saunders
Governor / Trustee lead	Carla Hodgkinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56 700
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£56 700

# Part A: Pupil premium strategy plan

## Statement of intent

At Loscoe CofE Primary School and Nursery our school vision is “*we may be small but together we can make a big difference*”. A statement that is rooted in the bible verse “our faith can move mountains” Matthew 17:20. This vision underpins every aspect of our school values and, through this, our staff recognise that every action they take, however small, can contribute to making a big difference to the education and lives of the children in our school. We all have the faith that whatever challenges we face we can all conquer our own “mountain”. As a school, we have designed our pupil premium strategy to help us ensure that all our pupils, irrespective of their background or challenges they face, make the best progress they can and are given the opportunity to achieve highly in all areas of the curriculum.

From an early age, vulnerable pupils within our school face a range of barriers that impact upon learning. These barriers include: poor language acquisition on entry to school; lack of parental engagement in children’s education and completion of homework set; a noticeable trend in poor achievement in maths and reading fluency and inequality in children’s access to extracurricular activities.

Although we use academic data to highlight trends in underperformance, more importantly we also regularly listen to pupil voice and, staff from all areas of the school continually work together to observe and communicate any concerns they have around a child’s wellbeing or welfare that may impact upon them being able to flourish. Bespoke packages of support can then be put in place to meet every child’s individual needs; for example, providing free access to breakfast club, may mean a child starts the day ready to learn rather than feeling hungry.

As a school we recognise the first step in achieving good progress for all is through high quality first teaching. Every teacher regularly plans and adapts their teaching strategies to meet the needs within their current class, whilst benefiting all pupils, there is a particular focus on the areas in which disadvantaged children require the most support.

Some evidence-based interventions are used to accelerate progress and close gaps in attainment, however, the school also aims to adopt a ‘keep up not catch up’ approach. This is being made possible by allocating part of our pupil premium funding to invest in resources and extra staff to improve the quality of teaching reading and mathematics across all key stages.

Preparation for the future and the opportunity to learn effective communication, social and life skills is also of prime importance for our children. By the time they leave Loscoe CofE Primary and Nursery school, we aim to ensure that every child is an

effective communicator, we strive to achieve this with the use of targeted interventions to improve language acquisition (Talk Boost and Time to Talk) and through and the provision of communication friendly spaces within all areas of our school environment.

Promoting a love of the curriculum and allowing all children equal access to a range of experiences is also incredibly important to us. To this end, we have designed the Loscoe Promise and enrichment plan. This sets out a wide ranging set of experiences we are committed to all children having during their time at Loscoe Primary School and Nursery.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Language acquisition in EYFS and KS1 - although children are able to 'speak' in short sentences, analysis of the reasons why children are not reaching the ELGS in Communication and Language and Speaking shows noticeable weaknesses in vocabulary and the children's ability to be able to understand it and use it within their speech.</p> <p>Data from the EYFSP in 2024 illustrates that 50% of disadvantaged children did not achieve the ELG in the areas of Communication and Language and Speaking.</p>
2	<p>Parental engagement from parents of disadvantaged pupils is not as high as from those children from non-disadvantaged backgrounds.</p> <p>Analysis of parent views on homework shows that 57% of parents of disadvantaged children feel homework is not important as compared to 23% of parents of non-disadvantaged children.</p> <p>Analysis of completion of homework by disadvantaged children demonstrates that on average 83% of non-disadvantaged children complete their weekly homework as compared to 41% of disadvantaged children.</p>
3	<p>FFT attainment and progress data shows a continued decline for disadvantaged children in maths from 2022.</p> <p>Average percentages of children at ARE in maths in all year groups shows that less disadvantaged children are achieving ARE compared to non-disadvantaged. In some cases almost 50% less are at ARE (eg 33% as compared to 60%)</p> <p>Disadvantaged children score consistently less than non-disadvantaged children in the Y4 MTC - in 2024 the mean score for disadvantaged was 12 as compared to 16 for non-disadvantaged.</p> <p>Pupil voice shows that 47% of disadvantaged children identified maths as an area of learning they found difficult as compared to only 12% of non-disadvantaged children.</p>
4	<p>Reading fluency - FFT attainment and progress data shows a continued decline for disadvantaged children in reading from 2022.</p>

	<p>When analysing fluency scores for children not achieving ARE at the end of KS1 - there is a significant gap in fluency score for children from a disadvantaged background as compared to non-disadvantaged background: Children not achieving ARE at the end of KS1: mean fluency score for disadvantaged - 31, mean fluency score for non-disadvantaged: 45</p> <p>Pupil voice revealed that No PP children mentioned reading or books as being one of their preferred activities, compared to 30% of non-PP children.</p>
5	<p>Pupil voice identifies that disadvantaged children feel they have less opportunity to experience extra-curricular activities such as drama, dance, art and music.</p>

## 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
<p>For disadvantaged children in EYFS and Key Stage 1, to have improved use of newly introduced vocabulary and to show confidence and ability to use in everyday conversations in order to aid their oral literacy skills.</p>	<p>Data obtained from the EYFSP to show at least 50% of disadvantaged children achieve the ELG within the area of Communication and Language and Speaking at the end of their Reception Year.</p>
<p>Increased parental engagement in home learning and home-school partnership.</p>	<p>At least 50% off PP parents to attend specific school workshops held throughout the academic year, that are related to the subject areas of Phonics, Reading, Maths and P.S.H.E.</p> <p>At least a 10% increase (within the first year) of disadvantaged children completing the required home learning related to each Key Stage</p> <p>At least a 10% increase of disadvantaged children consistently reading with an adult at home each week.</p>
<p>The percentage of disadvantaged children achieving ARE in end of year assessments in Maths is comparable to non-disadvantaged children.</p>	<p>Data from FFT to show that the percentage of disadvantaged children achieving ARE in end of year assessments is comparable to non-disadvantaged children.</p> <p>Pupil voice to illustrate a decrease in percentage of the number of disadvantaged</p>

	children who deem Maths a subject in which they find difficult, as compared to non-disadvantaged children
The mean score achieved in the Y4 MTC by disadvantaged children is the same as the mean score of non-disadvantaged children.	Upon completion of the MTC, FFT attainment and progress data to show an increase in mean score for disadvantaged children, making it comparable to non-disadvantaged children.
The percentage of disadvantaged children achieving ARE in reading at the end of KS2 is comparable to non-disadvantaged children.	End of key stage data shows that there is no difference in attainment between disadvantaged and non-disadvantaged children.
The reading fluency scores in reading for disadvantaged children in KS2 is improved.	Reading fluency scores for disadvantaged children in KS2 is at least 90 words per minute (WPM) or better. ( Where a reading speed of 90 WPM is needed to integrate effective comprehension whilst reading)
For disadvantaged children to attend extracurricular Drama, Music, Art and Dance clubs that the school offers.	To observe an increased number of disadvantaged children places being utilised at extracurricular school clubs.

## 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: £ 35365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality CPD linked to the White Rose Maths teaching materials for all staff - teachers and teaching assistants. £250 - White Rose CPD on demand package.	EEF supports effective professional development as a method of improving teaching at all levels. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1733752026">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1733752026</a>	3

£1000 - release time for staff to complete CPD activities.		
Half day release time each week for the maths subject lead to work with teachers to model and coach and to monitor implementation and strategically direct the next steps.  £5000	EEF states that peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions. There is also some evidence to suggest that peer-led tutoring can offer tutors the chance to revisit and revise skills, prior knowledge, and develop metacognitive understanding of topics  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a>	3
Retention of reading teachers for one day a week to work with identified groups of pupils to improve fluency of reading.  Reading teacher to deliver focussed CPD to all staff linked to improving teaching of reading to improve fluency.  £16420	EEF states that Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  EEF supports effective professional development as a method of improving teaching at all levels.  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1733752026">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1733752026</a>	4
Employ parental early help worker from P4YP to work with parents with low parental engagement to strengthen relationships between home and school.  £6995	Positive 4 Young People - School Pastoral Officer - to strengthen the link between home and school	2,3,4
Increase the opportunities for disadvantaged children to complete their	EEF supports the utilisation of homework clubs in order for disadvantaged children to obtain support in an effective learning	1,2,3,4,5

<p>homework independently:</p> <p>Provide teacher support at breakfast and afterschool club to work with disadvantaged children to complete homework - 3 hours weekly (one after school club and one breakfast club) - cost of teacher at supply rate - £5700</p>	<p>environment in order to complete such academic tasks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>EEF states that One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 17165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For Teachers to deliver targeted workshops to parents in the subject areas of Phonics, Reading, Maths and P.S.H.E in order to increase the awareness and also aid in the understanding and development of skills for parents with a view to supporting their child as successfully as they can.</p> <p>Cost of teachers to prepare and deliver workshops to parents: £5000</p>	<p>EEF, 'Approaches that aim to increase general parental engagement, for example by encouraging parents to read with their children can have a moderate positive impact for all children. A number of studies have identified the positive impact of encouraging parents to talk with their children'</p> <p>Furthermore, 'Approaches that focus on developing parents' own skills, for example by providing structured training, can have a moderate positive impact on learning'.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement?utm_source=early-years/toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental">https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement?utm_source=early-years/toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental</a></p>	<p>1,2,3,4</p>

<p>To deliver quality oral language interventions across EYFS and KS1</p> <p>On a small group or 1-1 basis.</p> <p>Implement 'The Early Talk Boost' to improve early language development within EYFS</p> <p>Talk Boost Programme Package: £550</p> <p>Cost of training TA and delivery of the intervention:</p> <p>3 sessions of 15 minutes per week over 9 weeks. £1000</p> <p>Delivery of the Time To Talk (Alison Schroder) language intervention with KS1 - £885</p> <p>Implementation of 'Active Maths' targeted at specific groups of children to increase confidence and participation in maths learning.</p> <p>Intervention: £575</p> <p>Cost of TA to facilitate intervention £1000</p>	<p>EEF, 'Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>'A focus on the evidence would show that Oral language interventions can have a positive impact at all phases of education, but the impact is highest in the early years (+7 months).'</p> <p><a href="https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice?mc_cid=7b52fd05a2">https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice?mc_cid=7b52fd05a2</a></p> <p>Active learning is about engagement. And when we engage with something we are trying to learn – for example, by talking it through, trying it out, or making and fixing mistakes. Through this, we are much more likely to grasp and understand it.</p> <p>In turn, that makes us feel more confident and that means we are more likely to succeed when we put the learning to the test. This is backed by research (specifically into mathematical achievement) that has produced several studies showing that '<a href="#">active learning has a direct effect on students' success and consequently their achievement</a>'. The American Mathematical Society (AMS) reports that 'active learning has a strong positive impact on a wide range of students' and that 'active learning does</p>	<p>1</p> <p>1</p> <p>3</p>
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	<p>not harm, and <u><a href="#">may further benefit already high-achieving students</a></u>.</p> <p><u><a href="https://www.cambridge.org/gb/education/blog/2023/11/03/how-can-you-build-active-learning-into-your-mathematics-teaching/">https://www.cambridge.org/gb/education/blog/2023/11/03/how-can-you-build-active-learning-into-your-mathematics-teaching/</a></u></p>	
<p>Purchase and deliver Little Wandle Fluency Intervention:</p> <p>Cost of Little Wandle Fluency Materials: £3000</p> <p>Cost of TA to deliver: Fluency Reading Catch Up and Fluency Intervention to targeted groups of children in years 3 to 6: £2250</p>	<p>EEF states that Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words.</p> <p><u><a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></u></p>	4
<p>To improve the outcomes of disadvantaged children in the Y4 MTC test through regular tracking of outcomes with intervention targeted to improve recall of identified multiplication facts.</p> <p>TA : multiplication intervention £2000</p> <p>Purchase of MTC 'Emile' practice app for independent follow up practice both at home and school : £905</p>	<p><i>EEF:</i> Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></u></p>	3
		2, 3

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

Budgeted cost: £ 4170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For disadvantaged children to attend extracurricular Drama, Music, Art and Dance clubs that the school offers.</p> <p>Source and provide drama and dance after school clubs.</p> <p>Cost of funding 5 places per club for disadvantaged pupils at drama and dance clubs: £500</p> <p>Fund two Rock Steady Places for musical tuition: £690</p> <p>Fund 5 free places at school art club: 10 weeks at £4 per session per child £200.</p>	<p>According to EEF,</p> <p>‘There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds’.</p> <p>From ‘Learning Through Drama in the Primary Years’ by David Farmer.</p> <p>‘Drama is a close ally in the development of literacy. Speaking and listening skills are enhanced through drama strategies, role-play and improvisation and by the exchange of opinions and negotiation that naturally occur in group activities. Drama provides the context to improve writing skills, to develop realistic dialogue and to extend vocabulary. Improvisation and storytelling develop children’s understanding of narrative structure with a consequent impact on speaking and writing skills’</p>	<p>1,5</p> <p>5</p> <p>5</p>
<p>Ensure disadvantaged pupils have equal access to extra curricular trips outside of school including residential trips.</p> <p>£2000 to fund disadvantaged places on extra curricular trips.</p> <p>£780 to fund 6 x times disadvantaged place (2025) on the school residential to Foundation Matters.</p>	<p><i>EEF State:</i></p> <p><i>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i></p> <p><i>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</i></p> <p><i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p>	<p>5</p> <p>5</p> <p>5</p>

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**Total budgeted cost: £56700**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

#### **Evaluation 23/24**

**Vocabulary and Language Acquisition:** 57% of disadvantaged children were on-track in communication and language by the end of EYFS. They had all made progress from their starting points with only 10% being predicted to be on track at the initial baseline assessment. Two of the three PP children who did not achieve the ELG in communication and language are non-verbal.

There are multiple opportunities for children from a disadvantaged background to participate in whole class and group situations with PP children being represented in the school Worship Group, School Council and during whole school productions.

Intended Outcome: Partially met. This remains a priority area for our next strategy.

**Phonics** - 50% of disadvantaged children met the required PSC pass rate in the 2024 Y1 PSC. We recognise that this is still not good enough and have adjusted the phonics teaching accordingly with the move to Little Wandle for the academic year 24/25.

The use of the RWI spelling programme in KS2 helped increase spelling scores across all children. There was little noticeable difference in the increase in score between disadvantaged and non-disadvantaged with disadvantaged children increasing scores by an average of 5.6 over the year and non-disadvantaged increasing scores by an average of 5.9.

### **Reading and Comprehension: End of KS2**

	Average SS 2023	Average SS 2024
Disadvantaged	99.3	102
Not Disadvantaged	103.7	102.6

End of KS2 results showed a narrowing of the gap in reading attainment between disadvantaged and non-disadvantaged. Gap level analysis of KS2 SATs papers shows that completion of papers was the biggest concern as regards losing marks. Fluency and speed of reading now is being raised as a challenge.

There is still some difference between the % of children completing Accelerated Reader quizzed between disadvantaged and non-disadvantaged children with more non-disadvantaged children completing quizzes than non-disadvantaged children. Engagement with reading homework continues to present a concern. Accelerated reading age data shows that the reading age for disadvantaged children in each year group (years 3 to 6) is less than that of non-disadvantaged children.

Intended Outcome: Partially met. This remains a priority area for our next strategy with a focus on improving fluency.

### **Attendance and SEMH**

The attendance gap between disadvantaged and non-disadvantaged pupils has narrowed for the academic year 2023/2024: 95.2% not FSM v 92.5% FSM -

P4YP worked with several families to address barriers to attendance and the impact of this can be seen through the narrowing of the gap.

Persistent Absence data analysis shows that disadvantaged children are no longer disproportionately represented. The percentage of non-disadvantaged children who were persistently absent was 58% as compared to 42% of disadvantaged children.

Pupil Voice demonstrates that there is now no difference between disadvantaged and non-disadvantaged as regards knowing who they can trust and feel safe with.

Intended Outcome: met although we recognise that work needs to continue to maintain the progress we have made.

### **Wider Opportunities**

Cinema trip designed to be affordable for all groups and subsidised for disadvantaged. 100% participation from our disadvantaged children.

Two free residential places for disadvantaged pupils

A wide range of visitors funded across the year to include activities relevant to children from all year groups: Owl man, Jungle Jo, Pinxton Puppets, STEM days,

Careers week was organised - visitors chosen linked to PP voice as to potential careers they were interested in.

Increase in PP attendance at extra-curricular clubs due to wider promotion and offer of subsidised/ free places. (average increase from 23% to 37%)

Young Voices - disadvantaged children represented in the club and participation fee funded by school.

Two free Rock Steady Places funded through the PP budget.

Intended Outcome: met. Money will continue to be allocated from the PP strategy in order to continue providing disadvantaged children with wider opportunities.