

Pupil premium strategy statement – Loseley Fields Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our three year 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	384
Proportion (%) of pupil premium eligible pupils	25%
Academic year that our current pupil premium strategy plan covers	22-23 23-24 24-25
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Faye Johnstone (HoS)
Pupil premium lead	Taymar Scudamore (AHT)
Governor / Trustee lead	Charlotte Barnardo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,960
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£144,960

Part A: Pupil premium strategy plan

Statement of intent

At Loseley Fields, our ambition is to improve outcomes of socially and economically disadvantaged pupils and reduce the variation between disadvantaged and non-disadvantaged groups. Our priorities for our disadvantaged pupils align with our school improvement plan. Our priorities to ensure that we do this are:

To close the gap in attainment between pupil premium children and our non-disadvantaged children.

We know that access to high quality teaching is absolutely essential for all children. Research shows us that disadvantaged children make the best progress when they have access to first quality teaching. In achieving consistently good or better teaching across the school, we will see outcomes improve for all children, regardless of their ability or background. Our bespoke curriculum is a core knowledge curriculum. It creates a secure bank of knowledge and skills that children build upon in secondary school and gives them the capital required to access society in adulthood. As well as focusing on teaching, we will also ensure that we have specific targeted intervention that uses pupil premium funding to support our disadvantaged pupils to keep up or catch up in their learning. This, combined with close monitoring and tracking, will ensure that no child 'slips through the net'. At Loseley we 'put our arms around' our disadvantaged pupils and make sure that they are 'not left behind'. Teachers are focusing on developing a shared language of pedagogy through Walkthrus & instructional coaching to implement and embed evidence based techniques into practice that particularly focus on questioning and feedback.

To ensure that pupil premium children with SEND make good or better progress from starting points.

We know that the SEND system can be daunting and could potentially therefore leave our disadvantaged more so if they are unable to navigate the processes without support. Our end of key stage data shows a gap between the attainment of children eligible for PP with SEND and pupils who are non-disadvantaged with SEND. As a school, we support our families through the SEND process to ensure that they have access to what they are entitled to so that we can protect their provision moving forwards. This includes access to our SEND Team as well as pastoral support through our HSLW and wider pastoral team. At Loseley Fields, every teacher is a teacher of SEND who uses adaptive teaching to meet the needs of all pupils. If we can see from our tracking and monitoring that children may require additional support, we aim to use targeted intervention to 'catch children up' so that they can better access the age appropriate curriculum.

To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.

Closing the gap is more than just data and we know that many of our children who are eligible for pupil premium funding will not have access to the cultural provision of their non-disadvantaged peers. We have therefore built 'cultural compensation' into our curriculum. Our tailored curriculum ensures that vocabulary acquisition is planned for so that language is carefully developed over time and helps children to access the range of experiences on offer. Furthermore, citizenship and British Values have been specifically planned for so that we are building the personal qualities required for life such as resilience and doing things without reward. We recognise the need for our children who are disadvantaged to have fair and equitable access to our extra-curricular offer; we have to go above and beyond to achieve this equality. We have Inclusion Advocates for Pupil Premium and SEND to bridge between the strategic work of leaders and the pupils. We want to ensure that our pupils who are disadvantaged feel heard and that their contributions matter, developing a sense of status and belonging. All clubs, visits and trips target our children who are disadvantaged and we provide spaces to ensure that they have access, regardless of cost. In many cases we know that the support required is not academic and we have a range of pastoral support on offer to help our families' experiences challenges to be the best they can be. This may come in the form of parenting support, gardening groups or 1:1 nurture support. As the curriculum has developed, so have the pupil leadership opportunities and should reflect the diversity of the school population. We also have a strong focus on the performing arts as children move through the school, recognising the importance of representation on our children.

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of pupils joining the school in Reception and within KS1 have communication & language and/or PSED/SEMH needs, particularly self-regulation & independence.
2	In writing, the percentage of pupils who are eligible for pupil premium achieving the expected standard is less than their peers without disadvantage. This impacts on the number of pupils eligible for Pupil Premium reaching the expected standard in the combined measure at the end of KS1 & KS2.
3	A significant number of parents require a high level of support as parenting can be challenging for a range of reasons.
4	A high proportion of pupils eligible for pupil premium funding also have SEND.
5	The attendance of pupils in receipt of Pupil Premium funding is below that of their peers without disadvantage and a greater proportion are classed as persistent absentees.

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
All pupils to attend school more frequently and consistently, thus reducing the persistence absence figure for children eligible for PPG, ensuring this figure is in line with their non-disadvantaged peers.	<ul style="list-style-type: none"> The pupil premium PA figure is in line with their non-disadvantaged peers. Leaders identify attendance concerns early and work with families to bring about positive change, enabling children to access learning. Attendance is tracked for all groups of pupils and comparisons can be made and specific absence areas identified and addressed. Children eligible for PPG attend school regularly. Attendance procedures and policies are robust.
Teachers to use evidence based pedagogical techniques for questioning and feedback, resulting in more accurate formative assessment of what pupils learning.	<ul style="list-style-type: none"> Teachers understand pedagogical principles behind their planning, teaching and assessment of children. Teachers are reflective of their practice and consider how they can adapt provision to meet the needs of all learners. Teaching approaches ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are considered at all points within the teaching and learning cycle. Outcomes for pupils eligible for PPG are good or better. They make good or better progress from starting points. There is a core set of pedagogical techniques that all teachers use effectively and consistently.
There is quality first teaching for all children in an inclusive environment where there is a culture of high expectations. <ul style="list-style-type: none"> Barriers to learning are identified and overcome/removed so that all children achieve standards in line with those expected for all pupils nationally, especially in reading, writing and maths. Learning is tailored to individuals and groups of children. 	<ul style="list-style-type: none"> Learning is well conceived and all pupils are planned for. Adaptive teaching is used to ensure all pupils have access to the curriculum and make progress. Pupils eligible for PPG attainment & progress is in line with or exceeds their non-disadvantaged peers in reading, writing & maths. Staff have a strong understanding of pupils eligible for PPG attainment and progress, particularly in English and Maths. Leaders & teachers analyse assessments to identify specific gaps in learning confidently and target these gaps accurately. The EXS+ Combined measure at the end of KS1 & KS2 increases for Pupil Premium children. All pupils have a strong sense of belonging, recognise their strengths and what they are working on as well as have high expectations for themselves. All pupils learn alongside their peers.
To increase the number of children eligible for PPG achieving the EXS+ in writing at the end of KS1 and 2, bringing our pupils in line with local and national outcomes.	<ul style="list-style-type: none"> There is a clear and consistent approach to writing where the process of building to and editing writing is well conceived at the point of planning. There are well-conceived opportunities for children to develop their oracy skills that build to writing. Leaders have a strong vision for the school's approach to writing and are able to evidence the impact of this on outcomes.

	<ul style="list-style-type: none"> • Attainment and progress for pupils eligible for PPG in writing is in line or exceeds with national and local figures. • There is year on year progress in outcomes in writing at the end of KS1 and 2 for pupils eligible for PPG. • Sounds and Syllables is embedded and used consistently across KS2 to teach & assess spelling. • Spelling outcomes for pupils eligible for PPG are good. They apply what they have learnt in their independent writing. • The gap between reading and writing for pupils eligible for PPG has narrowed. • Staff have a strong understanding of pupils eligible for PPG attainment and progress in writing. Teachers identify specific gaps confidently and target these gaps accurately, assessing and tracking progress. • Pupils eligible for PPG make good or better progress as a result of targeted intervention where appropriate. Pupils eligible for PPG who take part in structured interventions transfer knowledge from these sessions into the learning in class. • The EXS+ Combined measure at the end of KS1 & KS2 increases for pupils eligible for PPG.
<p>Accurate assessment of Reception pupils to identify gaps in communication & language and PSED so that:</p> <ul style="list-style-type: none"> - Targeted interventions can be delivered in order to improve outcomes in these areas for identified children. For example, NELI (Nuffield Early Language Intervention). - Enhanced Language and Communication Interactions (ELCI) can be delivered effectively within the provision. <p>Thus, ensuring that pupils can effectively transition into Year 1.</p>	<ul style="list-style-type: none"> • There is an increased number of pupils reaching the ELG for Communication & Language and PSED at the end of Reception. Children make good or better progress from starting points. • There is an increased number of pupils reaching a GLD at the end of EYFS. • At the end of the academic year, Reception pupils are demonstrating the learning attributes and behaviours needed to transition into Year 1. • Pupils in receipt of NELI make accelerated progress and are able to access the EYFS curriculum with more confidence and independence. • The EYFS environment is carefully planned for and 'communication friendly', enabling pupils who are in the early stages of communication development to learn alongside their peers and develop the language required to make progress across all areas of learning. • All pupils in EYFS develop positive relationships with adults and peers and are able to use the tools taught and available to self-regulate and navigate the provision with confidence.
<p>For all pupils in KS1 to have the tools and language to be able to regulate, whether this be self or coregulation, and as a result, demonstrate the required learning attributes and behaviours to access the curriculum and thrive.</p>	<ul style="list-style-type: none"> • Behaviour for learning in KS1 is consistently good or better. Pupils are able to use given strategies to manage transitions and focus on the learning. • Pupils in KS1 develop positive relationships with adults and peers and are able to use the tools taught and available to self-regulate (for some pupils they will still require staff to co-regulate). • Staff are able to use a range of techniques to support children in managing their feelings and de-escalate behaviours i.e. zones of regulation and restorative justice. • Pupils develop a sense of self efficacy and belonging. • PSHE teaching is strong and pupils have the language to describe themselves, their relationships and emotions.
<p>To continue to provide a range of opportunities for parents/carers to <i>connect</i> with staff so that they are able to share their parental challenges in order for us to best support them.</p>	<ul style="list-style-type: none"> • Parents feel confident to work with the Inclusion and Pastoral Team to navigate the challenges of parenting whether this be managing behaviour, SEND support or other family challenges i.e. parental discord, parental separation, bereavement etc. • The Pastoral and Inclusion Team work closely to ensure that they are up-to-date with services on offer externally to the school and communicate effectively with these services to get what our families need in a timely manner. • Pastoral interventions are delivered across the school in partnership with families so that children can overcome any barriers they may have. • Relationships between school staff (from admin staff to teachers and leaders) are good and as a result, parents and carers feel confident to approach the school for support with challenges they may be facing. • School staff work well with other agencies to bring about positive change for families.

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: £48,731.59

Activity	Evidence that supports this approach	Challenge addressed
To ensure that high quality continuous provision and objective led planning is delivered consistently in the EYFS and that interventions take place within the setting.	Carefully planned continuous provision will enable children to learn skills, challenge their thinking and help them to embed concepts. It provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. How your environment is planned, resourced, valued and used can impact positively, or negatively, on children's engagement, independence, collaboration, self-confidence, resilience and curiosity.	1, 2 & 5
To utilise working with the Literacy Hub to continue to embed the phonics provision across KS1 to continue to drive outcomes in early reading and early spelling.	DFE validation process. Use of DFE approved local English Hub to ensure school meets requirements. EEF state that phonics has a, 'high impact for very low cost based on very extensive evidence.' Key finding 1: 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	1, 2, 4 & 5
Continue to embed Sounds and Syllables into KS2 and develop a bridge in Year 2 between Phonics and this programme. In addition, develop wider spelling teaching strategies within the reading & writing curriculum.	EEF reports phonics has a high impact for very low cost based on very extensive evidence (+5m). This spelling scheme & curriculum is based on the principles of phonics knowledge the children acquire in KS1 and should therefore support children in more accuracy spelling independently in their writing. Analysis of Y2 spelling shows that some children who passed the phonics screening require additional support before starting sounds and syllables. In the CLPE publication 'Understanding Spelling' particular attention is given to the role that a rich reading curriculum plays in ensuring that all children become confident and effective spellers in a range of contexts.	2
Staff suite of CPD to develop the writing curriculum so that there is: <ul style="list-style-type: none"> - A consistent approach to the sequence of writing that includes opportunities to develop oracy as well as time for editing. - Use principles from 'Get it Write' - Writing is carefully constructed over time where sufficient teaching & practice is given to fluency with transcription Further analysis of pupil's writing to identify what is preventing chid	Teach writing composition strategies through modelling and supported practice... Develop pupils' transcription and sentence construction skills through extensive practice... Target teaching and support by accurately assessing pupil needs... Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease - EEF improving literacy in KS2 Ofsted- Telling the Story: the English education subject report See below	3
Use Walkthrus to develop a blueprint of teaching and learning principles at Loseley where staff use evidence-based techniques to activate prior knowledge as well as check what children know and remember.	CPD for staff to research, interrogate and develop effective systems for assessment and feedback, enabling staff to provide high-quality feedback to pupils and gather feedback on how well pupils have learned a topic. Teachers can therefore address any misunderstandings and provide the right level of challenge in future lessons (<i>Assessment & Feedback</i> , EEF). EEF say that high quality feedback has a very high impact for very low cost.	1,2 & 4
To undertake Equity in Education Leadership Programme to develop a culture of equity rather than equality, and to ensure that all learners have a sense of belonging at school, positively impacting attendance and behaviour.	EEF Pupil Premium Guide SAfE is working with Lead Advisor for Underserved Learners for HFL Education and author of 'Obstetrics for Schools', Rachel Macfarlane, to deliver a year-long programme focussed on identifying our underserved learners, assessing how well they are included and developing strategies to raise outcomes for all.	1-5

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

Budgeted cost: £89,739.79

Activity	Evidence that supports this approach	Challenge addressed
Communication and Language, Speech and language & PED interventions in EYFS and Y1. For example, NELI and ELCI in EYFS.	The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.' Nuffield Early Language Intervention. The EEF have extensive evidence to show positive outcomes as a result of the	1 & 4

	programme for very low cost (+4m). TA interventions have, 'moderate impact for moderate costs (impact +4 months' EEF. Oral language interventions have very high impact for very low cost based of extensive evidence (+6m).	
To identify and target gaps in phonics knowledge for PP children so that they achieve their phonic milestones, including passing the phonics screening. Targeting pupils eligible for PPE who are not on track to pass the phonics screening at the end of Y1 and in the Autumn Term of Y2, including the use of targeted interventions.	DFE new validation process. Use of DFE approved local English Hub to ensure school meets requirements. EEF state that phonics has a, 'high impact for very low cost based on very extensive evidence.' Key finding 1: 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	1-2
Improve the attendance of children who are pupil premium eligible, particularly focusing on reducing children (PPE) who are persistently absent through: pastoral strategies, Equity Project outcomes, school values, representation in sch life etc.	We know that in primary schools use of positive strategies for the pupils are most effective alongside tailored work with families. A structured system for support is in place and we know that the strategies used from meeting with parents to working with the LA have had positive outcomes of PP attendance. EEF parental engagement has 'moderate impact for very low cost based on extensive evidence. DFE Statutory Guidance- Working Together to Improve School Attendance	5

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

Budgeted cost: £5,927.18

Activity	Evidence that supports this approach	Challenge addressed
To develop pupil voice of our pupils eligible for pupil premium to better understand their lived experiences and make appropriate adaptations to improve self-esteem and outcomes.	We know that enrichment and wider strategies are a significant part of the tiered approach to improving outcomes for PP children (EEF Pupil Premium Guidance). To do this best for our disadvantaged, we need to understand what each of them receive and consider this in comparison to non-disadvantaged pupils. This means our strategy is tailored for our pupils in their context. EEF- 'use simple approaches as part of your regular routines' We know, as referenced in the EEF behaviour summary, that good relationships and a tailored curriculum support positive changes to pupil behaviour.	1-5
To develop children's understanding of the zones of regulation alongside widget boards to communicate their needs.	EEF- Improving social and emotional learning This research summary outlines how reinforcing SEL skills through whole school ethos and activities creates a culture of safety, regulation and therefore impacts positively on pupils. Our pupil survey showed children were confident reporting safety concerns to adults in school but were less so outside of school. Many pupils reported a feeling of safety online but this is relative to their understanding.	1, 3, 4, 5
To develop children's language and literacy skills through the creative arts. <i>Delight longitudinal study.</i>	Delight programmes are designed specifically to overcome the barriers that children from disadvantaged backgrounds encounter. Delight programmes broaden horizons, increase opportunities and strengthen relationships whilst being soundly rooted in developing key learning and life skills. EEF state that Arts Participation has 'moderate impact for very low cost based on moderate evidence' with +3 months impact on outcomes. Collaborative learning has, 'high impact for very low cost based on limited evidence.' Arts Participation has 'moderate impact for very low cost based on moderate evidence.	2, 4, 5
To further develop the lunchtime offer, including a play lead and young leaders, to further improve opportunities for physical activities that promote positive social interaction.	We know that enrichment and wider strategies are a significant part of the tiered approach to improving outcomes for PP children, inc behaviour (EEF Pupil Premium Guidance). School based analysis shows a reduction in incidents when high quality, planned activities are available to the children. Modelling language through play has a positive impact on children's language skills. When children have successful lunchtimes, they are able to focus on learning when in class.	1, 4, 5
To target additional pastoral support for our most vulnerable pupils so that they feel able to overcome barriers to learning, including appointment of second eco-therapist.	EEF states, 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year... The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.' We know there is growing research, particularly within the Mental Health field, looking at the link between gardening therapies and mental health support.	1-5

Total budgeted cost: £ 144,398.56

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2

Attainment

	2022-2023		2023-2024		2023-2024	
	EXS+ inc LAN	GDS+ inc LAN	EXS+ inc LAN	GDS+ inc LAN	EXS+ Surrey	EXS+ National
Combined R, W, M	33%	0%	41% ↑	0% →	38.7%	45.5%
Reading	60%	13%	71% ↑	18% ↑	61.5%	62.5%
Writing	40%	7%	41% ↑	0% ↓	51.5%	58.6%
Maths	47%	7%	59% ↑	6% ↓	53.5%	59.1%
SPAG	47%	7%	59% ↑	18% ↑		

We only have national and local comparisons for the expected standard. Disadvantaged pupils achieving EXS+ in the combined measure has increased at school level in this second cycle of this three-year plan. This exceeds Surrey and we are pushing to National. In reading we significantly exceed both Surrey and National figures. Maths demonstrates an improving picture where we exceed Surrey and are in line with National. In writing, outcomes remain low for our disadvantaged pupils and this needs further targeting in the final cycle of this statement.

Progress

There are no progress measures for 2023-2024 end of KS2.

Y4 Multiplication Check

There is no pass mark for the Y4 multiplication check. The total numbers of marks is 25.

Marks	% PP Pupils 22-23	% PP Pupils 23-24
0-5	0%	6%
6-10	15%	0%
11-15	0%	6%
16-20	8%	33%
21-25	62%	56%

End of KS1

Attainment

	2022-2023		2023-2024 School	
	EXS+	GDS+	EXS+	GDS+
Combined R, W, M	31%	0%	36% ↑	0%→
Reading	31%	8%	57% ↑	7%↓
Writing	31%	0%	36% ↑	0%→
Maths	31%	0%	50% ↑	0%→
SPAG	23%	0%	43% ↑	0%→

We no longer have national or local comparisons for the end of KS1. However, we can see a year on year improvement at the expected standard in the 2nd year of this 3 year cycle but standards in writing in particular needs further targeting in the final cycle of this statement.

Phonics

	2022-2023 Met	2023-2024 Met
Year 1	60%	73%
Year 2	62%	69%

GLD

	2022-2023 Met	2023-2024 Met
	63%	20%

*Of PP cohort 23/24, disadvantaged pupils without SEND achieved GLD. This data is cohort specific. However, the level of need coming into school in the Early Years and KS1 means further support is required to increase the number of pupils achieving GLD.

Disadvantaged Attendance

Whilst disadvantaged attendance has maintained overall, there has been an improvement in Persistent Absence. However, it still remains higher than non-disadvantaged pupils.

% Attendance 2022-2023	% Attendance 2023-2024
93.07%	93.06%

% Persistently Absent (10% of sessions missed) 2022-2023	% Persistently Absent (10% of sessions missed) 2023-2024
19.4%	16.6%