



Pupil Premium Statement

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals (FSM) at any point in the last six years (Ever 6). Schools also receive funding for children who have been looked after continuously for more than 6 months (CLA), those who have previously been looked after (PLAC) and children of service personnel. Pupil Premium funding is currently £1,455 per eligible pupil (£335 for service) for primary schools. Funding is based on those children eligible at the time of the October census date and is payable to the school in 4 instalments throughout the academic year. This funding has been confirmed to continue in the academic year 2023-24.

Why was it introduced?

The funding is for schools to implement their own strategies in order to improve educational outcomes for disadvantaged pupils. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers.

Who decides on how the money is spent?

The Pupil Premium is paid directly to schools who decide how to use the funding so that provision matches the needs of the individual children. The money is not ring fenced and therefore is not proportionately spent on each individual child. The DfE has said that it has introduced this flexibility so that schools can get maximum impact from the funding and so that children who change schools are not disadvantaged. The school refers to current research utilising that evaluated by the Education Endowment Foundation (EEF), in order to use this funding effectively. The school implements a long-term three-year strategic plan, aligned to the school's wider School Development Plan to maximise the use of this PP funding.

How are schools accountable for the spending of Pupil Premium?

We are held accountable for decisions made through:

- The Ofsted Inspection Framework, under which inspectors focus on the attainment of pupil groups, including those eligible to receive Pupil Premium.
- Loughton School's Governing Body also monitors Pupil Premium funding and impact. There is a designated governor assigned to Pupil Premium.
- Performance tables show the attainment of those eligible for Pupil Premium funding in comparison with their peers.

School context

Loughton School is a happy, welcoming and inclusive school. We are dedicated to fulfilling the school's vision and aims and want every child to achieve their best. Loughton is a larger than average junior school in Milton Keynes to accommodate 480 pupils on roll. The deprivation factor for the school suggests that the school is in a more prosperous than average area with children eligible for the PP funding being slightly below national average. In common with many schools in Milton Keynes, where city planning intentionally mixes housing types and costs, we have a wide range of backgrounds, aptitudes, attitudes and needs.

We celebrate our diverse pupil body, which fully reflects life in Loughton, Milton Keynes and beyond. We are proud to have received the children's [inclusion award](#). In the previous academic year 2022-23, the number of pupils classed as 'Ever 6 Pupil Premium' was slightly lower than the national average at 19.1% (compared to the national average from January 2022 of 22.5%). We will identify this year's number of pupils from the October 2023 census.

How do we use Pupil Premium money?

At Loughton School pupil premium money is focused on raising attainment and narrowing the gap through enabling increased access and more focused/targeted intervention.

Attainment and progress are closely monitored throughout the school by the class teachers, the Deputy Headteacher, other senior leaders and middle managers and by governors. This means we can then target support for those children who are not making expected progress.

In order to see a break down for how we have spent this academic years' pupil premium funding, please visit the ['Pupil Premium'](#) tab on our website found under 'Key Information'.

As part of its strategy, the school maximises the use of the PPG by:

- Assigning a pupil premium strategic lead (Deputy Headteacher) to champion the educational needs of children eligible for the PP.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil eligible for the PP.

The school conducts lighter-touch annual reviews to inform the strategic plan and form any update to the Pupil Premium Impact Statement.

The school explores evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school consults the EEF's Families of Schools Database to learn about effective practice in similar schools. The school makes decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring and interventions
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Support pupils' transitions through the stages of education, e.g. from infant school to us in year 3 and from us to secondary school in year 6.
- Raise aspirations through access to high-quality educational experiences, a variety of clubs, enrichment opportunities, trips, visits and residential.

- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support with the pastoral team.

The school operates a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

Reporting

The Deputy Headteacher reports annually to the governing board regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the headteacher and the governing board.

Information regarding PPG spending is published on the school website. The school does not publish any personal data regarding individual pupils on the school website.

For parents of children in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.