



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

Lodge Farm Primary School			
Detail	2023-24	2024-25	2025-26
Number of pupils in school (exc. Nursery)	400	385	
Proportion (%) of pupil premium eligible	18.5% (74)	18.7% (72)	
Academic year/years that our current pupil premium strategy plan covers	2023-2027		
Date this statement was published	September 2023	September 2024	September 2025
Dates on which it will be reviewed	July 2024	July 2025	July 2026
Statement authorised by	Angie Smith (Acting Headteacher)		
Pupil premium lead	Alexa Simpson (Assistant Head)		
Governor lead	Naomi Rose		

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,352.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
TOTAL BUDGET FOR THIS ACADEMIC YEAR	£126,352.00

Part A: Pupil premium strategy plan

Statement of intent

INTENT

At Lodge Farm, our main objective is to close the gap between disadvantaged and non-disadvantaged/vulnerable pupils.

IMPLEMENTATION

We aim to do this by:

- ✓ All staff aware of who their disadvantaged pupils are
- ✓ Quality first teaching
- ✓ All disadvantaged pupils are a focus reader
- ✓ All disadvantaged pupils have access to enabling environments and quality books
- ✓ Opportunities to support parents to work in partnership to close gaps
- ✓ Regular tracking of disadvantaged pupils
- ✓ Action plan renewed termly to ensure impact
- ✓ All stakeholders aware of targeted groups and impact

IMPACT

The impact of actions will be measured through:

- ✓ Pupil progress meetings
- ✓ Tracking data
- ✓ Focus group impact through interviews with staff and pupil voice
- ✓ Attendance
- ✓ Parental engagement
- ✓ Planning and book scrutiny

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between disadvantaged and non-disadvantaged pupils (with focus on Reading, Writing and Maths)
2	Many of our pupil premium require additional support to develop their language and acquire a rich vocabulary, particularly upon entry to the Early Years.
3	A significant number of pupils have experienced Adverse Childhood Experiences (ACE's) which have impacted their families and the ability to access learning and the full school experience.
4	Many of our pupil premium learners' attendance levels are below that of non-pupil premium learners.

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 accelerate the progress and narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	100% of PPG children to make at least expected progress 100% of Non-SEND/EYFS PPG children to achieve a GLD
To provide enhanced support to meet the social, emotional, and mental health needs of pupils across the school.	100% of pupils to access Jigsaw PSHCE program 100% of pupils to access Pastoral support where needed
To ensure Early Years are fully equipped to achieve their target for GLD by the end of Reception.	100% of PPG children achieving target for GLD 100% of children to be visited during transition meeting periods (at home or school)
Attendance for PPG to improve	100% of PPG pupils to have an improvement on their attendance.

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: £46,149.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership of standards and pupil premium</p> <ul style="list-style-type: none"> • Maintaining high quality first teaching, learning and assessment for disadvantaged pupils through robust performance appraisal • Tracking of achievement of disadvantaged pupils, through regular pupil progress meetings • Reviewing provision and intervention to accelerate attainment & progress • Targeting support for disadvantaged pupils with complex vulnerabilities e.g. attendance; child protection; family support <ul style="list-style-type: none"> • Reporting to local governing body on outcomes for disadvantaged pupils 	<p>https://educationendowmentfoundation.org.uk/public/files / Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <ul style="list-style-type: none"> • “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” • Disadvantaged pupils with high attainment are especially at risk of under-achievement <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p> <ul style="list-style-type: none"> • “The research evidence shows that improving the effectiveness of teachers would have a major impact on the performance of the country’s schools; this work aims to develop specific, evidence-based proposals to achieve this.” <p>With quality first teaching and tracking pupil progress, pupils can be targeted for interventions to accelerate attainment and progress.</p>	<p>1, 2, 3, 4</p>

<p>Continued professional development for teachers</p> <ul style="list-style-type: none"> • Advise on improving attainment for disadvantaged pupils • Pupil Premium mapping across classes • PP Lead to access latest training and advice • Therapeutic steps training or refresher training with AS updating trainer training • Early Years to access therapeutic training for EY (TAB training) <ul style="list-style-type: none"> • White Rose maths training provided for all teaching staff 	<p>https://www.besa.org.uk/insights/importance-continued-professional-development-teachers/</p> <ul style="list-style-type: none"> • CPD has been shown to increase teacher motivation, confidence and commitment to teaching. Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment. <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <ul style="list-style-type: none"> • Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. 	<p>1, 3, 4</p>
<p>Implementation of an ambitious and robust curriculum</p> <ul style="list-style-type: none"> • Embedding high quality teaching (Herts for Learning (HfL) – White Rose, Essential Writing. • WOW days across the school • RING lessons • High expectations so that all pupils, regardless of background, reach their intended curriculum end points in all subject areas <ul style="list-style-type: none"> • Targeted academic support, based on teacher assessment and observations (Numbots, Lexia interventions) 	<p>https://www.powerschool.com/blog/7-reasons-why-your-curriculum-matters-more-than-you-think/#:~:text=A%20good%20curriculum%20sets%20measurable,kept%20up%2Dto%2Ddate.</p> <p>A good curriculum is never a one-and-done initiative. Revisiting it regularly allows you to review how things are going and make room for new topics that are relevant today. A good curriculum sets measurable outcomes and tracks progress throughout the year. Teachers get a better view of what’s happening in the classrooms, so students know where they stand, and parents are kept up-to-date.</p>	<p>1, 2, 3</p>
<p>Training for staff in the Early Years to ensure children are ready and on track to meet GLD</p> <ul style="list-style-type: none"> • HfL EYFS advisor visits to promote the classrooms- inside and outside • EYFS Lead to provide training to ensure high quality interactions for all children • Reception White Rose collaborative planning workshops • Weekly EYFS meetings to ensure good practise across EYS 	<p>https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning</p> <p>“Positive outcomes have been identified for a range of early learning outcomes including language, early literacy, early numeracy and a range of other cognitive outcomes. Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.”</p>	<p>1, 2</p>

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

Budgeted cost: £14,517.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one support for Speech and Language</p> <ul style="list-style-type: none"> • Provision of targeted support for children across the school with speech and language difficulties. • Increase hours for speech and language support due to increase in need across the school • Speech and Language interventions for Reception and Nursery children 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <ul style="list-style-type: none"> • Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <ul style="list-style-type: none"> • On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. • Language interventions with frequent sessions over a sustained period may have a larger impact, overall. 	<p>1, 2</p>
<p>Classroom Support Staff</p> <ul style="list-style-type: none"> • 1:1 support • Boosters • Interventions • Pre-teaching • Small group work • Relevant CPD provided for TAs 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <ul style="list-style-type: none"> • EEF Tool Kit (2021) evidences positive impact (+5 months) of 1:1 tuition. Support will be focussed initially on reading fluency and maths, addressing any gaps in knowledge or misconceptions <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <ul style="list-style-type: none"> • EEF Tool Kit (2001) evidence shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact (+4 months), in particular when this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. • Support staff will be able to provide 1:1 tuition effectively through interventions, pre- teaching and boosters. 	<p>1, 2, 3</p>

<p>Year 6 support</p> <ul style="list-style-type: none"> • Preparing PPG pupils for secondary through 'transition project' • Smaller class sizes for Maths and English through a third teaching group • Booster clubs running for Maths and English <ul style="list-style-type: none"> • SATs bootcamp 	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p> <ul style="list-style-type: none"> • Digital technology – there is clear evidence that technology approaches are beneficial for writing and maths practice. 	<p>1</p>
<p>Curriculum support</p> <ul style="list-style-type: none"> • Tapestry • TT Rock Stars and Numbots • Programs used for identified pupils to close the gaps in learning in school. <ul style="list-style-type: none"> • Log ins given to parents for pupils to use at home 	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> <p>Parental engagement can depend on parental aspirations for their children but with support from school can raise their children's aspirations.</p> <p>Targeted academic support for pupils across the school, with access available at home to support learning further.</p>	<p>1, 2</p>

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

Budgeted cost: £65,648.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker</p> <ul style="list-style-type: none"> • Supporting PP parents and learners with targeted interventions, including attendance • Running morning breakfast club for PP learners • Uniform support (every PP child will receive a new sweatshirt at the start of the school year) • Games swaps • Community outreach events and coffee mornings • Transition support including bespoke programmes alongside secondary schools 	<p>https://educationlibrary.org/maslows-hierarchy-of-needs-in-education/</p> <ul style="list-style-type: none"> • Research by Maslow (1943) evidences that in order to be successful learners, children must have their belonging and esteem needs met. The Family Support Worker role ensures early identification through tools such as the Boxall Profile, and timely support to ensure that children’s social and emotional needs are well met. <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <ul style="list-style-type: none"> • EEF Tool Kit (2021) evidences focused work on self-regulation skills has a high impact on progress (+8 months). <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <ul style="list-style-type: none"> • Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <p>Early family intervention is key in ensuring that all members of the family can flourish. Research including Cleaver, Unell and Aldgate (2011) evidences the impact parental wellbeing can have on children’s wellbeing and development.</p>	<p>2, 3, 4</p>
<p>Enrichment activities to enhance the curriculum.</p> <ul style="list-style-type: none"> • School trips • Residential trips • Extra-curricular clubs, including lunchtime clubs • School events with parental involvement • Book fair participation • Financial support with additional curriculum expenditure (e.g. 	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odd_s_report.pdf</p> <ul style="list-style-type: none"> • “Against the Odds” Social Mobility Commission states that schools with ‘hidden resources’, such as an ability to draw upon and enhance parental engagement are more successful in ensuring accelerated progress for Pupil Premium learners. • Parental engagement, and a more positive view of school, is developed through activities that encourage participation. <p>Children who are exposed to enrichment activities and trips develop a greater sense of belonging, enjoy school (and</p>	<p>1, 2, 3, 4</p>

<p>swimming lessons and violin lessons)</p>	<p>therefore have better attendance) and have an enhanced knowledge and understanding of the world. This builds their cultural capital, and leads to enhanced educational and employment outcomes. (Bennet et al, 2009)</p> <p>It is essential for the children’s wellbeing and sense of belonging that they can participate in these activities if they wish to.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <ul style="list-style-type: none"> • Whilst unable to prove the connection between physical activity and increased academic results, the EEF state that it is crucial to ensure that pupils access high quality physical activity for the other benefits and opportunities it provides. As part of the National Curriculum, children must be able to swim 25m by the time that they leave primary school. 	
<p>PSHE</p> <ul style="list-style-type: none"> • Identifying needs of individual children early and passing on to external support where needed. • ELSA and Family Support Worker – pastoral support available for identified pupils when needed. Support available for parents and family members. • Jigsaw implemented across the whole school • Nurture group in EYFS (Tub Club) • Mental Health support worker to support identified children • Wellness checks- Half termly ‘drop ins’ to check on pupils - one year group a half term/focus group • Support provided from Mental Health Lead <ul style="list-style-type: none"> • Counselling Service and Protective Behaviours Support Groups 	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teach-ing-learning-toolkit/social-and-emotional-learning/</p> <ul style="list-style-type: none"> • On average, SEL interventions have an identifiable and valuable im-pact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. • Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/social-and-emotional-learning-strategies</p> <ul style="list-style-type: none"> • On average, children who take part in SEL interventions make around three additional months’ progress in early years settings and reception classes. The evidence suggests that SEL strategies can have a positive impact on young children’s social interactions, attitudes to learning, and on aspects of early learning across the curriculum. <p>Whole school curriculum in place to support the social and emotional wellbeing of all pupils, as well as access to pastoral support for identified pupils.</p>	<p>1, 2, 3, 4</p>

<p>Career Day</p> <ul style="list-style-type: none"> • Invite guest speakers to talk about their careers to inspire our students and to begin to think about life after school (Police, Doctor, Electrician, Beautician, Singer, Footballer). A variety of careers. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>“Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.”</p> <p>Focusing on the ‘how to get there’ to ensure our children are aware of what they need to do to achieve their aspirational goal after school.</p> <p>This received positive feedback from both staff and children (see pupil feed-back forms) so will do this again.</p>	<p>1, 3,</p>
<p>Rigorous approach to monitoring attendance, identifying and addressing barriers</p> <ul style="list-style-type: none"> • Attendance Team including ‘front of house’ school figures • Engaging directly with families • Tracking and monitoring data • Liaise with Attendance Officers • Generate attendance support plans • Provide pastoral support to encourage attendance • Breakfast provision • Raise the profile of attendance 	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>“Essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances.”</p> <p>“For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.”</p>	<p>4</p>
<p>Early Years home packs</p> <ul style="list-style-type: none"> • All children in receipt of EYPP funding to be given a home pack to support in identified areas for development e.g. Phonics activity to support early Literacy or number games for early Maths. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> <ul style="list-style-type: none"> • Studies indicate that involving parents in developing early literacy strategies can be beneficial • Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. 	<p>1, 2</p>

<p>Providing books to promote love of reading for children</p> <ul style="list-style-type: none"> • All children in receipt of PP funding will be gifted a book to keep – class book chosen by class teacher. • ‘Book Swap’ during World Book Day – to be kept open for Breakfast Club so that PP children can utilise this. 	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>The benefits of reading for pleasure are:</p> <ul style="list-style-type: none"> • Reading attainment and writing ability; • Text comprehension and grammar; • Breadth of vocabulary; • Positive reading attitudes; • Greater self-confidence as a reader; • Pleasure in reading in later life; • General knowledge; • A better understanding of other cultures; • Community participation; and • A greater insight into human nature and decision-making. 	
---	--	--







Total budgeted cost: £111,185




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 2023-2024 academic year.

Impact from the previous strategy was not seen in the data below. For this reason, as well as there being changes in leadership within the school, this new strategy has been written. This focuses more comprehensively on research into key areas of need within the school and is rigorous in ensuring that impact will be closely monitored and adjustments made where necessary.

Activity	Outcomes																						
Pastoral support	<p>Throughout 2023-24, we made significant changes to our use of our Family Support Worker. Through development of this role, and the strategies use to greatly improve parental engagement, we have found that parents are interacting as a school community more effectively. We have decided to continue with this through a continuation of developing our Family Support programme, including creating a designated meeting space for the families to meet with our Family Support Worker and receive any support measures necessary.</p> <p>Due to the SEMH and ACEs needs that our children are faced with, we had begun to develop our pastoral support with a focus on emotional literacy. This will continue this year with the creation of a designated space for our ELSA to work with a range of children and support them with their needs. We also plan to greater utilise Mabel counselling services for those that need it as this proved successful last year, with children modelling the strategies for anger management that they had been taught. We are also planning on developing our pastoral team so that our Mental Health and PSHE Lead is able to work alongside our Behaviour Lead. They will implement new initiatives throughout the school in support of children’s mental health and wellbeing, ensuring that this underpins everything we do.</p>																						
Attendance data	<p>As of September 2023, a new system of tracking and monitoring attendance was put in place. This ensures every child’s attendance is carefully monitored and that parental contact will be made immediately with any dip in attendance. Rigorous support is in place for those who need it.</p> <table border="1"> <thead> <tr> <th colspan="2">Pupil Premium persistent absentees (<90%)</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>48.3%</td> </tr> <tr> <td>2023-24</td> <td>34% </td> </tr> <tr> <td>2024-25</td> <td></td> </tr> <tr> <td>2025-26</td> <td></td> </tr> </tbody> </table> <p>There has been a considerable drop in children who qualify for PP and are classed as persistently absent. The procedures implemented at the start of this strategy are working as the parents are more aware of our procedures and how to get further support should they need it.</p> <table border="1"> <thead> <tr> <th>Attendance (%)</th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>89.39</td> <td>93.88</td> <td>-4.49</td> </tr> <tr> <td>2023-24</td> <td>90.62</td> <td>94.77</td> <td>-4.15 </td> </tr> </tbody> </table> <p>There is a gradual improvement being made across the school. We will continue to focus our strategy towards children who qualify for Pupil Premium, and implement further support for families through the use of our Family Support Worker and the planned new ‘open door’ policy.</p>	Pupil Premium persistent absentees (<90%)		2022-23	48.3%	2023-24	34% 	2024-25		2025-26		Attendance (%)	Pupil Premium	Non-Pupil Premium	Gap	2022-23	89.39	93.88	-4.49	2023-24	90.62	94.77	-4.15 
Pupil Premium persistent absentees (<90%)																							
2022-23	48.3%																						
2023-24	34% 																						
2024-25																							
2025-26																							
Attendance (%)	Pupil Premium	Non-Pupil Premium	Gap																				
2022-23	89.39	93.88	-4.49																				
2023-24	90.62	94.77	-4.15 																				
EYFS data																							

	Achieved GLD	Pupil Premium	Non-Pupil Premium	Gap
	Summer 2023			
	Summer 2024	40%	68.3%	-28.3
	Summer 2025			
Reading data	Achieved ARE in Reading by the end of KS2	Pupil Premium	Non-Pupil Premium	Gap
	Summer 2023	47.1%	76.3%	-29.2
	Summer 2024	69.2%	83.7	-14.5 
	Summer 2025			
	The gap between PP and non-PP is becoming smaller, however, there is still a way to go to ensure that this gap is closed. We believe that developing the love of reading will support this, combined with placing greater emphasis on active learning and oracy within every lesson.			
Writing data	Achieved ARE in Writing by the end of KS2	Pupil Premium	Non-Pupil Premium	Gap
	Summer 2023	35.3%	86.0%	-50.7
	Summer 2024	46.2%	53.5%	-7.3 
	Summer 2025			
	Improving writing is a whole school priority on the School Development Plan and so the planned strategies for the whole school training and support will work in line with the new PP strategy. We recognise that developing oracy and vocabulary is a need within the school and increasing pupil engagement with the lessons is a priority.			
Maths data	Achieved ARE in Maths by the end of KS2	Pupil Premium	Non-Pupil Premium	Gap
	Summer 2023	41.2%	76.7%	-35.5
	Summer 2024	53.8%	76.7%	-22.9 
	Summer 2025			
	We are continuing to implement strategically focused groups in maths, particularly in Year 6, and using a significant CPD package in school, using the Herts for Learning Maths Advisor. Introducing Numbots lower down in the school will help our younger pupils to develop the quick mathematical links that are needed in the higher years.			

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
Wellcomm Language Toolkit GL Assessment	Wellcomm Language Toolkit GL Assessment
Mabel	Mabel Therapy
TT Rock Stars	Times Table Rock Stars
PKC	Primary Knowledge Curriculum
Monster Phonics	Monster Phonics
Essential Writing	Herts For Learning
White Rose Maths	White Rose Maths

