

Pupil premium strategy statement: CE Primary Academy

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	71
Proportion (%) of pupil premium eligible pupils	19.53%
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)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Pooley
Pupil premium lead	Claire Pooley
Governor / Trustee lead	Dr. Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
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>	£15,984

Part A: Pupil premium strategy plan

Statement of intent

At Loders CE Primary Academy, our objective is to ensure that all pupils, particularly those from disadvantaged backgrounds are successful academically, socially and emotionally. We believe that by giving them quality first teaching and providing targeted support that we are able to support children from disadvantaged backgrounds to close the gap.

The support that we outline in this document will provide support for all children as well as those with identified disadvantage. It is intended that with the provision that is in place for this year that the attainment of all children will be sustained and that the gap between disadvantaged and other children will close.

The main focus of our approach is the continued development of high-quality teaching. In particular, we will focus on improving the precision of the teaching of maths number facts and the refinement of our synthetic phonics teaching. Staff development will be prioritised to build capacity for continued improvement in the offer for disadvantaged pupils.

Our strategy is in response to assessment and other data and aims to focus on the identified gaps, not be based on assumptions of the need of disadvantaged pupils. In addition to this, we will use other forms of data, including attendance and behaviour to inform our actions.

Challenges

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

Challenge number	Detail of challenge
1	Pupils generally have weaker language and communication skills on entry to our nursery and reception cohorts.
2	Most disadvantaged pupils on our school have multiple barriers to learning, such as an additional SEND or Safeguarding need.
3	Many pupils present with SEMH needs or need additional support to manage their emotions due to a range of life experiences.
4	Many pupils have less access to reading materials and less opportunities to read at home.
5	Many disadvantaged pupils have weaker maths fluency recall than their peers and less opportunities to practice at home.

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>Pupils with Speech and language barriers are rapidly identified and have their needs addressed so that they are able to make at least expected progress in Reading, Writing and Maths from their starting points</p>	<p>All children will be assessed for Speech and Language barriers to entry to the school.</p> <p>There is a systematic approach to implementing speech and language intervention to address barriers including termly pupil progress meetings and possible further interventions could include:</p> <ul style="list-style-type: none"> • Adaptions within the classroom • Joining a specific intervention programme • Individual Learning Plans • Speech Therapy <p>All children will make at least expected progress from their starting points.</p>
<p>Ensure that pupils with additional barriers to learning have their individual needs addressed so that they are able to close the gaps in Reading, Writing and Maths from their starting points through high quality teaching.</p>	<p>ELG, KS1 phonics, KS1 results and KS2 results show that disadvantaged children are closing the gaps in Reading, Writing and Maths.</p>
<p>Children will have trusted adult that they can seek advice and support from. They will also be supported to work through social and emotional difficulties using a Stormbreak Universal and Targeted system.</p>	<p>Children will feel safe knowing that they have an adult they can discuss worries and fears with. As a result, engagement in learning will be positively impacted.</p>
<p>Pupils will have access to a range of reading materials and will enjoy Reading for Pleasure.</p>	<p>Adults are targeted to work with pupils who do not receive support to read at home. Children make at least expected progress in Reading. Disadvantaged pupils are closing the gaps in Reading</p>
<p>Pupils will have access to support to develop fluency in Mathematical facts, increasing speed of recall.</p>	<p>Adults are targeted to work with pupils who do not receive support to practice at home. Children make at least expected progress in Maths. Year 4 pupils achieve at least in line with national averages. Disadvantaged pupils are closing the gaps in Maths.</p>

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: £ 4452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maintaining small class sizes</i>	Providing smaller class sizes for PPG children ensures access to a full-time class teacher when this might not otherwise be affordable.	1, 2, 3, 4, 5
<i>Developing high quality teaching and a broad, balanced and knowledge-based curriculum that responds to the needs of the pupils</i>	<p>CPD for class facing staff</p> <ul style="list-style-type: none"> - Read, Write, Inc - Effective use of ordinarily available provision <p>EEF guidance for Pupil Premium is clear: <i>“Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending”</i> EEF tiered approach: <i>high quality teaching – developing high quality... broad and balanced curriculum that responds to the needs of pupils</i></p>	1, 4, 5
<i>RWI training and development</i>	<p>Ongoing training and resource purchasing allows an embedding of the programme leading to full fidelity to the scheme, including coaching approach to staff training.</p> <p>Early Reading Lead oversees the programme and monitor for effectiveness.</p> <p>Daily tutoring in place to support lowest readers to keep up rather than have to catch up. Developing RWI approach to handwriting to support links between reading, writing, spelling and presentation/pride in work.</p> <p>EEF independent evaluators found that <i>children in schools who were offered Read Write Inc. Phonics made, on average, one month’s additional progress in reading compared with those in the control group.</i></p>	1, 2, 4
<i>Times Tables Rock Stars</i>	<p>A times tables programme designed to help children remember their multiplication tables. Children learn the tables in a sequence that builds up their ability to recall them. They are taught the basic facts about each product in turn, starting with 2 x 2 and ending with 12 x 12.</p> <p>IT infrastructure in place to be able to deliver TTRockstars in every class.</p>	2, 5

	Maths Lead to monitor programme results and pupil usage.	
<i>FFT Central Costs FFT School Improvement team</i>	FFT School Improvement team support writing and review of PP Strategy, sharing good practice and latest research. Regular PP Network Meetings and sharing of resources across the Trust ensure greater provision for our pupils	1, 2, 3, 4, 5
<i>FFT Central Costs: FFT SEMH Lead; FFT Attendance Officer</i>	FFT SEMH Lead and Attendance Officer offer regular drop-in meetings to discuss specific children and the support they could be offered to improve attendance, wellbeing and attainment.	1, 2, 3, 4, 5

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

Budgeted cost: £ 10532

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specific, targeted 1:1 interventions or small group work</i>	Learning in specific, targeted 1:1 interventions and small groups must be carefully linked with classroom teaching. The most effective small group tuition happens when the session is targeted at specific needs. TAs are trained to deliver specific interventions. Pupil premium children are assessed on a case by case basis according to need by the Head of School to allocate provision. Interventions include RWI Fast Track, Lexia Direct Lessons, Precision teaching for Maths intervention support. EEF evidence shows that 1:1 interventions and small group work improves progress (+4 months)	1, 2, 3, 4, 5
<i>Identified support from Speech and Language team</i>	Supporting pupils with specific communication needs, e.g. visual support, interventions, staff CPD, etc. Early Years toolkit - Communication and Language approaches +7 months EEF toolkit - Oral language interventions +6 months	1, 2, 3, 4

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Relational Support</i>	Relational Support Plans are used to support management of key pupils and are reviewed at least termly or as required . EEF research (+2 months) We have a Senior Mental Health lead and work together with external providers to provide support to children and families who need it.	2, 3, 4, 5
<i>Stormbreak</i>	Subscription to Stormbreak plus to facilitate a Universal, Targeted and Specialist approach to mental health provision.	2, 3
<i>Welfare Support</i>	Contributions to Breakfast Club, uniform, trips and residentials to enable all children to be able to access and be included in the wider life of the school.	2, 3

Total budgeted cost: £ 15,984

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to overall small numbers of pupils, some years have no pupils designated as disadvantaged. Outcomes in all core subjects are a focus for improvement across the whole school, including our PPG pupils, SEND pupils and others with multiple disadvantage.

2024-2025

EYFS – 100% of PPG pupils

KS1 – phonics – N/A no PPG pupils

Y2 phonics resit – 0% PPG pupils passed the phonics screening (1 child)

Y4 MTC – mean score of 22/25 for PPG pupils (in line with national average for all children)

Y6 – KS2 Reading – 20% of pupils achieved the expected standard

Y6 – KS2 Writing – 40% of PPG pupils achieved the expected standard

Y6 – KS2 Maths - 20% of PPG pupils achieved the expected standard

Behaviour – there were no children suspended or excluded

Attendance – PPG pupils' attendance was 94.79%

Intended Outcome	Outcome
Pupils with Speech and language barriers are rapidly identified and have their needs addressed so that they are able to make at least expected progress in Reading, Writing and Maths from their starting points	All children screened on entry. Any children with identified concerns given interventions, those with identified concerns then reassessed and either discharged or referred onwards to Speech and Language Therapists. Children re-screened for Language development in Year 3, language deficits identified then investigated further by SENCO.
Ensure that pupils with additional barriers to learning have their individual needs addressed so that they are able to close the gaps in Reading, Writing and Maths from their starting points through high quality teaching.	The implementation of highly effective ordinarily available provision and a focus on inclusive practice including the effective deployment of teaching assistants has allowed individual children (with multiple SEND and PPG needs) to make progress and begin to close gaps in some areas,

	<p>where learning needs allow this to happen. This is not yet clear in all data external data, but that from the lower end of the school suggests this approach is working.</p>
<p>Children will have trusted adult that they can seek advice and support from. They will also be supported to work through social and emotional difficulties using a Stormbreak Universal and Targeted system.</p>	<p>The approach to mental health and SEMH support in school has allowed some children with very specific and significant need to have access to the school and reduce their barriers to learning. Each child had an effective relational plan that allowed them to regulate in school and have their SEMH needs met and be able to engage in learning.</p>
<p>Pupils will have access to a range of reading materials and will enjoy Reading for Pleasure.</p>	<p>Teaching assistants and volunteers have targeted lists of children to read with on a daily or weekly basis, dependent on need.</p> <p>Data outcomes have been limited due to the multiple SEND needs of the majority of PPG children, especially in the areas of Cognition and Learning and Communication and Interaction. This has meant that they have not all been able to make progress at an accelerated rate.</p>
<p>Pupils will have access to support to develop fluency in Mathematical facts, increasing speed of recall.</p>	<p>Year 4 PPG children achieved in line with the national average for all children. Targeted interventions have enabled rapid progress. Daily practice of maths facts is embedded across all year groups for all children. This has the most impact on the progress of those who do not get support at home.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read, Write, Inc	Ruth Miskin Literacy
Accelerated Reader	Renaissance Learning
Lexia	Lexia Learning
TTRockstars	Maths Circle
Stormbreak Plus	Stormbreak

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

We use the same principles and methods for our Service Pupil Premium funding and outcomes. Pupils were provided with nurturing and relationship building interventions in the form of Stormbreak sessions and outside provision for small group and 1:1 mental health support.

The impact of that spending on service pupil premium eligible pupils

Stormbreak sessions were the most effective way to meet the social and emotional needs of pupils who have had different experiences over the past year.