

Pupil premium strategy statement Latton Green Primary Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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.

School overview

Detail	Data
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 - 2024-2025, 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Emily Allen
Pupil premium lead	Emily Allen
Governor / Trustee lead	Fran Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,459
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£59,459

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils. A pupil is identified as pupil premium if they:

- are eligible for free school meals or have been eligible in the previous six years
- have been looked after, or are covered by a guardianship or residency order
- have been adopted from care
- have a parent serving in the armed forces

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation –
The EEF Guide to Pupil Premium funding

For further details visit:

<https://educationendowmentfoundation.org.uk/public/files/Publication s/Pupil Premium Guidance iPDF.pdf>

At Latton Green Primary Academy we are committed to addressing disadvantage; within our school, trust, wider community and on a national level. Fundamentally, we want to empower our community and all its stakeholders, to think and act differently when addressing the causes of socioeconomic disadvantage on learning. We have a disadvantaged strategy this has highlighted five core elements to focus on, all of which mirror national research and have assisted Latton Green to develop a long-term approach, focussed specifically upon the needs of our pupils. The five core elements are:

- Relationships;
- Metacognition and self-regulated learning;
- Social, emotional and mental health (SEMH);
- Language development and communication;
- EYFS.

We recognise that the bedrock on which all other elements need to be established is **relationships**; especially as the foundation for learning. Our plan focuses specifically on evidence-based practice of the five key elements to champion our Pupil Premium pupils - ‘Learners not labels’. Likewise, we have a nominated governor with a specific ‘Disadvantaged Strategy’ focus, who is also responsible for measuring the strategies impact upon our pupils and families; our culture of **‘purpose, positivity and regular reflection’** (Rowland 2021) for our pupils, drives aspirations and better outcomes for our whole school community.

It is recognised that support from governors needs to be long-term and that there should be an understanding from all parties that our aims are also long term and that the impact will not be immediate (tiered-approach). In order to ensure all our disadvantaged strategy aims are met, we have established a whole school culture - a collaborative approach *with* SLT, teachers, pupils and governors - championing the view, that education has a powerful role to play in the improvement of life changes and life choices, irrespective of socioeconomic background. This rationale has been adopted by the whole school, to inform an evidence-informed strategy focussing on our pupils’ most pressing issues. Quality first teaching (including the appointment of specialist teachers) is not sufficient, alone. As a result, our funding is to be used to develop staff through weekly, **high quality**, professional development; in relationships, metacognition and self-regulation, social, emotional, mental health and well-being and language development and comprehension. Similarly, funding will provide wider family support - both inside and outside of the classroom; an established family support team, a Family Liaison Officer, Place

To Talk, trust Safeguarding Lead. All services provide a cohesive strategy for improved outcomes for our pupils.

Moreover, we recognise that early intervention is critical. The earlier we can intervene, and improve our disadvantaged pupils as learners, the better chance they will have of thriving throughout their schooling. Interventions align to our more long-term, wider school development plans (SIP/subject action plans) and partnerships. For example, for the past two years we have been working with Herts for Learning and their Early Years Team to support our Early Years provision alongside our new curriculum and Year 1 transition. Similarly, this year, we will elevate our Oracy Classroom Practice following the Voice 21 approach and framework. Research indicates that both of these initiatives address the impact of socioeconomic disadvantage on learning in the long term - the **causes** rather than the **symptoms**.

Finally, our evidence of need is identified through diagnostic assessment (academic and pastoral), pupil voice, teacher voice, classroom observations, open, honest discussions with families and an in-depth understanding of our community in Harlow and the challenges our pupils face.

‘Effective assessment helps support better learning.’

(M.Rowland, 2021)

Challenges

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

Challenge number	Detail of challenge
1	Language development and comprehension - Vocabulary gap between disadvantaged and non-disadvantaged.
2	Attendance gap between pupil premium and non-pupil premium
3	SEMH behaviours (TPP/Zones of regulation/my Happy mind) including pupil well-being
4	Metacognition – Developing independent self-regulation and learning behaviours
5	Early Years - School readiness due to low starting points

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
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<p>1. Language development and comprehension - Vocabulary gap between disadvantaged and non-disadvantaged.</p> <ul style="list-style-type: none"> • A vocabulary-rich environment • Teacher questioning • Talk sentence and sentence stems planned for and modelled across the curriculum • The implementation and embedding of Trust Oracy Strategy. • Quality Professional Development (weekly INSETs/coaching/triads/Peer observations). <p>Oracy-led approach to assemblies (class/phase and whole school).</p>	<p>Pupils show an understanding of vocabulary in lessons, including Tier 2 and 3</p> <p>Pupils use the taught words in speaking and writing</p> <p>There is evidence that vocabulary teaching is enabling pupils to articulate ideas with greater clarity</p> <p>Pupils show understanding of the 'gist' of a text through summary</p> <p>Teachers engage more pupils in thinking/responding when asking questions of the class, e.g. using mini whiteboards</p> <p>More detailed and academic pupil explanations</p> <p>More extended dialogue</p> <p>More questions about vocabulary from both the teachers and the pupils</p> <p>Examples of 'word consciousness'</p> <p>More vocabulary edits in pupils' books</p> <p>Written expression in pupils' books more sophisticated</p> <p>A word rich classroom climate 6</p> <p>The removal of scaffolds for all learners, including those with SEND, therefore increasing independence</p> <p>This then leads to: Pupils meeting national standards in reading, writing and spoken language and make good progress from their starting points. Confident, <i>fluent</i> readers.</p> <p>Pupils with a love of reading with access to quality texts.</p> <p>EYFS filling the 'word' gap ensuring an easy transition into KS1.</p> <p>Likewise, all KS1 pupils access the KS2 curriculum, and KS2 access KS3 curriculums.</p> <p>Fluent writers with a good grasp of GPS.</p> <p>Confident speakers – proficient with sentence stems/sense of audience/Oracy Framework</p>
<p>2. Attendance</p> <ul style="list-style-type: none"> • Pupil Premium attendance increases so that more learning can take place. • Pupils access classroom learning daily to support meeting national standard and closing gaps in all subjects. 	<p>The gap between those disadvantaged and non-disadvantaged closes, increasing time at school.</p> <p>Access to breakfast club to facilitate attendance.</p>

<p>3. SEMH</p> <ul style="list-style-type: none"> • Trauma Perceptive Practice: enabling adults to understand behaviour and support the emotional wellbeing of children. • Zones of Regulation: providing children with the language of their emotions • myHappymind programme: providing children with strategies to identify and move through their emotions appropriately 	<p>Positive relationships and readiness for learning across the school.</p> <p>Pupils access learning and have secure attachment in the school setting.</p> <p>Pupils develop strategies for self and coregulation meaning they can return to learning quicker when dysregulated.</p> <p>Parents become skilled in the language of TPP and manage challenging behaviours at home (SEMH).</p> <p>Higher engagement for families in need of support. Non-judgemental attitudes to encourage early help.</p> <p>An established family support team (FLO/SEND Team/AHT/DSL) providing a cohesive strategy for improved outcomes..</p> <p>Children understand the science of the brain and the impact on their feelings and emotions.</p>
<p>4. Metacognition and Self-regulation</p> <ul style="list-style-type: none"> • Cycles of quality professional development. • Explicit teaching of the metacognitive process, through whole-class teaching and interventions, with a focus on early reading and early maths. • Leaders consistently quality assure, coach and support across the curriculum, ensuring sustained improvements in teaching and learning that have a lasting, positive impact on pupil outcomes. 	<p>Pupils' behaviours for learning and self-regulation are reflected in daily lessons:</p> <p>Pupils using subject-specific sentence/question stems</p> <p>Pupils trying out different approaches/identifying the best strategy.</p> <p>Pupils using strategies other than asking for teacher support when stuck</p> <p>Explicit teacher modelling which pupils emulate</p> <p>Pupils regularly looking back over prior learning</p> <p>Children understand metacognition + cognition + motivation = self-regulated learners.</p> <p>Accelerated progress from starting points (up to seven months) through the provision of high-quality, low-cost pedagogy for all staff and pupils. Improved behaviours for learning.</p> <p>Teachers demonstrate strong subject knowledge across all curriculum areas and consistently apply effective teaching strategies that enhance pupil learning.</p> <p>Teachers facilitate and pupils demonstrate more mature learning behaviours that ensure well-prepared discussion, depth of thought and active, accountable participation.</p>

<p>5. Early Years – school readiness due to low starting points</p> <ul style="list-style-type: none"> • Focus on communication and the linked skills of language, self-regulation, social and emotional development along with the importance of attachment • Early intervention and targeted support • Closing the word gap • Teachers provide a vocabulary rich environment • Opportunities for parental engagement • Support and continued professional development from EY consultants 	<p>Meaningful and accurate assessment of language through WellComm to ensure targeted support and interventions can be provided</p> <p>Pupils are expected to speak in full sentences with adults modelling ambitious vocabulary</p> <p>Pupils’ use of language is developed in line with age-related expectations</p> <p>Pupils achieving a ‘<i>good level of development</i>’ by the end of Reception</p> <p>EYFS Parents feel empowered to support and help children with their learning.</p> <p>Schools effectively implement <i>Strong Foundations</i>, ensuring pupils develop secure foundational knowledge and skills that prepare them for future learning.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged champion in school upskills ALL school staff on how this is part of good practice and whole school ethos. To enhance teaching and learning through a structured programme. Upskilling ALL school staff.	<ul style="list-style-type: none"> Quality Assurance of Teachers' Continuing Professional Development – Rapid Evidence Review (Wellcomm; April 2019) Teacher Feedback to Improve Pupil Learning (EEF; Sept 2021) Addressing Educational Disadvantage in schools and colleges (Marc Rowland; 2021) - A whole Essex approach to 'focus on the causes of disadvantage, not the symptoms.' (Marc Rowland 2021) A 'learning led approach', not a 'label led approach' through the Disadvantaged Strategy - to fully address disadvantage. 	<p>1 – Vocabulary Gap (Language and communication)</p> <p>2 - Attendance</p> <p>3 – TPP</p> <p>4 – Metacognition and Self-regulation</p> <p>5 – Early Years</p>
Identifying Tier 3 vocabulary in all areas and exposing this through direct teaching, texts and modelling via everyday interactions.	<ul style="list-style-type: none"> Addressing Educational Disadvantage in schools and colleges (Marc Rowland; 2021) Closing the Vocabulary Gap (Alex Quigley; 2021) Oral Language Interventions (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 	<p>1 – Vocabulary Gap (Language and communication)</p> <p>4 – Metacognition and self-regulation</p> <p>5 – Early Years</p>
Music and PE specialist teachers to enhance learning, cultural capital and teacher development.	<ul style="list-style-type: none"> Specialist Teachers or Teachers who Specialise? (Research School Network; 4 May, 2020) https://researchschool.org.uk/news/specialist-teachers-or-teachers-who-specialise 	<p>1 – Vocabulary Gap (Language and communication)</p> <p>3 – SEMH</p> <p>4 – Metacognition and self-regulation</p> <p>5 – Early Years</p>

Establishment of shared TDL (Teaching and Development Lead) role to enhance ECTs and subject leaders.	<ul style="list-style-type: none"> What are the characteristics of teacher professional development that increase pupil achievement? Protocol for a systematic review (Sims et al; January 2021) 	1 – Vocabulary Gap (Language and communication)
Strong mentor programme to support both first and second year ECTs	<ul style="list-style-type: none"> Retain: CPD for Early Career Teachers of KS1 - Pilot report and executive summary (EEF; May 2018) 	3 – SEMH
		4 – Metacognition and self-regulation
		5 – Early Years

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics 1:1 catch up sessions and small group sessions. (OM)	<ul style="list-style-type: none"> Phonics (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics One to one tuition (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition 	1 – Vocabulary Gap (Language and communication)
		4 – Metacognition and self-regulation
		Early Reading/maths
		5-Early Years
Development Days from Ruth Miskin to support leadership (EY Lead/Phonics Lead)	<ul style="list-style-type: none"> Effective Professional Development – Guidance Report (EEF; October 2021) How do school leaders successfully lead learning? (NCSL -2011) Leadership for closing the gap and reducing variation in outcomes: developing a framework for action (NCSL - 2011) 	1 – Vocabulary Gap (Language and communication)
Metacognition and self-regulation training		2 – Attendance
		3 – SEMH
		4 – Metacognition

<p>TPP – Family relationships and Belonging training</p>	<ul style="list-style-type: none"> EEF Metacognition and Self-regulated Learning Guidance Report - Seven recommendations for teaching self-regulated learning and metacognition <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH---Trauma-Perceptive-Practice.aspx</p>	<p>and Self-regulation.</p> <p>5- Early Years</p>
<p>Further EPS/CUL/WellComm/Visual Coding/Breaking Barriers/Smart thinking/ Time to Talk/Talk About Morph mastery/Analytic phonics/RWInc sessions.</p> <p>Reading and Writing Strategy/Toolkit 'Talk for writing'</p> <p>Vocabulary Toolkit</p> <p>Metacognition Toolkit</p> <p>Oracy focus - commitment to developing spoken language</p>	<ul style="list-style-type: none"> Machin, S., Murphy, R., Hanushek, E. (2011). Improving the impact of teachers on pupil achievement in the UK – interim findings. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (EEF: Oral Language Intervention Research) Supporting pupils with SEND – 3 key messages for schools (EEF; 2018) https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-with-send-what-weve-learned-so-far https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Standardised tests (PUMA/PIRA) and Gap Analysis to drive interventions and need. 	<p>1 – Vocabulary Gap, Language and communication</p> <p>2 - Attendance</p> <p>4 – Metacognition and Self-regulation.</p> <p>Early Reading & Phonics, Numeracy</p> <p>4 – Metacognition and Self-regulation.</p> <p>Early Reading & Phonics, Numeracy</p>

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

Budgeted cost: £19,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Raising attendance through strong communication, targeting those under 96.5%.	<ul style="list-style-type: none"> An evidence informed approach to improving attendance (Research Schools Network; March 2018) https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance Nudge theory argues that if we wish to alter people's behaviour in a particular direction, it's more effective to encourage positive choices rather than restricting unwanted behaviour with sanctions. Improving school attendance: support for schools and local authorities (DfE – 27th September 2021) https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities 	<p>2 – Attendance</p> <p>3 – Metacognition and self-regulation</p>
Further establishing Trauma Perceptive Practice with staff training and school systems, coupled with Evolve and Adapt, My Happy Mind services for further support MIND Essex Inclusion Partner (EP)	<ul style="list-style-type: none"> Mental health and behaviour in schools (Department for Education; 2018) Whole school approaches to promoting mental health: what does the evidence say? (UBPU: Manchester Institute of Education; 2021) 	3 - SEMH
Family Liaison Officer appointed and based at the school to engage with families in need of support. EWO – to discover the needs of families and challenges to attendance.	<ul style="list-style-type: none"> Engaging families in learning – A thematic inspection of family learning (Education Scotland; February 2021) <p>Early Intervention is key</p> <ul style="list-style-type: none"> An evidence informed approach to improving attendance (Research Schools Network; March 2018) https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance 	<p>3 – SEMH</p> <p>2 – Attendance</p>

Total budgeted cost: £59,459

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This Pupil Premium Strategy Plan is continued from the previous (2024-2025) academic year as part of a 3-year programme. Pupil evaluations were undertaken throughout the academic year, with the school tailoring outcomes according to our gap analyses to prioritise learning.

The school uses standardised tests (PIRA, PUMA, GAPS) on a termly basis to oversee achievement. In addition, soft data e.g., pupil behaviours, relationships and provision are also taken into account to modify and develop further actions.

2024-2025	
Measure	Score
Achieving GLD at the end of EYFS	PP – 0/1 0% Non PP – 76.9% 20/26
Meeting expected standard in end of Year 1 Phonics Screening Check	PP –100% 4/4 Non PP – 79.2% 19/24
Meeting expected standard in KS1 reading	PP – 4/4 100% Non PP 20/26 77%

Achieving high standard in KS1 reading	PP - ¼ 25% Non PP - 5/26 19%
Meeting expected standard in KS1 writing	PP – ¾ 75% Non PP – 20/26 77%
Achieving high standard in KS1 writing	PP- ¼ 25% Non PP – 3/26 12%
Meeting expected standard in KS1 maths	PP - 4/4 100% Non PP - 20/26 77%
Achieving high standard in KS1 maths	PP – ¼ 25% Non PP – 8/26 31%
Meeting expected standard in KS2 reading	PP – 12/13 92.3% Non PP 13/17 76.5%
Achieving high standard in KS2 reading	PP - 5/13 38% Non PP - 8/17 47%
Meeting expected standard in KS2 writing	PP - 10/13 76.9% Non PP - 12/17 70.6%
Achieving high standard in KS2 writing	PP - 1/13 8% Non PP 3/17 17.6%

Meeting expected standard in KS2 maths	PP – 12/13 92.3% Non-PP 14/17 82.4%
Achieving high standard in KS2 maths	PP - 2/13 15% Non PP – 7/17 41%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	N/A

Further information (optional)

The school prides itself on being an inclusive school for all pupils. As a result of this, we also ensure that we provide ongoing funds for:

- *Extra-curricular clubs*
- *Breakfast Club;*
- *National Schools Breakfast Programme;*
- *EWASS (Educational Welfare), including attendance;*
- *Family Liaison Officer;*
- *Trust SEND team – including ASD, SpLD, Speech and Language specialists;*
- *Curriculum enrichment opportunities;*
- *Intervention programmes- support staff;*
- *Professional Development for teaching/support staff –on all 5 core elements of the Disadvantaged Strategy (Relationships, Metacognition and self-regulation, SEMH (through TPP and My Happy Mind), Language development and communication, EYFS);*
- *Graduate Pre QTS programme;*