



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Laughton Junior and Infant School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 2023 – 2024 2024 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2025
Statement authorised by	Claire Hill
Pupil premium lead	Emma Jackson
Governor / Trustee lead	JMAT

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023-24 - £45,105 2024 – 25 - £46580
Recovery premium funding allocation this academic year	2023-24 - £4,640

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46580

Part A: Pupil premium strategy plan

Statement of intent

For all of our pupils (disadvantaged or not) we want them to develop key life skills in order for them to be able to face the realities of the world we live in and we want each and every child to reach their full potential, whilst having an enjoyable and memorable time at school. We aim to address SEMH to ensure this has minimal impact on learning time, whilst also having high quality adult support through targeted intervention.

This strategy plan places the children's needs at the heart of all the funding choices including the specific interventions for academic and SEMH. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

We expect all our pupils (disadvantaged or not) to engage in all aspects of school like equally and therefore this strategy plan allows these opportunities to be opened up.

At Loughton Junior and Infant School, we strive to ensure **that all pupils make at least expected progress** in all subjects through:

- Quality First Teaching
- High Quality, relevant CPD for all staff.
- Targeted, specific academic and pastoral support
- Inclusive practice with a robust pastoral support system
- Positive engagement with families, promoting good attendance and punctuality and a climate of trust and mutual respect.
- Support and promote positive mental health and well-being of pupils, staff and families

We believe in equality for all our pupils, regardless of background – this includes in their access to quality first teaching, intervention, all aspects of the curriculum and the culture capital that will ensure access to the same future aspirations, access to social mobility and opportunities. Our PP numbers are very small and make up a small proportion of each class and many of our strategies are based on whole class initiatives to ensure pupils with other vulnerabilities (i.e. around SEND, mental health, family circumstances or attendance) are also supported alongside PP pupils.

Challenges

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

Challenge number	Detail of challenge
1	Cost of living crisis will affect children being ready to learn on a daily basis
2	Due to SEMH needs, children are not always ready to learn after unsettled times during the day e.g. before school, break time, lunch time etc.
3	Children may not have equal opportunities and experiences e.g. educational visits, musical experiences
4	Targeted interventions to support Reading, Writing and Maths gaps
5	Attendance data over since the pandemic indicates that attendance among some disadvantaged pupils is below our whole school target
6	Internal and external (where available) assessments indicate that writing and reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

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
Improve well-being for our pupils particularly our disadvantaged pupils	Sustained high levels of well-being demonstrated by qualitative data from student and parent voice and teacher observations
More children to be able to attend clubs, residential and music lessons	An increased number of Pupil Premium children attending clubs and accessing the music lessons
To close the gap even further between disadvantaged and non-disadvantaged pupils	Children will access targeted interventions as identified by SLT and class teachers
For children to be ready to learn which will minimise disruption in lessons.	Sustained high levels of engagement demonstrated by qualitative data from student voice and teacher observations Pupil Premium children will have uniform and water bottles to ensure they feel ready to learn.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5831

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all day to day teaching meets the needs of each learner, so that those children eligible for PPG, but already working at or above EXS, continue to progress and retain their current levels of achievement.	RoSIS remains the school's main provider for CPD and, as a Rotherham-based and part LA funded provision, focuses its CPD offer on common needs identified. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1, 4
Ensure our new staff (including ECTs) are supported to provide the best education possible for our children.	Our academy provide specialised learning and direction from experienced leaders to guide our staff weekly. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1, 4
Ongoing CPD to improve the teaching of English and Maths across the school	English and Maths subject leaders to have time out of class to enable them to support staff providing quality first teaching. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	4, 6

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

Budgeted cost: £6825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional sessions for reading, writing and maths targeted at disadvantaged pupils (and other children where appropriate).	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4, 6
Subscriptions to support learning at home and at school – RWI, TTRS, Spelling Shed and SPAG.com (Y6)	<p>DFE Reading framework - SSP should be used to teach phonics and there should be fidelity to the programmes. (RWI)</p> <p>EEF states children should be taught “to recall their times tables quickly. Those who don’t may well have difficulty with more challenging maths later in school.”</p>	3, 4

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

Budgeted cost: £32449

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Employment of Family Liaison Support Assistant to work alongside children and families with regards to attendance, well being, mental health and SEND support.		
To reduce pupils' anxieties so that they feel happy, safe and ready to learn. The employment of an ELSA trained Intervention Support Assistant	<p>Many pupils, including PPG pupils have accessed Learning Mentor support throughout various parts of the school day. This has proved to be effective in reducing pupils' anxieties and enabling readiness to learn.</p> <p>Interventions include LEGO therapy, Play Therapy and ELSA</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	2
To ensure that children eligible for PPG are able to take part in the wider school provision.	<p>Using evidence from registers (Breakfast Club & Sports Clubs) a smaller proportion of Disadvantaged children access this provision than non-disadvantaged. Tracking contributions prior to Educational Visits, a greater proportion of Disadvantaged families don't offer a contribution. Although we wouldn't not include them in the visit, school needs to be able to fund their places on the visit without impacting on the likelihood of the visit being cancelled for all children.</p> <p>Research into Disadvantaged children and the use of PPG also shows that it is these children who gain most from Educational Visits.</p> <p>Pupil Premium children will therefore receive a 25% discount on educational visits and music lessons and free admission to Breakfast and Sports club.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 2, 3, 5
Access to Uniform Swap Shop	<p>It is evident that children do not want to participate in lessons if they look or feel different/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	1, 2, 3, 5
Breakfast Club is free for children who are in receipt of Pupil Premium and a 25% discount is offered to those who attend after school clubs	Youth.gov tells us out of school programs can support social, emotional, cognitive, and academic development, reduce risky behaviours, promote physical health, and provide a safe and supportive environment for children and youth.	1, 2, 3, 5

Total budgeted cost: £

Part B: Review of outcomes (to be reviewed in September 2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

1. Cost of living crisis will affect children being ready to learn on a daily basis

We have a number of children who were persistently late, in the correct uniform or did not have breakfast. Due to the funding, more children attend school on time with some attending our new external provider breakfast club for free (school funded).

2. Due to SEMH needs, children are not always ready to learn after unsettled times during the day e.g. before school, break time, lunch time etc.

Throughout school, we have developed sensory areas/calming corners for children who need additional support with their SEMH needs. Staff have had training on a sensory diet for children along with resources being purchased.

3. Children may not have equal opportunities and experiences e.g. educational visits, musical experiences

Due to visits and music lessons being subsidized, all children can attend school trips and have the opportunity to learn an instrument if they wish.

4. Targeted interventions to support Reading, Writing and Maths gaps

6. Internal and external (where available) assessments indicate that writing and reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

Due to targeted interventions, children identified as Pupil Premium out performed non-disadvantaged children in 7 out of 8 classes in Reading, 3 out of 8 classes in writing and 4 out of 8 classes in Maths. With this in the academic year 2024-2025) we will be focusing on writing and Maths. Within writing, we will be embedding our writing curriculum paying close attention on the interests of our disadvantaged children, whilst also ensuring the White Rose Scheme supports them in achieving their potential in Maths.

7. Attendance data over since the pandemic indicates that attendance among some disadvantaged pupils is below our whole school target

Looking at our recent data disadvantaged children are attending school regularly without persistent average being around 8.8%, which is significantly below national average of 16%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
RE, PSHE, Spanish and Geography	KAPOW
Music	Charanga