



## Loughton School Pupil premium 3 year strategy 2024-2027

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	Loughton School
Number of pupils in school	481 (2024-25)
Proportion (%) of pupil premium eligible pupils	21.6% (104 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was first published	December 2024
Date last reviewed	February 2025
Statement authorised by	Rebekah Green Headteacher
Pupil premium lead	Ellie Frost Deputy Headteacher  Nana Brago Assistant Headteacher
Inclusion link governor	David Brown

## Funding overview

### 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year <i>– This is based on the ESFA guidance using Oct '23 census – Funding based on 97 children on roll at the time of the census</i>	<b>£147,925</b>
<b>Total budget for this academic year</b>	<b>£147,925</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We are committed to meeting the needs of all the children in the Loughton School family. Our school is a community where we care for - and look out for - one another. We understand and celebrate diversity by welcoming, including and valuing every member of our school family.

Loughton School is in a fairly affluent area and historically our pupil premium numbers have always been slightly below the national average. However, the number of identified children on the pupil premium register are still steadily increasing since the onset of the pandemic. Pre-pandemic, as of July 2019, we had 66 children on our pupil premium register. On the census date in October 2025, this is now 95 children, making up 20.2% of children in our school.

Children learn together and participate in the life of the school. We listen to our children and they tell us they feel safe, happy and confident. They are ambitious, they believe in themselves and they are keen to make the best progress they can. We recognise the importance of working with children, parents, carers and professionals. We have high expectations for every child, no matter their starting point, gender, race, culture or socio-economic background and work with them to achieve their potential. Loughton School are very proud to have received an Inclusion award.

We ensure that our Pupil Premium children are not disadvantaged by ensuring that the funding we receive to support this group of vulnerable children is used effectively. We are determined to ensure that our children are given every chance to realise their full potential. The challenges are varied and we understand that there is no “one size fits all”. Pupil premium funding, along with allocations made from the school’s own budget will help ensure that this money is spent to maximum effect. We really do believe that our children deserve to be given the learning experiences and possibilities to ensure that we are, and we have, **‘inspiring children’!**

## Challenges

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

Challenge number	Detail of challenge
1	<p>The attendance of our pupil premium children as a group is lower than that of the whole school:</p> <ul style="list-style-type: none"> <li>• Whole School attendance 96.17%</li> <li>• PP attendance 93.33%</li> <li>• Non PP attendance 95.81%</li> </ul> <p><i>(Data end of academic year 2024)</i></p>
2	<p>Our pupil premium children, as a group, are not making as rapid progress as non-pupil premium children</p> <p>Phonics and spelling is a new focus for our pupil premium strategy 2024-2025 as this will support the improvement of outcomes in both reading and writing.</p>
3	<p>Adapting the curriculum: Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need or having English as an additional language</p>
4	<p>Enrichment: Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited</p>
5	<p>This cohort of children, in some cases, have lower parental engagement. Strengthening home/school links is a new focus for our pupil premium strategy 2024-2025.</p>

## 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 <i>What will success look like?</i>	Review
<p>1 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).</p>	<ul style="list-style-type: none"> <li>• Attendance officer will promptly call families who have an absent child without reason</li> <li>• A 'red flag' list will be used by the attendance lead of children we know who have historic attendance concerns and home visits for these children will be completed when deemed appropriate</li> <li>• Fines will be issued as per new DfE guidance</li> <li>• Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher</li> <li>• Offering a diverse range of trips and visits opportunities (also overlaps with challenge number 4) as well as investing in professional development for teaching staff to include engagement techniques (also overlaps with challenge number 3) will help to create an inspiring and inclusive learning environment. Experiences can significantly enhance children's engagement as well as provide them with something to look forward to thereby boosting attendance. Research shows engaged students are more likely to attend school regularly.</li> </ul>	<p>Autumn 2024 update:</p> <ul style="list-style-type: none"> <li>• Whole School attendance 95.10%</li> <li>• PP attendance 92.56%</li> <li>• Non PP attendance 95.87%</li> </ul> <p>Monitoring of all who had fallen below 95% commenced. Letters sent to all families with attendance less than 90%.</p>

<p>2 - Small group support during English along with targeted, personalised writing tuition delivered by qualified teachers. Regular phonics lessons in small groups delivered by the phonics team. The writing team and curriculum lead to research and implement a new approach to the teaching of spelling. These multi-faceted approaches will help drive greater progress.</p>	<ul style="list-style-type: none"> <li>• PP children will be aware of what their current writing target is and this will be updated and shared with every new independent piece of writing</li> <li>• Children are paired strategically within reading and writing sessions to be able to utilise peer support. The Education Endowment Foundation finds peer tutoring can provide approximately five months of additional progress over a year.</li> <li>• All termly Edukey targets set for PP children will include one based on their academic progress</li> <li>• PP children will engage with phonics interventions</li> <li>• Phonics Training for all staff is prioritised. We use Little Wandle - a DfE validated systematic synthetic phonics programme. This ensures that teaching methods are up-to-date and grounded in evidence-based practice, enhancing the effectiveness of phonics instruction, which is crucial for reading development.</li> <li>• PP children will engage with spelling strategies to support progress</li> <li>• PP children will engage with structured writing tuition. Interventions such as 'One-to-One Tuition' or 'Small Group Tuition' are promoted by the Education Endowment Foundation. These interventions can improve writing output and engagement by providing personalised</li> </ul>	<p>Autumn term update</p> <p>Tuition sessions have been taking place with class teachers during year leader assembly slots.</p> <p>Progress for those in a phonics group is good and groups adjusted for Spring term.</p> <p>Visit to a local school who uses 'Spelling Shed' booked to explore this resource further.</p>
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	<p>feedback and targeted challenge to students.</p> <ul style="list-style-type: none"><li>• Children's engagement and attainment improves. Children retain knowledge and progress is seen. Pupil premium children to make accelerated progress from individual starting points.</li></ul>	
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<p>3 – Our internal CPD program led by the Assistant Headteacher (with NPQLTD) is designed to train teachers with inclusive and adaptive teaching strategies focused on Rosenshine’s principles. Task design and retrieval opportunities will be focused on children knowing more and remembering more. Research from the Education Endowment Foundation shows that teacher professional development has a substantial impact on student outcomes.</p>	<ul style="list-style-type: none"> <li>• Targeted tuition by qualified teachers will be delivered to identified children. The phonics team, with a specialism in speech and language work with small groups and individuals in order to improve phonics and language skills among children requiring additional support</li> <li>• Our EAL lead promoted the use of resources and materials to support EAL learners. Resources such as visual aids, multilingual content, or sensory tools can help make learning more accessible and engaging for all pupils. Classrooms celebrate the languages spoken by other children and theme boards promote subject specific vocabulary in children’s own language to aid language acquisition.</li> <li>• 1:1 SEN LSAs are deployed strategically within classrooms to provide real-time, on-the-spot assistance to other additional PP children who struggle the most. Targeted support in this manner can help bridge gaps in understanding and give immediate feedback, beneficial for pupils with SEN or EAL.</li> </ul>	<p>Autumn 2024 update:</p> <p>2x staff meetings have taken place so far.</p>
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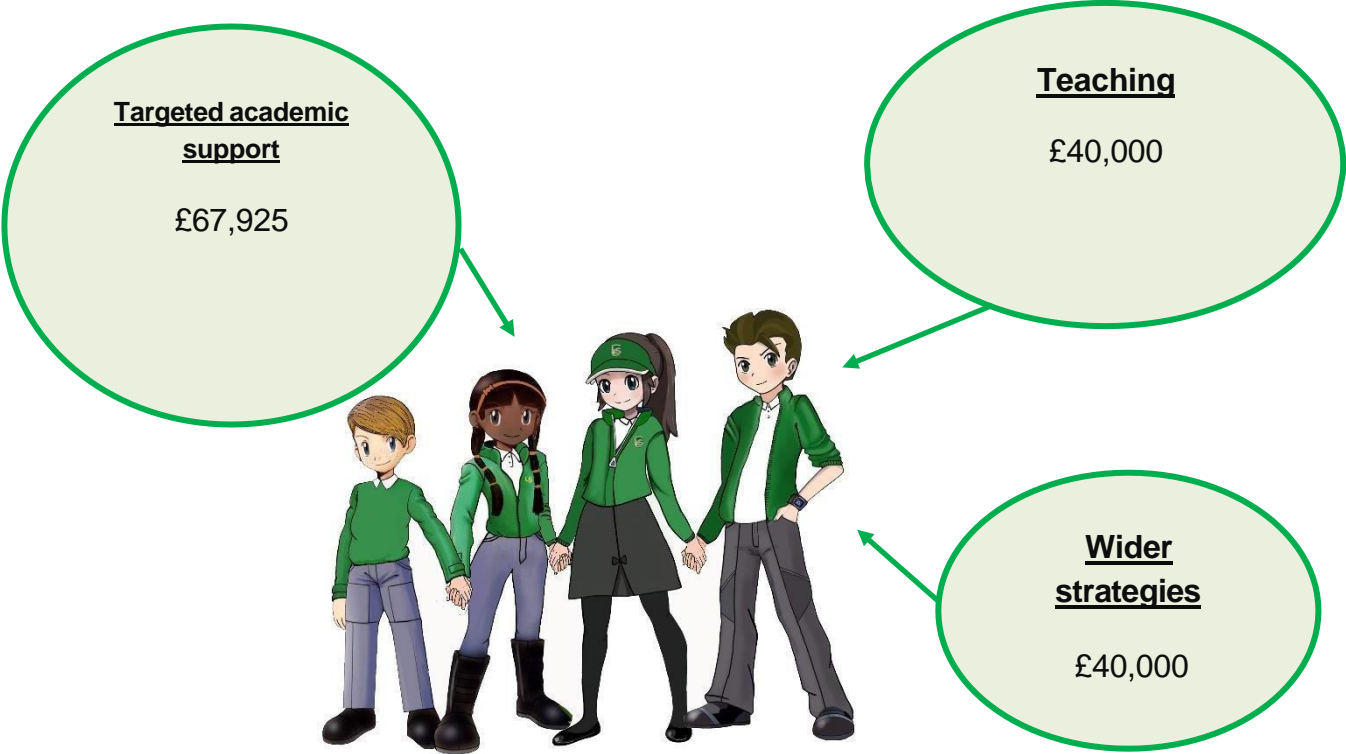
<p>4 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Loughton School</p>	<ul style="list-style-type: none"> <li>• Pupil premium children are targeted for sporting fixtures and festivals</li> <li>• Pupil premium children are targeted for additional curriculum enrichment sessions</li> <li>• A wide range of extra-curricular activities will continue to be offered to tap into our children's passions</li> <li>• Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms</li> <li>• Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc</li> <li>• Children are able to learn a new skill or continue playing an instrument they had been learning.</li> </ul>	<p>Autumn 2024 update:</p> <ul style="list-style-type: none"> <li>• 33% of our children joined a club during the Autumn term. See further analysis on the school website.</li> <li>• Enrichment sessions were unable to take place due to a long term absence in our SCTA team but these will be prioritised in the Spring term and can be read about on the school website.</li> </ul>
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<p>5 – These children feel a sense of belonging within the school family and parents/carers show an increased engagement with their child’s learning.</p> <p>Parents feel supported by the school if struggling financially through use of our PP hardship fund. We will provide clean, quality second hand uniform/ P.E kit/ water bottles to enable the children to feel equal to others and therefore improve their well-being and capacity to learn.</p>	<ul style="list-style-type: none"> <li>• The school communicates regularly with pupil premium families and forges positive relationships. Parents feel supported by the school.</li> <li>• Parents/carers of those in receipt of the pupil premium attend parent consultations to gain an increased understanding of their child’s progress and attainment. If unable to attend, written targets are provided.</li> <li>• Pupil premium families attend school events and gain an improved understanding of their child’s school and ethos. If unable to attend, families are signposted to relevant information.</li> <li>• A new and bespoke phonics celebration event will be delivered termly in order to build relationships with some harder to reach families. These events will include sharing knowledge about the curriculum but also certificates and celebration opportunities as well as providing breakfast for parents and children.</li> <li>• Identified families are signposted to Early Help (Sunshine Family Centre) and other services such as St Mark’s Meals</li> <li>• Children’s wellbeing and attainment improves as a result of the above.</li> </ul>	<p>Autumn 2024 update:</p> <ul style="list-style-type: none"> <li>• The phonics celebration event was a huge success with some lovely feedback received: <ul style="list-style-type: none"> <li>- <i>Wonderful insight into how to support reading</i></li> <li>- <i>Very informative - gives a better understanding of...how to support at home</i></li> <li>- <i>He's really enjoying his phonics sessions, thanks</i></li> <li>- <i>It was great to see the model lessons which help us as parents understand the whole process and how practice at home helps them.</i></li> <li>- <i>A lovely morning seeing what the children do in phonics...I can see why the children make so much progress</i></li> </ul> </li> </ul>
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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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing INSET day at the start of each term looking at internal progress data	We have committed to continuing with a previous successful strategy. When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, and at the start of each new term, they can identify these children as 'target' children	2
Half termly CPD sessions based on Rosenshine's principles delivered by the Assistant Headteacher (with NPQLPD)	CPD sessions for all teachers focused on how children learn and embedding high quality teaching and learning techniques. Staff meetings will be allocated time for teachers to further explore the successes of applying Rosenshine's principles effectively in classroom teaching. Evidence suggests that teacher quality is the most important determinant of pupil success, and professional development significantly enhances teacher effectiveness (Education Endowment Foundation). Peer development and monitoring by leaders will take place to feed into discussions about pedagogy. We will also implement a structured mentoring system where experienced staff can provide ongoing support to less experienced teachers in applying Rosenshine's principles in their teaching practices. This peer-to-peer coaching can increase the uptake of effective teaching strategies and improve pupil outcomes.	2, 3, 4
After a restructure, classroom teachers (instead of a HLTA) will deliver weekly 1 hour long music lessons	Our curriculum will not be narrowed to focus on core subjects. We will invest in specialist training for all teachers to be able to effectively utilise Charanga so that teachers enhance their ability to deliver high-quality music education. Teachers are then able to see their children in a practical lesson and promote outcomes in an alternative way. Much research shows the impact of music on development and well-being.	3, 4

<p>Continue to roll out our new phonics scheme (Little Wandle) by upskilling further staff to deliver this</p>	<p>Our focus for implementation last year was on LKS2. The phonics lead will now focus on upskilling additional LSAs so that focused interventions can be carried out with identified children in UKS2. Implementing training from a DfE validated systematic synthetic phonics program. Systematic phonics approaches are backed by research indicating significant impact on reading ability and language comprehension, critical for pupil's overall academic development.</p>	<p>2, 3</p>
<p>The Assistant Headteacher (academic) will identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils</p>	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p>	<p>2, 3</p>
<p>Learning Resources</p>	<p>Resources required for targeted interventions.</p>	<p>2, 3</p>

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

Budgeted cost: £67,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers will have 2x 15 minute slots each week to focus on writing tuition with key children in their year groups. PP children will be prioritised.	According to the Education Endowment Foundation, small group tuition can provide an additional +4 months' progress.	2, 3
Priority Reading 1:1 Support	All staff members, students and parent volunteers will focus on regular identified 1:1 readers and those in receipt of the PP will be prioritised. Regular 1:1 reading practice is essential for improving reading and is particularly important for those with parents who have EAL or for children where there may be lack of parental engagement.	2, 3
Extending school time by inviting targeted children in at the start of the school day for phonics (delivered by the phonics lead) or TTRS intervention (delivered by year 4 teacher/s) sessions can help with overlearning to close the gap	Children's core academic skills for phonics and maths fluency are focused on. Teachers are providing extra support where needed. This strategy has proven effective especially in preparation for key examinations (e.g. year 4 MTC).	1, 2, 3

<p>Additional time allocated for all teachers towards the time it takes to complete personalized writing assessments and Edukey targets</p>	<p>When class teachers are aware of the gaps in children's progress, they can set personalised targets and identify who would benefit from additional tuition time with them. Qualified teachers working with the children in their classes will see better progress than support staff working with children across the year group / school who they know less.</p>	<p>2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP children are prioritised when offering extra-curricular clubs. All of our clubs continue to be free to charge to all families and the £2 nominal booking fee is waived for those families in receipt of the PP who we know are struggling financially</p>	<p>Promotion of extra-curricular activities such as sports, languages or arts can provide disadvantaged pupils with additional opportunities for development and achievement, fostering both social skills and self-esteem, which are crucial for overall academic success. These experiences but also enhance their sense of belonging by fostering a sense of community.</p>	<p>4</p>
<p>Mental health support including professional CPD in mental health awareness and working in partnership with the mental health support team</p>	<p>The mental health support team delivered a CPD session or class teachers on recognising mental health issues and strategies to support mental health within the classroom. This training will improve teachers' responsiveness to pupil's emotional and psychological needs, thereby fostering a supportive learning environment.</p> <p>The follow up for the Spring term onwards is that referrals can be made to the mental health support team who will provide access to qualifying educational psychologists or counsellors in training for one-to-one sessions with children who are identified as needing targeted mental health support.</p>	<p>1, 4, 5</p>
<p>Cultural capital - exciting trips and visits will be planned to enhance the curriculum including residential for years 5 and 6. There are some new tips and visits planned such as returning to the Space Centre for our year 5 children (which last took place pre-covid). We are also providing 2 new residential opportunities this year - PGL and a</p>	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these. The direct participation and involvement in these additional opportunities enhances experiential learning and provides real-world contexts to classroom teachings.</p>	<p>1, 4, 5</p>

<p>new location in France. A subsidised rate is offered to our PP families. Our activity passport challenges (and house points awarded for those who engage with these) are another way to promote these experiences outside of school with their own families.</p>		
<p>To involve a high number of pupil premium children in additional curriculum enrichment activities and student voice activities led by the school.</p>	<p>PP children gain additional experiences and exposure to areas where they may already excel, may need additional support to close the gap, or may show a particular passion for. The chances to represent the school as a school councilor, junior librarian, digi-leader, or LS news reporter will support with that sense of belonging, building self-confidence. This will lead to increase aspirations and a sense of achievement.</p>	<p>1, 4</p>
<p>Subsidising instrumental lessons provided by specialist music teachers from the MK music co-op for PP children.</p>	<p>Ensure all disadvantaged pupils who would like additional music tuition have affordable access to these and musical instruments without financial barriers. Invite those who learn a musical instrument to take part in concerts in order to offer additional practice and performance opportunities. This will foster a sense of pride in their additional achievements.</p>	<p>4, 5</p>
<p>Providing personalised and engaging home learning opportunities through the use of online platforms</p>	<p>Further curriculum resources for home engagement will be explored. In addition to the TTRS subscription, we will look into a similar educational game or access to an online learning platform (e.g. Spelling Shed) to promote spellings which parents can use at home to engage with their children's learning., Such resources can make learning more accessible at home, which is crucial for reinforcing school learning.</p>	<p>2, 5</p>
<p>Engaging with families through events which promote parental support e.g. cooking, World Book day, enterprise, productions, curriculum workshops, sports day.</p>	<p>The school will facilitate sessions such as the phonics celebration workshop and World Book day shared reading opportunities where parents and children can learn together, supported by teachers. These will empower parents to support learning at home. This approach enhances parental understanding of the curriculum and teaching methods. These events also encourage parents to participate in the</p>	<p>2, 5</p>



	school community, fostering better relationships between staff and families.	
We will continue to work with the charity St Marks meals	Children who are hungry are not in the right place to learn. Many of our PP families appreciated the food boxes last year.	5

### Total budgeted cost:

**£147,925 £95,000 (2024-25)**

## Part B: Review of outcomes in the previous academic year

**(2023-24)**

### Pupil premium strategy outcomes

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

Year 6 SATs results and pupil outcomes can be viewed on our school website: [here](#)

Attainment data for years 3, 4 and 5:

	<b>Pupil premium</b> (based on 95 children)	<b>Non-PP</b> (based on 399 children)
<b>Reading</b> <i>Attainment at end of year</i>	<ul style="list-style-type: none"> <li>Year 3: 66% EXS+</li> <li>Year 4: 56% EXS+</li> <li>Year 5: 67% EXS+</li> <li>Year 6: 60% EXS+</li> </ul>	<ul style="list-style-type: none"> <li>Year 3: 74% EXS+</li> <li>Year 4: 70% EXS+</li> <li>Year 5: 82% EXS+</li> <li>Year 6: 80% EXS+</li> </ul>
<b>Writing</b> <i>Attainment at end of year</i>	<ul style="list-style-type: none"> <li>Year 3: 19% EXS+</li> <li>Year 4: 40% EXS+</li> <li>Year 5: 25% EXS+</li> <li>Year 6: 46% EXS+</li> </ul>	<ul style="list-style-type: none"> <li>Year 3: 35% EXS+</li> <li>Year 4: 58% EXS+</li> <li>Year 5: 77% EXS+</li> <li>Year 6: 77% EXS+</li> </ul>
<b>Maths</b> <i>Attainment at end of year</i>	<p><u>Arithmetic</u></p> <ul style="list-style-type: none"> <li>Year 3: 59% EXS+</li> <li>Year 4: 56% EXS+</li> <li>Year 5: 63% EXS+</li> </ul> <p><u>Reasoning</u></p> <ul style="list-style-type: none"> <li>Year 3: 66% EXS+</li> <li>Year 4: 44% EXS+</li> <li>Year 5: 41% EXS+</li> </ul> <p>Year 6 SAT: 54%</p>	<p><u>Arithmetic</u></p> <ul style="list-style-type: none"> <li>Year 3: 79% EXS+</li> <li>Year 4: 86% EXS+</li> <li>Year 5: 76% EXS+</li> </ul> <p><u>Reasoning</u></p> <ul style="list-style-type: none"> <li>Year 3: 82% EXS+</li> <li>Year 4: 87% EXS+</li> <li>Year 5: 63% EXS+</li> </ul> <p>Year 6 SAT: 72%</p>

Our focus for the academic year 2024-2025 will be spelling as for the first time in a long time, our SPaG SATs results were slightly below national average. When analysing why, we could see that our children's grammar knowledge but was strong but their spellings were not.

## 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*

<b>Programme</b>	<b>Provider</b>
Power Maths	Pearson
Little Wandle	Letters and Sounds
Times Table Rockstars	TT Rockstars