2025

Loatlands Primary School Pupil Premium Strategy 2025-2026

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 outcomes for disadvantaged pupils last academic year.

The statement has been completed in line with the guidance on using pupil premium.

School Overview	
Detail	**Data**
School name	Loatlands Primary School
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	79 (19.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Rebecca Robinson
Pupil premium lead	Mrs Rebecca Robinson
Governor / Trustee lead	TBC

Funding Overview 2025-2026	
Detail	**Amount**
Pupil premium funding allocation this academic year	£115,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£115,140

Part A: Pupil premium strategy plan

Statement of intent

At Loatlands Primary School we aim to ensure that all pupils, regardless of their socio-economic background, are able to access a high-quality curriculum offer which provides high quality first teaching and enables them to achieve well and make good progress in all subject areas because we recognise that 'good teaching is the most important variable schools have to improve outcomes for disadvantaged pupils' (EEF). The children access learning which instils in them both the academic skills to excel in their future chosen area and also the school values of resilience, respect and curiosity which will ensure that they become lifelong learners because our curriculum offer also extends beyond the academic. We do so by offering a diverse range of extra-curricular clubs and experiences that, in many cases, children may not have been able to access and therefore expand their cultural capital.

Our aim is to ensure that we provide pupils with an ambitious and challenging curriculum that provides them with both substantive and disciplinary knowledge that will equip them for careers that they aspire to. Pupils will develop an understanding of themselves as a learner and their own metacognitive strategies in order to allow pupils to take ownership of their own learning.

At Loatlands we recognise that, for some pupils, there may be barriers to accessing this curriculum offer that may set them at a disadvantage from their peers and that, sometimes, these pupils may experience multiple barriers. We aim to ensure that our approach is inclusive to all pupils regardless of these barriers.

We believe strongly that good learning cannot take place without good relationships and strive to build strong, lasting relationships with pupils and their families in order to ensure that parents and carers can be involved in their child's learning journey. It is our intention that this will, in turn, support the aspirations of families in our community and a high attendance rate of all children.

Staff receive training on the impact of disadvantage on a child's life and ensure that assumptions are not made about individuals based on their disadvantage but, instead, individuals are provided with support that is specific to their needs rooted in robust diagnostic assessment. All staff take responsibility for the outcomes of disadvantaged pupils and ensure that expectations are high for all.

We recognise that pupils may experience difficulties at any point during their time with us at Loatlands and aim to provide timely and effective support to enable pupils to narrow the gaps between their own attainment and that of their peers with a focus on 'keep up' not catch up'

Challenges

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

Challenge number	Detail of challenge
1	Internal data demonstrates that outcomes in reading, writing and maths for disadvantaged pupils are significantly lower than their non-disadvantaged peers, especially those children achieving GDS.
2	Attendance (including lates) of disadvantaged pupils is below that of their non-disadvantaged peers
3	33/79 disadvantaged pupils are also on the SEN register (41.7%) and require additional provision to allow them to access their learning – particularly related to SEMH needs.
4	The engagement of disadvantaged pupils in extra-curricular clubs and activities offered to extend their cultural capital is lower than their disadvantaged peers.
5	Assessments in both nursery and reception indicate lower levels of oracy among disadvantaged pupils.
6	Engagement of parents of disadvantaged pupils at events such as parents' evenings and home learning activities is lower that non-disadvantaged pupils. (38% of PP parents did not attend parents evening compared to 18% of non PP parents)

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
Dedicated leadership time for the Assistant Headteacher (0.8 of a day per week) to provide CPD and support to teaching and support staff to ensure that teaching is of a high quality and that interventions are delivered well. The AHT, with considerable expertise in SEND is perfectly placed to provide regular CPD specifically tailored to the individual needs of members of staff and as a whole group	EEF Research demonstrates that Teaching Assistant led interventions can provide +4 months additional progress and that Oral Language Interventions (NELI) can provide +6 months additional progress but only if they are done well and that staff have had appropriate levels of CPD in order to deliver these. Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) Oral language interventions | EEF (educationendowmentfoundation.org.uk)
Access to a Behaviour and Resilience Mentor through Northampton Town Football Club. Morning and after school club targeted at children with poor attendance, plus mentoring in small groups and individually as required, throughout the school day.	EEF Research demonstrates that Behaviour focused interventions can provide +4 months additional progress; metacognition and self-regulation can provide +7 months additional progress Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)
Continued, regular CPD and development opportunities for all teaching and support staff in the delivery of the RWI Phonics	EEF Research demonstrates that Behaviour focused interventions can provide +5 months additional progress

programme to ensure that EYFS / KS1 pupils receive high quality phonics teaching and staff in KS2 are equipped to better support the bottom 20% of readers in their year groups.	Behaviour interventions | EEF (educationendowmentfoundation.org.uk)
CPD for all teaching and support staff on the Great Teaching Toolkit to build on the work around metacognition and self-regulation from the academic year 2021-22	EEF Research demonstrates that metacognition and self-regulation can provide +7 months additional progress Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW_DIGITAL.pdf (website-files.com)
CPD for all teaching and support staff on the use of the SEND 5 A Day approach/ the graduated response and QFT Continued CPD for all teaching and support staff to use Zones of Regulation to support emotional literacy and emotional regulation to improve behaviour outcomes, and therefore learning outcomes for all students.	EEF blog: 'Five-a-day' to improve SEND outcomes | EEF (educationendowmentfoundation.org.uk) Behaviour interventions | EEF (educationendowmentfoundation.org.uk)

Activity in this academic year: 2025-2026

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: £27,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Transition support for phases within the school • Coaching time for RWI to support individualised programmes for children • Coach TAs in phase 3 in fluency strategies • Embed Fresh Start RWI in year 5 and 6 • Continue to coach Zones of Regulation • Enhance and focus the feedback strategy • Develop adaptation approaches in the classroom • Implement strategies from external agencies (such as dyslexia training) • Ensure QFT for all pupils • Build staff knowledge for disadvantaged pupils • Highlight and identify disadvantaged across the school • Ensure disadvantaged is a priority area within pupil progress meetings.	Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) Behaviour interventions | EEF (educationendowmentfoundation.org.uk) EEF blog: 'Five-a-day' to improve SEND outcomes | EEF (educationendowmentfoundation.org.uk)	1/2/3/6

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

Budgeted cost: £56,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Support for children who need regular reading opportunities • Use of a trained teacher to implement interventions for children in year 6	Small group tuition | EEF (educationendowmentfoundation.org.uk)	1/2/3/5

• Booster sessions run by senior and middle leaders • Lunch bunch with a focus of TTRS for children in year 4 • Phonics tutoring for children in KS1 • WELCOMM speech assessment to provide S&L support • ELSA for emotional regulation • Pre and post teaching sessions to aid language development and understanding • Precision teaching for intervention support • Use of family support worker to support families • Interventions during assembly times that target key children	Parental engagement | EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £30,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Rock Steady bursary places for children with PP • Virtual voucher to support uniform and wider experiences for children • Lunch-bunch for emotional support • Forest school and nurture forest school • Undesignated Unit Provision forest school • Increased in cultural capital and additional experiences which is carefully mapped to ensure it is broad and balanced • OPAL to enhance the lunch time provision for all	Arts participation | EEF (educationendowmentfoundation.org.uk) Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3/4/6

• Tracking of attendance in clubs/sporting opportunities/music • Wrap around support for families in receipt of PP	Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	

Total budgeted cost:	**£115,140**

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

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Impact Narrative to date	Next steps
Pupils will make at least expected progress in Reading, Writing and Maths. Many pupils will make accelerated progress.	• 80% of PP pupils passed the phonics screening check in year 1 in comparison to 90% of non-PP children • 3% of PP children were GD for reading (18% non PP) • 39% of PP children were exp + for reading (72% non PP) • 26% of children just below for reading (15% non PP) • 35% well below for reading (12% non PP) • 3% non PP GD in writing – no PP • 24% of PP children expected for writing (62% non PP) • 22% of children just below (17% non PP) • 53% of children well below (21% non PP) • 3% of PP children were GD for maths (12% non PP) • 38% were exp+ (64% non PP) • 27% were just below (24% non PP) • 35% were well below (11% non PP)	• Embed staff support for delivery of the RWI scheme
Attendance (including lates) of disadvantaged pupils will increase	• Attendance of PP children in 88.8% in comparison to the national average of 94.8% • Persistent absence of PP children is 44.4% in comparison to the national persistent average of 13.5% • Non-PP children 94.4% which is broadly in line with national • Non-PP children 13.6% which is broadly in line with national • Robust procedures in place supporting parents with attendance	• Further involvement from EIPT • Regular meetings and for EIPT to be involved in speaking to parents • Use of the fining process as required • Consider out-sourcing to external providers although

	• Weekly attendance meetings in school to monitor attendance • Formal letter process to support attendance and setting parent contracts/expectations • Support from EIPT for all children • Home visits and collections for vulnerable children	this will have financial implications
Disadvantaged pupils will access interventions that are specifically tailored to meet their needs	• Robust process of assess, plan, do and review specifically tailored to the individual needs of the children • Support from a range of external agencies to ascertain exact area of need • Application for additional funding and EHCP's as required • 33% of children with an EHCP also are in receipt of pupil premium • Training from external agencies to develop staff understanding of supporting specific needs • 22% of children in receipt of PP receiving additional SEN support • Significant reference to graduated response of support to aid understanding for both teachers and parents	• Embed the understanding of the graduated response
Disadvantaged pupils will access a wide variety of clubs and extra-curricular activities to widen their cultural capital	• 6 children with PP attended Rock Steady • 18 children with PP attended other clubs outside school • Children with PP attended sporting opportunities across the school	
Pupil and parent mental health will be well supported	• 37 days of targeted support from Northampton Town Football Club • 4.5 hours per day of mentoring to support specific children • Add in MHST information	• Enhance the ELSA process • Silver Healthy Schools Award • Anti-bullying ambassadors • Use of MHST for whole group support across the children

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
Rock Steady Music	Rock Steady
Fiesta Sports Provision	Fiesta Sports
Northamptonshire Music and Performing Arts Trust	NMPAT