

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Loddiswell Primary School
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tess Coulthard
Pupil premium lead	Victoria Page
Governor / Trustee lead	Rosie Poels

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,045.00
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	£20,045.00

Part A: Pupil premium strategy plan

Statement of intent

At Loddiswell Primary School, it is our intent to ensure our curriculum is inclusive so that all children, regardless of background or need, may achieve their full potential. We use our pupils' premium funding to improve educational and pastoral outcomes for disadvantaged pupils in our school. Our disadvantaged children can face additional challenges in reaching their potential at school and we ensure barriers are identified early. All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Our ultimate objective for our disadvantaged pupils is that they may achieve in-line with those pupils not eligible for pupil premium funding nationally and that on-entry barriers may be reduced whilst pupils progress through our school. For some children this may not be aspirational enough, particularly for those disadvantaged pupils who are more able. It is important that the starting points for each individual are taken note of along with their potential in order to ensure even greater gains in their learning for these children.

In order to do this, we aim to do the following:

- Ensure all staff, have sufficient understanding of the needs of the children to be able to deliver a curriculum which successfully meets their needs. In particular, as the acquisition of language is a specific barrier for our disadvantaged children, we aim for all staff to have sufficient training to deliver the phonics scheme effectively.
- Ensure reading practise in Reception and KS1 develops children's vocabulary and reading skills which include; decoding, prosody and comprehension. Whole class reading sessions in KS2 continue to develop these skills.
- Ensure our reading resources (Little Wandle and Accelerated Reader) are used to their best effect to ensure greater progress in reading.
- Ensure all staff receive CPD necessary to deliver high quality first teaching in reading and in a broad and balanced curriculum.
- Ensure that phonics interventions are in place to support early reading following Little Wandle assessment points.
- Provide extra-curricular opportunities – provision of outdoor and residential opportunities.

Challenges

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

Challenge number	Detail of challenge
1	<p>Weaker language and communication skills</p> <p>Assessments, observations, and discussions with pupils indicate a language and vocabulary gap between children in every cohort. These are evident from Reception through to KS2 and in general, is more prevalent among our disadvantaged pupils than their peers. This negatively impacts their acquisition and understanding of vocabulary and their understanding of reading.</p>
2	<p>Lower attainment on entry to the Early Years Foundation Stage in all areas but particularly understanding, listening and attention, Literacy and Mathematics.</p> <p>Children are working below age related expectation on entry to Reception and despite making accelerated progress, do not meet the following KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and listens attentively in a range of situations (ELG).</p>
3	<p>Parental engagement and support for reading at home</p> <p>Assessment, observations and internal school data (both internal and historic) of pupils indicate a lack of reading time at home. This is evident from Reception through KS1 and KS2 and in general, is more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Disadvantaged pupils do not maintain positive attitudes to reading and develop pleasure in reading having a detrimental effect on academic progress in reading</p> <p>Fewer disadvantaged children are read to at home in comparison to their peers. This is evidenced through the Pupil Premium pupil voice surveys.</p>
5	<p>Lower attainment for disadvantaged children in writing</p> <p>Internal assessments indicate that attainment in writing among disadvantaged children is below that of non-disadvantaged pupils.</p>
6	<p>Lower resilience and poor self - regulation</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably lower resilience and/or poor self-regulation among our disadvantaged pupils.</p>
7	<p>Attendance and punctuality issues</p> <p>Our attendance data over the last 3 years indicates that attendance among some disadvantaged pupils has been lower than for non-</p>

	disadvantaged pupils. This gap is narrowing and we would like to maintain and improve on this for our disadvantaged pupils.
8	Complex family situations Pupils eligible for Pupil Premium have on average experienced more adverse childhood experiences .
9	Accumulation of skills and experiences needed to improve social capital and life aspirations A higher proportion of Pupil Premium children did not have aspirations to continue to further education in comparison to their peers.

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
Improved language and communication skills for pupils eligible for Pupil Premium.	<p>Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least.</p> <p>Children leaving EYFS will be assessed as on track unless a SEND need is identified.</p> <p>During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.</p>
Higher rates of progress across EYFS especially in understanding, listening and attention especially in the following KPIs: Literacy, reading, writing, numbers and numerical patterns.	<p>Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys/ Tapestry.</p> <p>During observations, pupils will be observed to be concentrating and listening attentively. By the end of EYFS, all PP pupils will have achieved these KPIs unless a SEND need has been identified.</p>
Increased parental engagement and support from home.	<p>Increase in the number of parents of pupils eligible for Pupil Premium attending parent/carer evenings.</p> <p>All Pupil Premium pupils will increase how much they read at home.</p>

<p>Pupils eligible for Pupil Premium maintain positive attitudes to reading and develop pleasure in reading.</p>	<p>100% of pupils eligible for Pupil Premium will achieve these two KPIs from Year 1 to Year 6 unless there is a SEN need causing a barrier to reaching potential.</p>
<p>Narrow the attainment gap for disadvantaged children in writing</p>	<p>Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least.</p>
<p>Increase resilience and self – regulation leading to improved wellbeing</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <p>Qualitative data from student voice and teacher observations show an increase in the number of children who attend extra-curricular activities.</p> <p>For those children who have poor mental wellbeing or adverse childhood experiences funded eco-therapy sessions will be provided.</p>
<p>Increased attendance rates and punctuality for pupils eligible for Pupil Premium</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP.</p>
<p>Families identified as having complex family issues are supported through a multi-agency approach.</p>	<p>Parent voice will be captured and pupil progress will not be affected by adverse childhood experiences.</p> <p>PP pupils with complex family situations will be supported and will meet at least ARE by the end of the academic year.</p>
<p>Pupil Premium pupils to accumulate the skills and experiences needed to improve social capital and life aspirations</p>	<p>Every KS2 PP pupil will attend a residential visit/ trip. Every KS1 child will attend an offsite school trip.</p> <p>All pupils will be entitled to a number of offsite visits to the local environment including trips to the beach and the church.</p> <p>Pupil Premium children will be offered a family allowance so that they are funded to attend the trips.</p> <p>Pupil Premium children will be offered to learn a musical instrument through a funded space with a peripatetic teacher.</p>

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of phonics</p> <p>Continue to develop the implementation and best practice of Little Wandle to secure stronger phonics teaching for all pupils.</p> <p>In addition to a proportion of the licensing costs, we will fund teacher release time to carry out CPD and assessment and a teaching assistant given time for catch up covering Reception and Year 1</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Source: EEF Teaching & Learning Toolkit</p> <p>Phonics is an important component in the development of early reading skills. When embedded in a rich literacy environment, research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.</p> <p>Source: Education Endowment Fund, Phonics</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p>	<p>2,3,4,5</p>
<p>Enhance our Writing teaching</p>	<p>Giving every child the skills they need to read and write well is a central ambition of our</p>	<p>1,4,5</p>

<p>curriculum planning</p> <p>Funded CPD through Devon Education Services to develop the planning and delivery of the Book Writes teaching sequences.</p> <p>Develop a strategic team of writing leads with release time to develop staff's knowledge and understanding as well as quality assure the teaching and learning taking place.</p>	<p>education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum. Literacy matters in countless aspects of daily life—throughout the life course— and it significantly influences the opportunities that children and adults have available to them.</p> <p>Source: EEF improving literacy in KS2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Additional staff training and CPD opportunities, aimed at improving quality first teaching and provision for all pupils.</p> <p>Little Wandle,</p> <p>Maths Hub project</p> <p>Developing Reasoning</p> <p>Tom Sherrington – WalkThrus</p> <p>Devon Education Services</p> <p>PSHE CPD</p>	<p>EEF Guide to Pupil Premium Point 3: Quality teaching helps every child</p> <p>Feedback from staff show staff feel CPD had a positive impact on their quality of teaching.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Responsive Teaching – Improving Teaching</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>2,4,5,8,9</p>

<p>Enhance our maths teaching and curriculum planning. We will fund teacher release time to embed key elements of DfE and EEF guidance in school and to access Maths Hub resources and CPD.</p> <p>Maths NCETM Planning</p> <p>Developing Reasoning</p> <p>Sustaining Mastery</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk).</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	2,6
<p>WALKTHRU CPD and Incremental coaching</p> <p>Ongoing CPD and coaching to support the teaching of our knowledge curriculum. We will fund teacher release to allow subject leaders to develop and ensure high quality teaching of their subject across all key stages.</p>	<p>We have looked at the capacity of staff within the school and recognise that we need to release staff to be able to support less experienced teachers and to ensure that the newly structured curriculum is implemented effectively.</p> <p>Source: Education Endowment Fund Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,2,4,5,6,7

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Targeted reading</p> <p>Small group targeted support including reading comprehension, high frequency words, Phonic support (keep up and rapid catch up) through Little Wandle.</p> <p>Accelerated reader for KS2.</p>	<p>Fluent readers can read quickly, accurately and with appropriate intonation. Fluent reading supports comprehension as cognitive resources are freed from word recognition to comprehending the text.</p> <p>Source: Education Endowment Fund, Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,2,3,4</p>
<p>Targeted Mathematics</p> <p>Additional maths sessions, to develop core maths understanding. We will fund the time required for a trained and experienced teaching assistant to pre-teach and fill gaps in knowledge and understanding.</p> <p>Mastering Number Bolt on</p> <p>Number Sense Maths</p> <p>Timetable Fluency</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Source: EEF Teaching & Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>2,6</p>
<p>Academic mentor and tuition</p>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>Source: EEF Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,4,5,6,7</p>

--	--	--

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

Budgeted cost: £ 4045

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Attendance Improvement</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will include training and release time of mentors to work with children and families to improve attendance.</p> <p>Investment into the school attendance improvement officer.</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>Source: Gov.uk Framework for securing full attendance actions for schools</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#:~:text=apply%20rewards%20and%20sanctions%20consistently,early%20and%20help%20set%20targets</p>	8
<p>Extra-curricular activities and curriculum enrichment</p> <p>Memorable experiences including music lessons, access to residential visits and outdoor learning.</p>	<p>The DfE states (in <i>Using pupil premium: guidance for school leaders</i>) that you should also develop an understanding of any non academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching, for example: wellbeing, mental health and safeguarding concerns access to technology and educational materials.</p> <p>https://assets.publishing.service.gov.u</p>	7,10

	k/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf	
<p>Therapy</p> <p>Targeted counselling, access to Eco-Therapist/Art Therapist to develop pupils social and emotional skills.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	7,9

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the

2020-2023

2023-2024

2024-2025

KS2 SATs Data						
Subject	3 children 33.3% per child		1 child 100% per child		2 children 50% per child	
Maths	66.6%		100%		100%	
Reading	66.6%		100%		100%	
Writing	66.6%		100%		100%	
KS2 SATs Data – meeting expected standard						
Subject	Girls	Boys	Girls	Boys	Girls	Boys
	1 girl 1 girl = 100%	2 boy 1 boy = 50%	1 girl 1 girl = 100%	0 boy	0 girl	2 boys 50%
Maths	100%	50%	100%	N/A	N/A	100%
Reading	100%	50%	100%	N/A	N/A	100%
Writing	100%	50%	100%	N/A	N/A	100%
EYFS						

Subject	2 children 1 child = 50%	1 Child 1 child = 100%	1 Child 1 child = 100%
Maths	50%	100%	100%
Reading	50%	100%	100%
Writing	50%	100%	100%

KS1 SATs Data

Subject	4 children 1 child = 25%	2 Children 1 child = 50%	1 Child 1 child = 100%
Reading	25%	50%	100%
Writing	50%	50%	100%
Maths	50%	50%	100%

Our attendance is monitored monthly, including Pupil Premium children. We have worked closely with our Attendance Improvement Officer to improve attendance rates as well as communicate more rapidly with parents as soon as there is an authorised absence or persistent absentee. We have a Federation attendance lead who is putting in place the recommendations from the DFE's attendance guidance.

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
Little Wandle	Little Wandle Letters and Sounds
Language Link	SpeechLink Multimedia Ltd
Sonar Tracker for Data Analysis	Juniper Education
Accelerated Reader	Renaissance

Motional	Motional
WalkThru	WalkThru

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details