

**Lowdham CE Primary School: Pupil Premium Summary – Summer 2025**

Area of interest	Outcomes	Evidence	Actions
Number of PP children in school to date (July 2025)	19/206	Data	Twice yearly Dojo posts to advertise PP.
% of children receiving funding	13.7%	Data	Link to check eligibility for FSM on website
Number of children receiving FSM	15/206 (7%)	Data	Advertised at ‘new starters’ meeting
PP SEND	2/19 Pupils (10%)	Data	1:1 support Group support
PP Elsa support	4/19 Pupils (21%)	Data	1:1 with ELSA for at least one 6-week block
Barriers/Challenges to our disadvantaged children	<p><u>Pupil Premium Strategy</u>                      Lack of stamina, resilience and organizational skills                      Impact on emotional and wellbeing of disadvantaged pupils                      Lack of home support – homework, reading, learning key information, parents evening attendance                      New to English – limited access to the curriculum                      No English spoken at home – limited parental involvement                      Limited experience of the world – first hand or through books (cultural capital)                      Some children with additional needs</p>	<p>Conversations with teachers</p> <p>Pupil Voice</p> <p>Data</p> <p>Homework club</p>	<p>Prioritising PP children in small group support in class and 1:1 intervention                      ELSA 1:1 support                      Retrieval practice to encourage ‘sticky knowledge’                      Reach out to EAL parents to ensure they are accessing information</p>
Opportunities for enrichment/cultural capital taken up by PP children	<p>Art: 1                      Forest School: 1                      Sewing: 1                      Taskmaster: 1                      Choir: 5                      Music lessons: 4</p> <p>School trips                      School residentials</p>	Data	Agreements in place with external teachers for clubs/lesson with financial cost (Choir is free – Young Voices places paid for through Pupil Premium.

**Love others; Everybody join in; Always do your best; Reach out; Never give up.**



PP attending breakfast/afterschool club	3 Pupils (15%)	Data	Discounted rates offered to PP children
Attendance	74% of PP children attendance above national average  Compared with: 85% of Non-PP children attendance above national average	Data	Extended breakfast club hours may encourage punctuality Reach out to parents  Look at introducing penalty fines as a deterrent to taking children out of school
Attainment	Phonics Year 1: 1/1  Y4 MTC: 2/5 score of 20-25 (40%)  KS1 Reading: 0/1 EXS or GDS (0%) KS1 Writing: 0/1 EXS or GDS (0%) KS1 Maths: 0/1 EXS or GDS (0%)  KS2 Reading: 4/4 EXS or GDS (100%) KS2 Writing: 3/4 EXS or GDS (75%) KS Maths: 3/4 EXS or GDS (75%)	Data Tests/Teacher Assessments	Pupil Progress Meetings: strategies agreed to boost children's attainment  Intervention strategies reviewed each term  Pupil Progress tracker in place
Monitoring	All teachers are responsible for tracking PP children's performance, to be reviewed at PPMs. Book looks: Twice per year Learning walks: Twice per year Pupil voice: twice per year	Data PP Lead folder	Continue monitoring according to timetable
Interventions	Written, actioned and reviewed each term – see Pupil Progress tracker where PP children are highlighted	Termly Pupil Progress tracker Data	1:1 reading with lowest 20% Teachers continue with trackers throughout the year, seeking to employ new strategies where appropriate

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