



# Pupil Premium Strategy Statement 2024-2025 – Lapford Community Primary School

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	41 (4 – 11) 48 (2 – 11)
Proportion (%) of pupil premium eligible pupils	37% of 4-11 yr olds 2 chn in Nursery in receipt of EYPP funding Whole school – 35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2028

Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	S. Healey
Pupil premium lead	J. Wright
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29788
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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>	£29788

# Part A: Pupil premium strategy plan

## Statement of intent

At Lapford Community Primary School, we aim to ensure that every child, regardless of their background, has access to high-quality education and the opportunities they need to succeed. Our Pupil Premium strategy is designed to overcome barriers that disadvantaged pupils face by improving the quality of teaching, providing targeted academic support, and offering enriching experiences to enhance social and emotional wellbeing.

We are relentlessly ambitious for all pupils and are determined that, irrespective of challenges such as financial deprivation, all pupils make good progress and achieve high standards across the curriculum. For the purposes of this report, the term 'disadvantaged' refers to pupils in receipt of pupil premium funding and those who are disadvantaged due to an additional need. However, we make no assumptions and recognise that pupils who fall into the disadvantaged category have varying experiences and endeavour to treat each pupil as an individual.

All members of staff are responsible for ensuring pupils, deemed disadvantaged, receive high quality educational experiences which allow them to thrive and achieve to the highest possible standard in all aspects of their development. Our Pupil Premium Strategy aims to ensure all pupils, including those considered disadvantaged, have their needs identified early and receive high-quality teaching. This is proven to have the greatest impact on narrowing the attainment gap and outcomes for pupils across school.

We also foster a bespoke approach. We aim to nurture the passions and abilities of each pupil to encourage them to enjoy lifelong learning and to ensure they are well prepared for the next stage of their education. We pride ourselves on knowing our pupils and their families very well and endeavour to provide family, small group or one to-one support as required to ensure the success of our pupils.

It is our intention to deliver this strategy using robust assessment processes to review and react to outcomes. We will ensure approaches are quality assured regularly and impact reports are shared with stakeholders.

## Challenges

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

Challenge number	Detail of challenge
1	Lower levels of attainment in reading, writing, and maths compared to non-disadvantaged peers.
2	Limited vocabulary development and lower levels of spoken language in some pupils due to reduced access to high-quality language at home.

3	Emotional and social needs, leading to disengagement or lack of focus in learning, especially in the early years.
4	Attendance issues, including higher rates of persistent absence among disadvantaged pupils.
5	Limited access to extracurricular activities, including trips, clubs, and wider cultural opportunities.

## 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 attainment in reading, writing, and maths.	Disadvantaged pupils achieve in line with their non-disadvantaged peers in reading, writing, and maths by the end of KS1 and KS2
Accelerated progress in early language skills, particularly in phonics.	Disadvantaged pupils meet or exceed the phonics screening check at the end of Year 1, with progress tracked throughout EYFS.
Improved social, emotional, and mental health (SEMH).	Pupils show improved engagement and readiness to learn, as measured through behaviour tracking, parent survey and pupil voice surveys.
Improved attendance.	Disadvantaged pupils' attendance improves to at least 95%, and persistent absence reduces to below 4%.
Increased participation in extracurricular activities.	All disadvantaged pupils engage in at least one extra-curricular activity or trip per term.

## 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: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed

Small class sizes in EYFS/KS1 and class split in KS2	Collaborative learning approaches EEF	1,2
Knowledge rich curriculum	Access for all to the wider curriculum impacts on overall outcomes 'Research for Educational Inspection Framework 2017'. Feedback EEF T&L toolkit	1,2
Twinkl phonics	Literacy audit supported the implementation of a rigorously taught phonics program taught with fidelity and with targeted intervention for KS2 catch up. The Rose Report DfE reading framework Phonics toolkit EEF DfE accredited phonics programmes. Phonics strategies, EEF T&L toolkit	2
National College subscription	The Teachers Toolkit: Raised classroom achievement with strategies for every learner Feedback EEF T&L toolkit Faculty of Education - University of Oulu (Norway)	1,2,3,4,5
<i>Mastery Maths</i> - Children are taught fluency and problem solving and reasoning skills to ensure a deep understanding and competency	A Jurassic Maths Hub Project based on the Singapore learning style. This has also been linked to mastery learning a combination of direct instruction and collaborative learning is used.	1
Subject specific subscriptions e.g., Historical Association, Purple Mash, Musician of the Month etc.	The Teachers Toolkit: Raised classroom achievement with strategies for every learner Feedback EEF T&L toolkit Access for all to the wider curriculum impacts on overall outcomes 'Research for Educational Inspection Framework 2017'. Feedback EEF T&L toolkit	1,2,3,4,5
Whole school vocabulary initiative explicitly extending pupils' spoken vocabulary. Early identification of language needs using Language Link The use of purposeful, curriculum focused, dialogue and interaction.	EEF toolkit – up to 6 months of additional progress  Disadvantaged pupils are provided with ample opportunities to speak with confidence and accuracy throughout school including through debate, partner talk etc.  Early identification of need ensures effective speech and language interventions are put in place quickly.	1,2

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

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions, precision teaching and support in class	The Teachers Toolkit: Raised classroom achievement with strategies for every learner Feedback EEF T&L toolkit Oral language interventions EEF	1,2,3
Accelerated Reader programme	Reading 5x per week for 20 minutes is required to sustain age-appropriate progress in reading. Accelerated Reader (KS2) allows this to be monitored and to ensure that children are reading books that match their reading skills which promotes a love of reading. Feedback EEF T&L toolkit. Open University and UK Literacy Association 'Reading for Pleasure' Project DfE reading framework The Rose Report	1,2
Additional teaching assistant employed to support KS2 disadvantaged child to keep up not catch up.	Feedback EEF T&L toolkit Individualised Instruction EEF	1,3,4
Additional teaching assistant deployed to KS1 during phonics to allow T to deliver discrete phonics to each year group and provide spelling and handwriting intervention	Feedback EEF T&L toolkit Individualised Instruction EEF Collaborative learning approaches EEF	1,2

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

Budgeted cost: £6788

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Use THRIVE approach across school to provide universal well-being support for all pupils.	Focus on wellbeing and SEMH has been shown to support academic performance (EEF).	1,3,4,5
Employ trained and licensed THRIVE practitioner to provide dedicated SEMH support on a 1:1 or small group basis.	Focus on wellbeing and SEMH has been shown to support academic performance (EEF).	1,3,4,5
Monitoring of attendance and engaging with families and AIO/Early help	DfE Working together to improve school Attendance. EEF -Improved tracking of attendance and improved engagement with external agencies leads to better outcomes. EEF Report – Magic Breakfast DfE – Evaluation of breakfast clubs in schools with high levels of deprivation’	4
Outdoor Play and Learning (OPAL) implemented at playtimes and lunchtimes.	An independent evaluation was commissioned by Play England and academics. This demonstrated the effectiveness of OPAL.	2,3,4
Relational plans for disadvantaged pupils as required	Feedback EEF T&L toolkit Nurture UK EEF T&L toolkit (social and emotional learning) Daniel Hughes – PACE	3,4
One Decision program introduced to support PSHE, wellbeing and children’s attitudes to learning	Improved wellbeing and attitudes to learning for all, which promotes cultural capital.	1,2,3,4
Pupils have leadership opportunities – support for pupils to lead activities in the playground and to take on responsibility around the school (library, school council)	Nurture UK EEF T&L toolkit (social and emotional learning) Daniel Hughes – PACE.	5
Subsidised instrumental tuition for all children in receipt of PP funding	EEF – arts participation	1,3,4,5
Subsidised trips/residential visits for all children in receipt of PP	EEF – outdoor adventure learning	5
Engagement targeting for events and experiences throughout the year.	Feedback EEF T&L toolkit Daniel Hughes – PACE	
Financial support - Support for uniforms, kit, equipment where needed.	Sutton Trust, promoting access to schools and academic achievement	

**Total budgeted cost: £29788**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **National assessments for PP chn**

- EYFS 100% of PP chn achieved a GLD
- KS1 100% of PP chn passed the Phonics Screening Check
- KS1 100% of PP chn achieved EXS or above in reading, 50% of PP chn achieved EXS or above in maths and writing
- KS2 75% of PP chn achieved EXS or above in reading, 25% of PP chn achieved EXS or above in writing and 0% of PP chn achieved EXS or above in maths

#### **National assessments for non-PP chn**

- EYFS 100% of non-PP chn achieved GLD
- KS1 100% of non-PP chn passed PSC
- KS1 100% of non-PP chn achieved EXS or above for reading, writing and maths
- KS2 100% of non-PP chn achieved EXS or above for reading, writing and maths

#### **Attendance data 2024 – 2025**

Yearly average for PP chn 94.8% (significantly above national PP attendance)

Yearly average for non-PP chn 96.7%

#### **Review of intended outcomes 2024 - 2025**

##### **Parental engagement to support children's needs.**

- Disadvantaged pupils have been encouraged to complete homework and reading with opportunity for this to be completed at school where parental support is not available.
- Reading books have been purchased with greater emphasis on diversity and inclusion
- Parents invited into school regularly to share success through open afternoons, parent workshops, celebration assemblies
- Parent/carer workshops on maths and phonics have been well received
- Fortnightly meetings with AIO ensure the attendance of disadvantaged children is regularly monitored and timely support and intervention offered where this is of concern.
- Parent survey results demonstrate that parental engagement has improved with 100% of parents agreeing or strongly agreeing that:
  - the school makes me aware of what my child will learn during the year
  - The school lets me know how my child is doing

##### **Improve and embed the speech and language and communication skills of our pupils.**

- The new curriculum provides opportunities for children to develop oracy through skills such as debate.

- Staff have received training to ensure their assessments of S&L needs are highly effective and that programmes for the teaching of S&L are tightly matched to individual needs.
- Vocabulary acquisition has been a focus of reading sessions and good practice from the Reading Framework have been followed by staff.
- Vocabulary acquisition is a key feature of all lessons and children are beginning to develop wider understanding.

### **To improve the basic skills in phonics, reading, writing and arithmetic.**

- A new ambitious curriculum has been introduced and teachers have been provided with training to ensure successful implementation for all children, as well as training to adapt this curriculum to meet the needs of disadvantaged pupils when necessary.
- Subject Leaders participate in Trust wide CPD to ensure the curriculum provision in school is high quality and in line with Trust wide and national expectations.
- Disadvantaged pupils, who do not read at home, have had priority access to one to one reading sessions.
- Twinkl phonics books have been purchased to support early reading for all pupils.
- All staff have received high quality Twinkl phonics CPD and the programme is used throughout the school to support the delivery of SSP. KS2 Decoders intervention takes place for children who have not mastered phonics in KS1.
- Timetables and staffing structures have been reviewed to ensure increased reading time in school.
- Structured approach to lesson format ensures that children have opportunities to practice and embed prior knowledge and key vocabulary is taught and revised in each lesson.

### **Raising aspirations of pupils, through quality first teaching, good attendance, and enrichment activities**

- A new ambitious curriculum has been introduced and teachers have been provided with training to ensure successful implementation for all children as well as training to adapt this curriculum to meet the needs of disadvantaged pupils when necessary.
- A robust monitoring cycle identifies where professional development is required and staff are provided with high quality PD.
- Teachers 'check in' with disadvantaged children in all lessons, ensuring they understand the learning and feel supported.
- Regular pupil progress meetings identify and review targets for disadvantaged children.
- Fortnightly attendance monitoring takes place to identify those children whose attendance is falling. Support plans and Early Help plans are provided to support families and prevent children becoming persistent absentees.
- Curriculum provides termly opportunities to develop cultural capital through memorable moments. Opportunities are also provided for children to access extra-curricular activities and participate in inter school events across the Trust primary schools.