

## Pupil premium strategy statement – Lozells JIN school

This statement details our school's use of pupil premium (and recovery 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	458 (N- Y6)
Proportion (%) of pupil premium eligible pupils	289 – 63%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	Sept 2024 to Sept 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Avnish Dhesi
Pupil premium lead	Jessica Merritt
Governor / Trustee lead	Karen Grant

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£401,475
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	PP CFW £10, 360
<b>Total budget for this academic year</b> <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>	£401,475

## Statement of intent

### Our overarching whole school vision:

To teach and nurture the children of our community is a privilege.

Our families and children are ambitious for themselves and supportive of one another in a way that simply defines 'community'.

Our vision is for all our children to know that they are valued, can make a difference and can achieve great things through hard work and perseverance.

### Our school ethos is:

Everyone is entitled to be the best they can be.

We will enable children to learn, challenge them to think hard and guide their growth as young people.

They are their own future, their families' futures, our future.

Our children have differences, character and voices and we encourage this!

### Core curriculum drivers:

Our curriculum is underpinned by a series of key themes we have identified as a school – they drive the curriculum and personalise it to the ambition we have for all children at Lozells Primary school:

**Healthy Advocates, Respectful Citizens, Knowledgeable Scholars, Successful Achievers, Aspirational Learners and Confident Communicators.**

### Our key principles of our Pupil Premium Strategy are:

At Lozells School, we understand that some children experience life circumstances in which they face socio-economic challenges that can greatly impact their educational achievement. All members of staff and governors are committed to using an evidence-informed approach to meet the pastoral, social and learning needs of our disadvantaged pupils.

### Our ultimate objectives for our disadvantaged pupils are:

Our tiered approach in line with current EEF guidance, will address the following priorities and ensure that our disadvantaged pupils achieve:

1. **Fundamentally, high levels of attendance, health, well-being and personal development including a positive attitude towards their learning.**
2. **High communication skills; receptive and expressive skills, vocabulary acquisition and oracy – school will be supportive of children with SEND in this area.**
3. **Consistently high achievement in early reading - attainment and progress that is in line or above ARE and non-disadvantaged pupils nationally. Where children have identified SEND, pupils achieve the best possible outcomes and good progress from their starting points.**
4. **Consistently high achievement in all subjects, but with a focus in addition to English reading, English Writing, Maths and Science – attainment and progress that is in line or above ARE and the national average. Where children have identified SEND, pupils achieve the best possible outcomes and good progress from their starting points.**
5. **A wide understanding of the world, through curriculum-linked and additional well-planned enrichment opportunities to inspire children to be ambitious for their futures and their possible life choices.**

## Challenges

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

Challenge number	Detail of challenge
1	<p>Reception baseline</p> <p>This evidences that high proportions of pupils enter school below age-related expectations.</p> <p>September 2025 Reception Baseline has identified areas of significant concern in key areas impacting on GLD:</p> <p>Communication and Language:</p> <ul style="list-style-type: none"> <li>- Listening, Attention and understanding: 34% on track.</li> <li>- Speaking: 32% on track.</li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>- Writing: 27% on track.</li> </ul>
2.	<p>Expressive language</p> <p>This is a priority in EYFS and across the school so that children understand and use new vocabulary in their everyday experiences and can articulate themselves coherently.</p> <p>Autumn 2025: 71/100 children on the SEND register have Speech and language or communication needs.</p> <p>Autumn 2025: Reception CAL: Speaking Assessment data shows, 24/60 pupils are not on track to achieve the Speaking ELG.</p> <p>Expressive language</p> <p>This is a priority in EYFS and across the school so that children understand and use new vocabulary in their everyday experiences and can articulate themselves coherently.</p>
3.	<p>Phonics Achievement</p> <p>Autumn 2025 baseline data identified Phonics achievement in Years 1 as a priority.</p> <p>17/60 children are at risk of not passing their PSC in Year 1</p> <p>There are currently 18 children in Year 2 who did not meet the PSC threshold in Year 1 (13 PP eligible).</p>
4.	<p><b>Whole school attendance is sitting on the target of 95%.</b></p> <p>Autumn 2025: Whole school's attendance 95%</p> <p>Autumn 2025 - School currently has 57(47 PP Eligible) pupils vulnerable due attendance concerns</p> <p>Autumn 2024 – School currently has 74 (40 PP eligible) pupils vulnerable due to attendance concerns.</p> <p>Autumn 2023 - School currently has 87 pupils vulnerable due to attendance concerns.</p> <p>Autumn 2022 - School had 90 pupils vulnerable due to attendance concerns.</p>

		<b>2018-19</b>	<b>2019-2020</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
	<b>Overall attendance</b>		Covid significantly impacted	Covid significantly impacted	92.9% (93.7 NA)	92.7%	93.6%	95%
	<b>Ever 6-FSM attendance</b>	96.8% (94.4 NA)			93.9% (91.6% NA)	94.6% Aut+Spr	93.9%	94.5%
	<b>Non-FSM ever 6 attendance</b>	95.8% (96.5% NA)			91.7% (94.5%)	93.8% Aut+Spr	93%	96%
	<b>Gap</b>	+1			+2.2	+0.8	+0.9	-1.5%

	<b>PP</b>	<b>Non PP</b>
<b>Y1</b>	92.05%	94.21%
<b>Y2</b>	94.38%	93.96%
<b>Y3</b>	94.76%	95.56%
<b>Y4</b>	95.20%	95.73%
<b>Y5</b>	96.90%	96.68%
<b>Y6</b>	95.57%	95.60%

PP attendance by year group - Autumn 25- 26

Key Year groups to monitor – Year 1 and Year 2

Persistent Absences

<b>Year group</b>	<b>PP</b>	<b>Non PP</b>
<b>Y1</b>	20%	21.67%
<b>Y2</b>	20%	17.5%
<b>Y3</b>	15%	11.86%
<b>Y4</b>	13.46%	11.47%
<b>Y5</b>	9.09%	8.2%
<b>Y6</b>	13.73%	13.11%

Key Year groups to monitor-Year 2, Year 3, Year 4 and Year 5.

5.

**Mental Health and Well-being:**

	<p>The school currently has 35 pupils who are being supported or monitored through safeguarding and pastoral provision as 'Vulnerable Pupils' with an increase in self-esteem and mental health concerns.</p> <p>The school serves an area of high deprivation and is in the 10% most deprived in the country. The school has a deprivation indicator of 0.38 which is higher compared to NA indicator of 0.21 for income-deprived families.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for certain pupils. These challenges particularly affect our disadvantaged pupils, impacting on their attainment. Low self-esteem, emotional intelligence and resilience and ACES (Adverse Childhood Experiences) are some of the specific challenges amongst pupil premium pupils.</p> <p>Associated with this are complex social and environmental issues including severe income-deprivation, unstable housing and poor parental mental health and wellbeing which significantly affects pupil well-being.</p>
6.	<p>Identified SEND:</p> <p>A significant proportion of pupil premium pupils are also SEND which raises significant and individualised barriers to progress / attainment.</p> <p>The school currently has 100 children with identified SEND 22%. 70/100 70% are identified as disadvantaged under Pupil Premium funding.</p>
7	<p>Reading Achievement:</p> <p>Current TA Reading Data showed gaps in achievement between PP and Non-PP for our current 5 cohort.</p> <p>It is important to understand the contextual data:</p> <p>Year 5 cohort context: PP eligible 52/60, SEND 10/60, EAL 60/60</p>
8	<p>Mathematics Achievement:</p> <p>Current TA Maths Data showed gaps in achievement between PP and Non-PP for our current Year 4 cohort.</p> <p>It is important to understand the contextual data:</p> <p>Year 4 cohort context: PP eligible 52/60, SEND 10/60, EAL 40/60</p>
9	<p>Writing Achievement:</p> <p>Current TA data for Writing showed gaps in achievement between PP and Non-PP for our current Year 3, 4 and 6 cohorts</p> <p>It is important to understand the contextual data:</p> <p>Year 3 cohort context: PP eligible 40/60, SEND 13/60, EAL 43/60</p> <p>Year 4 cohort context: PP eligible 52/60, SEND 10/60, EAL 40/60</p> <p>Year 6 cohort context: PP eligible 51/61, SEND 18/61, EAL 47/60</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
Improved attendance figures across school and the narrowing of the gaps between disadvantaged and non-disadvantaged groups	Where attendance is below 93%, parents and carers of these pupils will be offered support in order to raise attendance.

Attendance of disadvantaged pupils will be monitored closely and increase where there are concerns.	Achievement of pupils who have attendance concerns (below 93%) will be monitored closely.
Achievement of disadvantaged pupils and non-disadvantaged pupils in EYFS is of a similar level and in line with National averages.	<p>Increased numbers of disadvantaged pupils will achieve the ELG of Maths and Literacy.</p> <p>Increased number of disadvantaged pupils will achieve a GLD in EYFS.</p> <p>All disadvantaged pupils with SEND will make good progress in reading from their starting points against the new EYFS framework.</p> <p>Disadvantaged children who have not been identified as having SEND, will be secure in phase 3 phonics and be working within phase 4.</p>
Achievement of disadvantaged pupils and non-disadvantaged pupils in Phonics is of a similar level and in line with the National average.	<p>Increased numbers of disadvantaged pupils will achieve the expected standard in the Year 1 and Year 2 Phonics check.</p> <p>All disadvantaged pupils with SEND will make good progress in phonics from their starting points.</p> <p>Gaps between disadvantaged and non-disadvantaged groups will be narrowed.</p>
Achievement of disadvantaged pupils and non-disadvantaged pupils in KS1 Reading, Writing and Maths is of a similar level and pupils have made good progress from their starting points.	<p>Increased number of disadvantaged pupils will achieve expected standard ARE in Reading, Writing and Maths at KS1 and at least in line with NA.</p> <p>Disadvantaged pupils with SEND will make good progress in KS1 Reading, Writing and Maths from their starting points.</p> <p>Gaps between disadvantaged and non-disadvantaged groups will be narrowed.</p>
Achievement of disadvantaged pupils and non-disadvantaged pupils in Year 4 MTC is of a similar level and pupils have made good progress from their starting points.	<p>Disadvantaged pupils will achieve an average score in line with non-disadvantaged pupils and NA.</p> <p>Gaps between disadvantaged and non-disadvantaged groups will be narrowed.</p>
Achievement of disadvantaged pupils and non-disadvantaged pupils in KS2 Reading, Writing and Maths is of a similar level and pupils have made good progress from their starting points.	<p>Increased number of disadvantaged pupils will achieve expected standard ARE in Reading, Writing and Maths at KS2 and at least in line with NA.</p> <p>Disadvantaged pupils who have not been identified as having SEND, will achieve at least ARE in KS2 Reading, Writing and Maths.</p> <p>Disadvantaged pupils with SEND will make good progress in KS2 Reading, Writing and Maths from their starting points.</p> <p>Disadvantaged pupils will achieve progress scores in line with the national average in Reading and Maths.</p> <p>Gaps between disadvantaged and non-disadvantaged groups will be narrowed.</p>

## 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: £ [78, 471.84]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality CPD for subject leads including:</p> <ul style="list-style-type: none"> <li>- EYFS leader training</li> <li>- CUSP Subject Leader Training</li> <li>- Science, History, Geography – association led training</li> </ul>	<p>The EEF identifies supporting high quality teaching as being pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Recommendations include - ensuring that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 2, 3, 4, 6,7,8,9
<p>High quality CPD for teaching team including:</p> <ul style="list-style-type: none"> <li>- Provision for pupils with SEND</li> <li>- Provision for pupils with EAL</li> <li>- Accredited SSP Phonics.</li> <li>- English Subject knowledge enhancement sessions</li> <li>- Kinetic Letters</li> <li>- Mastery Maths Subject knowledge enhancement sessions/Mastering.</li> <li>- Number sense NCETM project - training – KS2</li> </ul>	<p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702387918">https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702387918</a></p>	1, 2, 3, 4, 5, 6,7,8,9

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</a>	
<p>Smaller group teaching – EYFS and Year 6. This enables more direct feedback, effective monitoring of underachievement and modelling of metacognition strategies.</p> <p>Implementation of Rosenshine principles of effective instruction through whole school WALKTHRU techniques.</p>	<p>Some studies also have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1, 2, 3, 4, 6, 7,8,9
<p>Priority development of children’s reading fluency.</p> <ul style="list-style-type: none"> <li>- Accredited SSP – Floppy’s Phonics.</li> <li>- Effective use of Accelerated Reader – beginning in Summer Term Y2 – Y6.</li> <li>- Continued adaptation and implementation of CUSP English – Reading and Writing.</li> </ul>	<p>Research indicates Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Fluent reading supports comprehension because pupils’ cognitive resources can be redirected from focusing on word recognition to comprehending the text.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1, 2, 3, 6, 7, 9

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
<p>Promotion of high-quality dialogue within classrooms and the effective teaching of new vocabulary across the curriculum.</p> <p>Continued implementation of CUSP curriculum – Y1 – 6 in Science, History, Geography, Art, DT and French.</p> <p>Purchase of CUSP Early Foundations resources</p>	<p>Research indicates that exposing children to new vocabulary across all literacy activities and the wider curriculum also helps to ensure breadth and depth of vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2, 3, 6, 7, 9
<p>Review and develop whole school assessment systems to ensure effective use in identification of underachieving children and priority targets for intervention.</p> <p>Purchase PiXL subscription – KS1 and KS2.</p> <p>CUSP assessments</p>	<p>Ensuring teachers have the time to respond to misconceptions or gaps identified in assessments is an important priority.</p> <p>It is important that teachers understand the learning gaps of the pupils that receive small group tuition and using this knowledge to select curriculum content appropriately.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	1, 3, 6, 7, 8, 9

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

Budgeted cost: £ [232, 931.83] Teaching Assistants paid. Pupil premium staffing – Tas (minus Pastoral/attendance)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Assessment and delivery of TALKBOOST interventions across EYFS.	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2, 5
Targeted small group interventions led by teachers/intervention teachers – reading fluency/comprehension focus – PiXL therapies/ interventions/Same Day Catch up/ Ready to Progress Maths interventions/ White Rose resources/CUSP Strong Start Resources.	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2, 5, 6, 7, 8, 9
Extended school day for targeted teacher led interventions – Phonics Y1, Reading, Writing and Maths KS2 Y6 using identified structured resources – PiXL. .	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	3, 5, 6, 7, 8, 9
<p>Additional teaching assistants funded through PP funding.</p> <p>Targeted Intervention led by TAs in school – overseen by SENDCO AHT.</p>	<p>Research on TAs delivering targeted interventions in one- to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2, 3, 4, 6, 7, 8, 9
Specialist speech and Language therapy sessions – one day in school per week. Ed psych	<p>EEF identifies that as some pupils may struggle specifically with spoken language, schools should consider how they will identify pupils that need additional support around oral</p>	1, 2, 4, 5, 6

PSS	language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
Online learning platforms: CENTURY/TT Rock stars as homework/flipped learning tools including homework clubs.	EEF research indicates using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	6, 7, 8, 9

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

Budgeted cost: £ [100, 431.33]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring programme.</p> <p>School-based pastoral mentoring – SEMH pathway through school Pastoral manager/ TA mentor.</p> <p>Mental Health Practitioner Lead – Pastoral Manager to train/lead Mental Health Heroes/ Mini-medics</p> <p>School Nurse support.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a></p> <p>Health and well-being support addresses barriers, inequality and enables children to access learning.</p>	5, 6,
Attendance Officer monitoring/support.	<p>Good attendance is essential to successful achievement. Generally, the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage.</p> <p>Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent. <a href="https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</a></p>	4, 5, 6

Easter School project – disadvantaged children given priority if spaces are limited.	<p>Greater impact can be achieved when summer schools are intensive, well-resourced, and involve small group or one to one teaching by trained and experienced teachers. It does appear to be an advantage to have teachers who are known to the pupils (typically +4 months overall).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	7,8, 9
Adopt a school project	<p><b>Education Endowment Foundation (EEF)</b> research shows that <i>enrichment activities</i> (including real-world learning, careers exposure and cultural capital experiences) have a <b>positive impact on engagement, motivation and attainment</b>, especially for pupils eligible for Pupil Premium. EEF highlights that disadvantaged pupils benefit most when learning is connected to real-life contexts and future pathways. <a href="https://educationendowmentfoundation.org.uk/news/biggest-challenges-to-disadvantaged-pupils-attainment?">https://educationendowmentfoundation.org.uk/news/biggest-challenges-to-disadvantaged-pupils-attainment?</a></p> <p><b>EEF guidance on Pupil Premium spending</b> identifies <b>aspiration-raising, employer engagement and high-quality enrichment</b> as effective uses of funding, particularly where activities develop transferable skills such as communication, teamwork and confidence. <a href="https://educationendowmentfoundation.org.uk/using-pupil-premium?">https://educationendowmentfoundation.org.uk/using-pupil-premium?</a></p>	2, 4, 5, 6

**Total budgeted cost: £ [411, 835]**

Pupil Attainment July 2025

**EYFS – Proportions of children achieving a ‘Good Level of Development’ – the expected standard of achievement in Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy and Mathematics.**

2024 31 children eligible for PP in Reception	Disadvantaged (DA)	Non- Disadvantaged	Birmingham LA comparison -	NA Pupil Premium eligible
GLD 2023	81.5%  32.4 Average score	69.7%  30.3 Average score	55%  29.6 Average score	
GLD 2024	61.2% (19/31)	57% (16/28)	59.2%	67.7% (GLD all children).
GLD 2025	52%	65.7%	59.2%	NA DA 51.05%  NA Non-DA 71.3%
<b>Comments:</b>  <b>2025 analysis</b>	<p>The school's Disadvantaged cohort of 25 - have an EYFS average number of ELGs at the expected level of 11.9.</p> <p>This is 2.5 - the national Non-Disadvantaged cohort at 14.4.</p> <p>The Disadvantaged pupil(s) at Lozells school are in percentile 62 for EYFS average number of ELGs at the expected level when compared to other schools.</p> <p>The Disadvantaged pupil(s) at Lozells are in percentile 45 for EYFS good level of development when compared to other schools.</p> <p>There has been a decrease of -8% in the proportions of DA pupils achieving GLD.</p> <p>The main barriers for children not achieving GLD were significantly low levels of English, SEND and significant SEND.</p> <p>This has been passed over to Year 1 teachers in transition and provision in Year 1 has been adapted to close the gaps.</p>			

\*LA – Birmingham Local Authority schools

**Phonics PSC achievement Year 1 – Proportions of children achieving the expected standard mark of 32/40 in the Year 1 Phonics Screening Check in June 2024.**

	Disadvantaged (DA)			Non-Disadvantaged			Birmingham LA comparison - 2025 Disadvantaged pupils	NA Disadvantaged pupils 2025
	2023	2024	2025	2023	2024	2025		
At standard in PSC	91%	83.9% 26/31 (one child left school PSC 40/40)	69.7%	81%	77.8% (3 D)	59.1%		66.8% NA DA  83.35 NA Non-DA
Average Point score	35	34	28.7	35	36	26.5		
<b>Comments:</b>  <b>2025</b>  <b>analysis</b>	<p>This cohort has 10 pupils with significant and complex SEND accessing specialist provision within school. 4 DA pupils were disapplied and did not sit the Phonics PSC and one pupil was absent. 4 non- DA pupils were disapplied and did not sit also.</p> <p>69.7% of the school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 23 pupils out of 33.</p> <p>This is 13.6% lower than the national Non-Disadvantaged cohort at 83.3%.</p> <p>The school's gap to Non-Disadvantaged pupils nationally has decreased by 12.9% from -0.7% in 2023/24, to -13.6% in 2024/25.</p> <p>The Year 1 Disadvantaged cohort's Phonics Expected Standard has decreased by 13.1% from 82.8% in 2023/24, to 69.7% in 2024/25.</p> <p>The Disadvantaged Year 1 pupil(s) in the school are in percentile 48 for Phonics Expected Standard when compared to other schools.</p>							

**Phonics PSC achievement Year 2 – Proportions of children achieving the expected standard mark of 32/40 in the resit Phonics Screening Check taken in June 2024 by children not meeting the threshold in Year 1.**

	Disadvantaged (DA)			Non - Disadvantaged			NA
	2023	2024	2025	2023	2024	2025	
At standard in PSC	50% *	50% 2/4	66.7% 4/6	60%	25% 1/4	28.6%	43.8% NA DA  53.8% NA Non-DA

<b>Comments:</b>	The trend is positive with +16.7% of DA pupils achieving the expected standard in phonics at the end of KS1.
<b>2025 analysis</b>	<p>The school % is +22.9% NA DA pupils and + 12.9% above NA Non-DA pupils.</p> <p>66.7% of the school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, 4 pupils out of 6.</p> <p>This is 12.9% higher than the national Non-Disadvantaged cohort at 53.8%.</p> <p>The school's gap to Non-Disadvantaged pupils nationally has improved by 20.9% from -8.0% in 2023/24, to +12.9% in 2024/25.</p> <p>The Year 2 Disadvantaged cohort's Phonics Expected Standard has increased by 16.7% from 50.0% in 2023/24, to 66.7% in 2024/25.</p> <p>The Disadvantaged Year 2 pupil(s) in the school are in percentile 22 for Phonics Expected Standard when compared to other schools.</p>

#### Y4 MTC achievement

	Disadvantaged (DA)				Non - Disadvantaged				Birmingham LA All pupils	NA All pupils
	2022	2023	2024	2025	2022	2023	2024	2025		
Mean average score	20.4	TBC	20.4	22.9	22.5	TBC	23.1	22.1		21.0 (37% full marks 25/25)  19.3 marks NA DA  21.7 NA Non-DA
<b>Comments:</b>	2025 - PP Average score 22.9/25 + 2.5									
<b>2025 analysis</b>	11 PP are SEND - 25%  PP SEND who achieved 25 - 5/44 11.4%  Non PP Average score 22. 1  PP vs Non PP +0.7  <ul style="list-style-type: none"> <li>2022 Gap of -2.1 compared to other children. PP Average score above NA 20.4/17.9 NA</li> <li>2024 Gap of -2.7 compared to other children. 15 PP eligible children also SEND and 2 children working below the standard of the check.</li> </ul>									

**KS1 Y2 achievement – Proportions of children achieving the ‘Expected Standard’ or above in Reading, Writing and Maths against the Teacher Assessment Frameworks at KS1 in July 2024. (It is not statutory to report this KS1 data to the LA and there is no national comparator).**

	Disadvantaged			Non - Disadvantaged		
	2023	2024	2025	2023	2024	2025
Reading	76% Gap +8	75.6% (31/41) Gap +1.9	58.5% Gap -2.6	68%	73.7% (14/19)	61.1%
Writing	62% Gap +1	58.5% (24/41) Gap -15.2	46.3% Gap -9.2	61%	73.7% (14/19)	55.5%
Maths	66% Gap +1	73% (30/41) Gap -5.9	65.8% Gap +10.3	65%	78.9% (15/19)	55.5%
Science	79% Gap +0.1	80.5% (33/41) Gap +1.6	70.7% Gap +9.6	77.4%	78.9% (15/19)	61.1%
<b>Comments:</b> <b>2025</b> <b>analysis</b>	<p>69% of pupils in this cohort are Disadvantaged.</p> <p>58.5% of the school's Disadvantaged cohort achieved the expected standard in Reading, 24 pupils out of 41. The proportions of DA pupils achieving EXS+ in Reading at the end of Year 2 has decreased significantly by -17.1%. The gap between DA pupils and non-DA pupils has widened.</p> <p>46.3% of the school's Disadvantaged cohort achieved the expected standard in Writing, 27 pupils out of 41. The proportions of DA pupils achieving EXS+ in Writing at the end of Year 2 has decreased by -11.9%. A significantly lower proportion of pupils overall achieved EXS+ which means a comparison of the gap is not appropriate.</p> <p>65.8% of the school's Disadvantaged cohort achieved the expected standard in Maths, 33 pupils out of 41. The proportions of DA pupils achieving EXS+ in Maths at the end of Year 2 has decreased by -7.2%. A significantly lower proportion of Non- DA pupils overall achieved EXS+ in Mathematics.</p> <p>70.7% of the school's Disadvantaged cohort achieved the expected standard in Science, 29 pupils out of 41. The proportions of DA pupils achieving EXS+ in Science at the end of Year 2 has decreased by -9.8%. A significantly lower proportion of Non- DA pupils overall achieved EXS+ in Science.</p>					

**KS2 Y6 achievement – Proportions of children achieving the ‘Expected Standard’ or above in Reading, SPAG and Mathematics in the Year 6 SATs tests in May 2024. Also, in Writing, the proportions of children achieving the Expected Standard or above against the Teacher Assessment Frameworks at KS2 in July 2024.**

	Disadvantaged			Non - Disadvantaged			Birmingham LA comparison 2025	NA 2025
	2023	2024	2025	2023	2024	2025		
EXP or above in R,W,M	61%	65.1% (28/43)	73.8% 31/42	68%	76.5% (13/17)	67.7%		NA Non- DA 69.6%  NA DA 47.8%
Reading EXP or above	71%	81.4% (35/43)	81% 34/42	86%	82.4% (14/17)	84.2%		NA Non- DA 81.2%  NA DA 63.8%
Writing EXP or above	61%	65.1% 5/43 GDS 23/43 EXS 10 WTS 5 PK	73.8% 31/42	86%	82.4% 1/17 GDS 13/17 EXS 2 WTS 1 PK	84.2%		NA Non - DA 78.6%  NA DA 59.7%
Maths EXP or above	68%	76.7% (33/43)	78.6% 33/42	86%	94% (16/17)	89.5%		NA Non- DA 80.8%  NA DA 60.9%
GOS EXP or above			83.3% 35/42			94.7%		NA Non- DA 79.1%  NA DA 60.2%
Science	77.4%	79% (34/43)	78% (36/46)	93%	94% (16/17)	73% (11/15)		

<p><b>Comments:</b></p> <p><b>2025 analysis</b></p>	<p>73.8% of the school's Disadvantaged cohort achieved the expected standard in Reading, Writing &amp; Maths, 31 pupils out of 42. This is 4.2% higher than the national Non-Disadvantaged cohort at 69.6%.The school's gap to Non-Disadvantaged pupils nationally has improved by 9.1% from -4.9% in 2023/24, to +4.2% in 2024/25. Significant increase in proportions of PP eligible pupils achieving EXS+ in Mathematics.</p> <p>81.0% of the school's Disadvantaged cohort achieved the expected standard in Reading, 34 pupils out of 42.This is 0.2% lower than the national Non-Disadvantaged cohort at 81.2%.The school's gap to Non-Disadvantaged pupils nationally has decreased by 0.5% from +0.3% in 2023/24, to -0.2% in 2024/25.The Disadvantaged cohort's Reading Expected Standard has increased by 1.0% from 80.0% in 2023/24, to 81.0% in 2024/25.The Disadvantaged pupil(s) in the school are in percentile 24 for Reading Expected Standard when compared to other schools.</p> <p>73.8% of the school's Disadvantaged cohort achieved the expected standard in Writing, 31 pupils out of 42.This is 4.8% lower than the national Non-Disadvantaged cohort at 78.6%.The school's gap to Non-Disadvantaged pupils nationally has improved by 10.3% from -15.1% in 2023/24, to -4.8% in 2024/25.The Disadvantaged cohort's Writing Expected Standard has increased by 11.3% from 62.5% in 2023/24, to 73.8% in 2024/25.The Disadvantaged pupil(s) in the school are in percentile 27 for Writing Expected Standard when compared to other schools.</p> <p>78.6% of the school's Disadvantaged cohort achieved the expected standard in Maths, 33 pupils out of 42.This is 2.2% lower than the national Non-Disadvantaged cohort at 80.8%.The school's gap to Non-Disadvantaged pupils nationally has improved by 2.2% from -4.4% in 2023/24, to -2.2% in 2024/25.The Disadvantaged cohort's Maths Expected Standard has increased by 3.6% from 75.0% in 2023/24, to 78.6% in 2024/25.The Disadvantaged pupil(s) in the school are in percentile 24 for Maths Expected Standard when compared to other schools.</p> <p>83.3% of the school's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, 35 pupils out of 42. This is 4.2% higher than the national Non-Disadvantaged cohort at 79.1%. The school's gap to Non-Disadvantaged pupils nationally has improved by 2.4% from +1.8% in 2023/24, to +4.2% in 2024/25.The Disadvantaged cohort's Grammar, Punctuation and Spelling Expected Standard has increased by 3.3% from 80.0% in 2023/24, to 83.3% in 2024/25.The Disadvantaged pupil(s) in the school are in percentile 17 for Grammar, Punctuation and Spelling Expected Standard when compared to other schools.</p>
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### Externally provided programmes

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

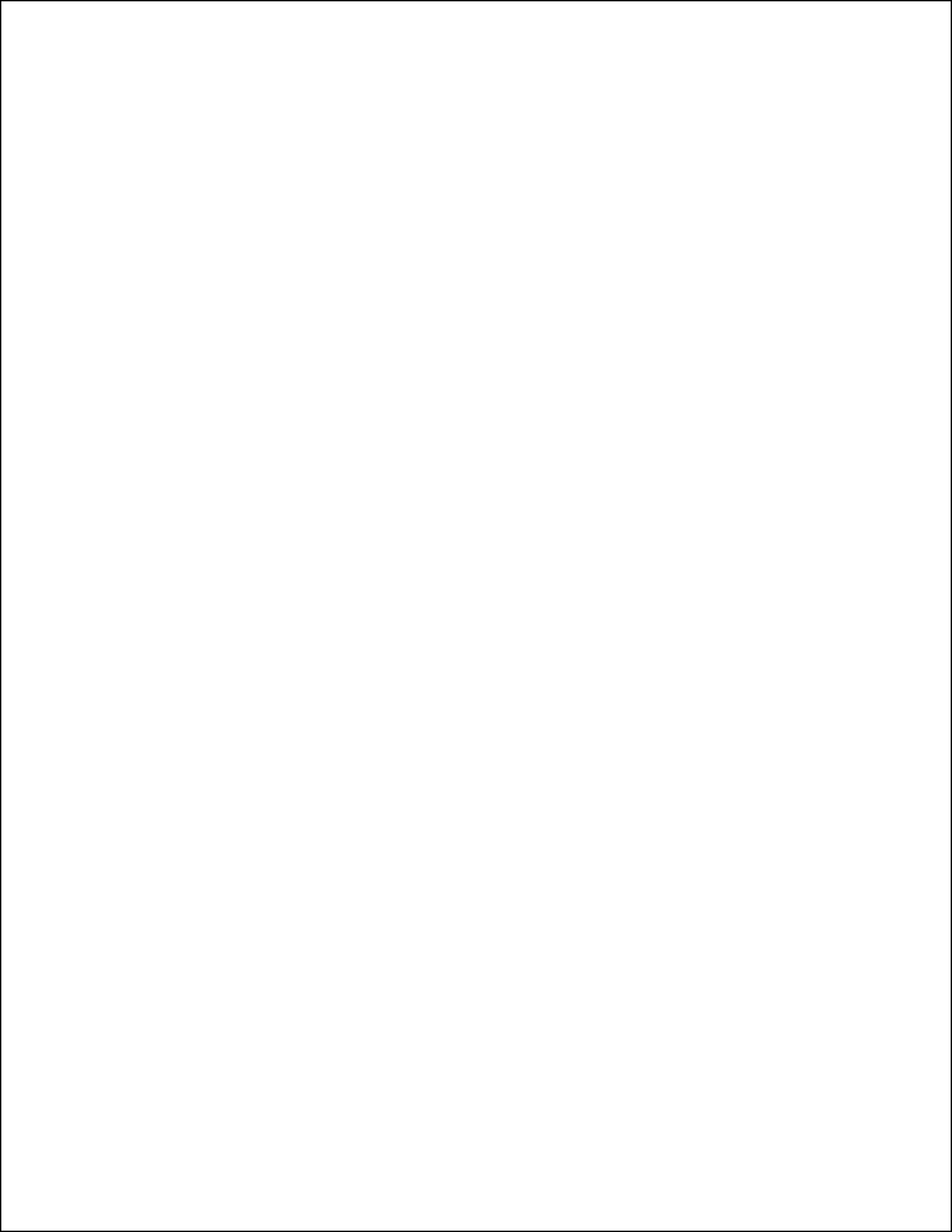
Programme	Provider
Personalised pupil Online Learning Platform	CENTURY Tech
Accelerated Reader Quiz and assessment programme	Renaissance Learning

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*



### Externally provided programmes

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

Programme	Provider
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N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

### Further information (optional)

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