

Pupil premium strategy statement 2024/2025 – Lovington 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 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	29
Proportion (%) of pupil premium eligible pupils	13.2%
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
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Emma Marshall
Pupil premium lead	Mrs Emma Marshall
Governor / Trustee lead	Mrs Fiona Clapp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,400
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£7,400

Part A: Pupil premium strategy plan

Statement of intent

Lovington Primary School provides a caring environment for all of our pupils where, in a stimulating and purposeful atmosphere, learning can flourish. Our broad and balanced curriculum is designed to inspire and provoke curiosity, which in turn motivates and leads children to become independent and inquisitive in their learning about the world around them. The ultimate objective for disadvantaged pupils within our school is to enhance attainment and improve learning outcomes.

Our current pupil premium strategy plan works towards achieving those objectives by:

- Focusing on improving the academic outcomes for all pupil premium children ensuring that irrespective of background, pupils make accelerated progress where necessary so they are at least in line with National expectations by the end of Key Stage 2 in Reading, Writing and Maths.
- Ensuring that, whether they are disadvantaged or not, our most vulnerable pupils receive the pastoral support they require to assist them in overcoming social, emotional and behavioural barriers to success.

The key principles of the strategy are:

Quality first teaching for all – we consistently deliver high-quality, inclusive teaching and provide lessons of the highest standards by setting high expectations, monitoring performance and sharing best practice.

A whole-school ethos of attainment for all – we have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils.

Addressing behaviour and attendance – we ensure effective behaviour strategies are in place, we respond quickly to poor attendance and provide strong social and emotional support, including working closely with our families.

Broad and balanced curriculum – we deliver a broad and balanced curriculum, developing key skills in core and non-core subjects. Pupils are exposed to a rich diet of experiences to benefit learning. All children will have access to all educational visits and in KS2, residential experiences provide a range of exciting life experiences, providing a wide range of enrichment opportunities.

Enrichment opportunities – every term, a range of enrichment experiences are planned and delivered, enabling all our pupils to experience new, engaging and inspiring opportunities.

Meeting individual learning needs - we identify each pupil's challenges and interests and seek the best strategies to help each pupil make the next step in their learning. We provide individual support for specific learning needs and group support for pupils with similar needs.

Deploying staff effectively – we devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train teaching assistants to effectively support pupils' learning.

Impact driven and responsive to evidence - we effectively use data, and other evidence, to identify pupils' learning needs, review progress regularly and address underperformance quickly. We have manageable assessment for learning systems, which provide clear feedback for pupils.

Ambitious leaders who have high aspirations and lead by example - all staff are accountable for raising attainment and do not accept low aspirations and variable performance.

Challenges

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

Challenge number	Detail of challenge
1	Behaviour and SEND difficulties.
2	Social, Emotional and Physical Health issues
3	Absenteeism
4	Discussions with teachers, pupils and parents shows a lack of parental engagement and involvement in learning opportunities at home (particularly pupils writing and spellings).
5	Observations, discussions with pupils and the pupils lack experiences beyond the local area, both before and during their time at school, therefore their knowledge of the world around them is limited.
6	Impact of socio-economic background and disadvantages faced

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
To ensure that in reading, writing and maths our PP children close the gap and do as well in their attainment and progress from KS1 to KS2 as their non-PP peers nationally and in school.	PP children attainment is as good as or exceed non-PP attainment across KS2. Progress of KS2 PP pupils from KS1 is in line with or exceed their non-PP peers.
To ensure that in reading, writing and maths our PP children close the gap and do as well in their attainment at the end of Year 6 as their non-PP peers nationally and in school.	100% of PP pupils at the end of Y6 achieve ARE in Reading, Writing and Maths.
To ensure that all our PP children have access to high quality education experiences in the form of visitors, school trips and visits.	PP children access a wide range of enrichment activities that they may not attend outside of school. Pupils will have the opportunity to take part in a wide range of experiences. These will include half termly hooks (both internal and external), residential visits and music and sporting activities.

	<p>PP children engaging in after-school clubs.</p> <p>All PP attending school trips and swimming lessons.</p> <p>PP children will participate in community events and be part of groups within school (house captains, school council, worship group etc)</p>
Pupils' emotional wellbeing is promoted and supported.	<p>Pupil voice will show that pupils mental health and emotional health is good.</p> <p>Where needed, PP children will have access to ELSA and breakfast club.</p> <p>Targeted interventions will support individual need.</p>
To ensure that all children from Service families are well-supported and the best provision for their educational and emotional needs are met.	<p>Behaviour of children from Service families is very good.</p> <p>Attainment of children from Service families is in line with or exceed children from non-Service families.</p> <p>Attendance of children from Service families is very good.</p> <p>Children from Service families feel well supported by the school.</p> <p>All children from Service families have access to enhanced After School Clubs with themed sessions to support improved wellbeing and engagement.</p>
Pupils will know more and remember more as a result of a broad and balanced curriculum.	All pupils will access a well-planned, diverse curriculum that teaches a wide range of subjects and promotes a variety of knowledge and skills.
All pupils including those that are disadvantaged will sustain good attendance which is in-line with National benchmarks.	<p>Attendance teams will ensure that systems and procedures are in place to promote the importance of good attendance.</p> <p>Attendance figures will be closely monitored on a monthly basis and parents contacted to discuss any concerns.</p> <p>Pupils will arrive at school on time and recognise the importance of being in school.</p> <p>Involvement of PFSA with parents to improve attendance.</p>
Parents of pupils are engaged in their children's learning and pupils are well supported at home.	Observations and reading records will show that pupils are engaged in their home

	<p>learning; with all homework being completed.</p> <p>Reading records to be developed to add more information that will assist parents with supporting their children at home.</p> <p>Parents of PP children will attend parent evenings, learning workshops and engage with other school events.</p>
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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: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTAs and TAs to support quality first teaching and deliver targeted interventions.</p>	<p>Targeted support through quality first teaching, class support and the use of small group interventions will enable our PP children to make accelerated progress in Reading, Writing & Maths.</p> <p>Education Endowment Foundation: Feedback (+6months)</p> <p>Education Endowment Foundation: Small group tuition (+4months)</p>	1,2,6
<p>Highly trained teaching assistants to support key groups of children in every class which will include PP chn.</p> <p>HLTA's Tas to have CPD opportunities to enhance their delivery of interventions.</p>	<p>LSA within each class during the morning to work with focus groups will enable our PP children to make accelerated progress in Reading, Writing & Maths.</p> <p>Education Endowment Foundation: Feedback (+6months)</p> <p>Education Endowment Foundation: Small group tuition (+4months)</p>	1,2,6

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

Budgeted cost: £2, 260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional well-being support. This includes supporting military families.	To fund provision for 1 member of staff to run sessions for those pupils identified as requiring support through ELSA, Nurture, Social skills groups etc. Education Endowment Foundation: Metacognition-and-self-regulation (+7months) Education Endowment Foundation: Social and Emotional learning (+4 months)	1,2
Support staff to deliver interventions to support accelerated progress. (Spelling detectives, Precision Teaching)	Member of support staff per class to deliver reactive and focused intervention. This is regularly reviewed and adapted to support need. Education Endowment Foundation: Teaching assistant interventions (+4months)	1,2,6

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

Budgeted cost: £3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hooks and enrichment opportunities for curriculum experiences are offered to all children with some contributions from parents – PP children are offered financial support to meet these costs.	To expand experiences and aspirations around careers, university and further education. Pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Trips and visits provide a world view and enhance pupils' cultural capital and this can provide them with contextualised understanding to support their learning.	3, 5
Subsidising the cost of KS2 camp.	Residential trips are based on collaborative learning and outdoor adventures – both of which have been proven to have a positive impact on learning. Education Endowment Foundation: Collaborative-learning-approaches (+5 months)	5

Support for parents to encourage their engagement	Spellings/internet safety workshops will support parents with being able to support their children at home with their home learning. Development of Reading records will further encourage parents to support their children at home. Education Endowment Foundation: Parental-engagement(+4months) Education Endowment Foundation: Homework(+5 months)	3, 4
School jumper provided for each.	All PP children are given a new school jumper each year. This ensures that children feel clean and appropriately dressed for school and that barriers to learning are removed meaning children feel safe and included in school life.	2,6

Total budgeted cost: £7,400

Service pupil premium funding

How service pupil premium allocation was spent last academic year
Service Premium is spent on ELSA to ensure these children have a dedicated adult who will support their emotional well-being and offer any necessary pastoral support. Tapestry was used as a tool to support communication between families if and when parents are deployed. .
The impact of that spending on service pupil premium eligible pupils
Service pupils feel supported and know they can access ELSA if needed. They feel a part of the school community and are happy and settled at school.