

Pupil premium strategy statement – Loose Primary School

School overview

Detail	Data 23-24	Data 24-25	Data 25-26
Number of pupils in school	657	661	
Proportion (%) of pupil premium eligible pupils	8.7%	9.4%	
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	2025-2026	
Date this statement was published	Dec 2024	Dec 2025	Dec 2026
Date on which it will be reviewed	Dec 2025	Dec 2026	New Plan
Statement authorised by	T North		
Pupil premium lead	T North		
Governor / Trustee lead	M Garrett	TBC	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96'396
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>	£96,746
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Part A: Pupil premium strategy plan

Statement of intent

- We ensure that the highest quality of teaching and learning opportunities meet the needs of all of our pupils, all of the time.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum and beyond the classroom where this is deemed appropriate.
- Pupil premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.

Challenges

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

Challenge number	Detail of challenge
1	To raise attainment in Maths and Reading so that the disadvantaged children continue to close the gap with their peers in achieving national benchmarks by the end of KS2 in reading, writing, mathematics and GPS.
2	To ensure that the attendance of pupils in receipt of PPG is above 95%, with a further reduction in the % persistently absent/late
3	Increasing the level of cultural capital for all pupils including those who are disadvantaged.
4	Capacity to meet the mental health, curriculum and pastoral needs of the children. Current system has significant waiting lists and LPS recognises an increase in the need for emotional support for young people.

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
<i>PP attendance improves</i>	All pupils in receipt of PP have at least 95% attendance. Strong relationship between home and school are sustained. Effective support is identified for each individual child facing attendance challenges.
Higher number of PP pupil achieve the exs. in core subjects	Key disadvantages for individual children are identified and researched and proven intervention put in place. Gap of less than 10% exists between PP and non-pp pupils (where appropriate) in each key stage. 90% of PP pupils pass the phonic screening test in year 1 and 95% by year 2. Effective and timely intervention in place to support PP pupils in Year 2, 5 and 6.
PP have access to the highest quality of teaching and learning	All teachers receive coaching and support to improve practise in line with school vision. Adaptations are made which precisely meet pupil need. Outcomes for all pupils improve by at least 10% where below national average.

Activity in this academic year 2025–2026

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

Teaching (CPD, online platforms for coaching, leadership coaching time, investment in Challenge Partners, Tech)

Budgeted cost: £ 84'000

Activity	Evidence that supports this approach	Challenge number
Developing high quality teachers and leaders <i>through Coaching and mentoring.</i>	EEF evidence shows that systems that support teachers' knowledge, motivation and teaching techniques are effective mechanisms for improving outcomes for PP pupils. Developing high quality assessment through professional development is also highlighted in the EEF framework.	1 and 2
<i>Developing use of technology</i>	Investment in the use of ICT programmes such as Magma Maths, Reading + to support effective teaching and assessment for pupils and increase engagement for all. Investment in I-pads and other technology to enhance access is vital.	1 and 2
<i>Implementation of Forest school and pastoral team to provide emotional and well- being support for pupils.</i>	Research shows that extra curriculum activities supports enjoyment and attendance. Forest school research shows that FS improves resilience, engagement, an self confidence. All pre requisites to effective learning behaviour. ELSA training for support staff working with pupils who ne additional emotional support.	2,3

<i>Recruitment and investment into effective art curriculum and investment in specialist art , sports and music coaches</i>	<p>High quality pastoral provision established in the school to provide safe space for pupils to talk.</p> <p>Specific music tuition for disadvantaged pupils will be offered.</p>	<p>1,2,3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Plus and Magma Maths.</p>	<p>UK based school evaluation showed that the programme average 9 months of accelerated reading gains and strong evidence to suggest that pupils using it made significantly more progress than those not. A 50% increase in reading age scores. Interestingly 97% of disadvantaged pupils made more progress than similar pupils not in the trial.</p> <p>Magma Maths –</p> <p>EEF research shows tech can add 4 months gains in of additional progress when used effectively with wider curriculum programmes.</p>	

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

Budgeted cost: £ 7'746

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improving universal provision for all</i></p>	<p>Supporting school attendance review. Aim to build a holistic understanding of the pupils and families in the community particularly those who fall below 90%. There is recognition that PP attendance is lower than peers and these pupils will be a targeted focus.</p> <p>Developing the curriculum so that there is more than the classroom. This provides a culture of community for the children to belong to. Ensuring PP pupils access all school visits and residential programmes.</p> <p>https://d2tic4wvoiusb.cloudfront.net/production/documents/pages/supporting_school_attendance_-_reflection_and_planning_tool.pdf?v=1733152319</p> <p>The school will be developing its knowledge of pupils and their needs and challenges so that we can tailor provision precisely to their needs including that beyond the classroom.</p>	<p>1,2,3</p>

Total budgeted cost: £ 96'746

Part B: Review of the previous academic year 2024–2025

Outcomes for disadvantaged pupils

2024–2025

In 2024–2025 there were 66 children registered as Ever 6 FSM. Of this 66 the following percentages apply.

Whole school Outcomes for children.

RPP	RNPP	WPP	WNPP	MPP	MNPP	PhPP	PhnPP
70%	84%	62%	75%	64%	83%	70%	91.1

- There is an increasing correlation between Sen and PP in the school. Those with a SEND are attaining less well than those without. In phonics pupils attained above the NA and PP pupils attained well above the Kent average which was 63%.
- The school increased outcomes for FSM pupils by 10% for KS2 combined from 20% in 2023 to 30% in 2024.
- Outcomes improved significantly in the KS2 tests for disadvantage pupils for reading and writing.

Test Yr	RPP	WPP	MPP
2023	33%	33%	25%
2024	70%	50%	30%

Whole school attendance data:

NPP children attended school significantly above the national average over the last academic year at 96.5%. Our PP children attended less well at 93.1%. This is below the national average for all children and relates to a small number of pupils (12). This

date was heavily influenced by the attendance of PP pupils in year 6 where 5/10 pupils missed 19 days or more of school despite the very best efforts of the attendance team.

Staff CPD:

Teaching and learning coach appointed. All teachers receive bespoke development on areas pedagogical practise that support all learners. Each term there are at least three coaching session per teacher. T+L is evaluated as effective across the school with an increasing proportion of highly effective teaching. Children at Loose are getting strong teaching which will support outcomes for children.

Pastoral staff were also trained in programmes that support al children including those who are FSM. This has been in Drawing for Talking, EBSA, Zones of regulation and the TIM project. This has enabled positive engagement with stakeholders and supporting the capacity of the school to reach those who find it harder to come to school.

Provision:

School has now invested in IPADS so that all children in years 3-6 have access to an iPad for all curriculum subjects. The investment in MAGMA maths and Reading Plus has proved effective with far more children reporting that they enjoy maths and far more reading regularly. This will in time further enhance outcomes for all pupils include those who classify as disadvantaged.

Forest school is in place and supports all year groups over the year. Children are very positive about it. Character development and resilience are promoted and observed during monitoring. The investment in pastoral care has also enabled pupils who need it most to have the supportive environment they need to be in school and succeed.

Pupil Premium Impact

Challenge number	Detail of challenge	2024-2025	2025-2026	2026-2027
1	To raise attainment in Maths and Reading so that the disadvantaged children continue to close the gap with their peers in achieving national benchmarks by the end of KS2 in reading, writing, mathematics and GPS.	+ but not yet in maths		
2	To ensure that the attendance of pupils in receipt of PPG is above 95%, with a further reduction in the % persistently absent/late	93%		
3	Increasing the level of cultural capital for all pupils including those who are disadvantaged.			
4	Capacity to meet the mental health, curriculum and pastoral needs of the children. Current system has significant waiting lists and LPS recognises an increase in the need for emotional support for young people.			