

# Pupil premium strategy statement – Lyne and Longcross Church of England (Aided) Primary School

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	203
Proportion (%) of pupil premium eligible pupils	15.5%
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> )	25/26-27/28
Date this statement was published	31/12/25
Date on which it will be reviewed	31/12/26
Statement authorised by	Chris Haxell
Pupil premium lead	Jonathan Porter
Governor / Trustee lead	Barbara Payne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45880
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£ 45880

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that all disadvantaged pupils at Lyne and Longcross C of E (Aided) Primary School achieve their full potential academically, socially, and emotionally. We recognise that while our previous strategy delivered some positive outcomes, it did not have the impact we had hoped for. This experience has taught us the importance of being precise and evidence-informed in how we allocate Pupil Premium funding.

Our new strategy focuses on:

- **Improving attendance and reducing persistent absence** so that all pupils have equitable access to learning and enrichment.
- **Raising attainment in key areas** such as phonics in KS1 and writing in KS2, while strengthening the curriculum offer in writing and maths through high-quality teaching.
- **Providing targeted academic support** for pupils who need additional help to close gaps in reading, writing, and maths.
- **Fostering a strong sense of belonging** by removing barriers such as uniform and ensuring pupils feel included and valued.
- **Ensuring equal access to enrichment opportunities** so that financial constraints do not limit participation in trips, visits, and extra-curricular activities.

The key principles underpinning this strategy are:

- **Precision and evidence-based decision-making:** Funding will be directed towards interventions with strong evidence of impact, such as those recommended by the Education Endowment Foundation (EEF).
- **High-quality teaching as the priority lever:** We will invest in CPD and classroom practice to ensure teaching is consistently strong.
- **Targeted support for those who need it most:** Interventions will be carefully matched to identified needs and monitored for impact.
- **Wider strategies to remove barriers:** Attendance, wellbeing, and engagement will be addressed alongside academic priorities to ensure holistic support.

Through this approach, we aim to close attainment gaps, improve attendance, and ensure that every disadvantaged pupil feels a sense of belonging and has access to the same opportunities as their peers.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Improving Attendance and Reducing Persistent Absence</b>            Many of our Pupil Premium children have attendance rates below the national average, with a significant proportion classified as persistently absent. Barriers include family circumstances, health issues, and a lack of engagement with school life. Persistent absence not only affects academic progress but also impacts pupils' sense of belonging and wellbeing. Addressing this challenge is crucial to ensuring all children have equitable access to learning and enrichment opportunities.</p>
2	<p><b>Raising Attainment in KS1 Phonics</b>            A number of disadvantaged pupils in Key Stage 1 are not meeting the expected standard in phonics. This is often due to gaps in early language development, inconsistent support at home, and the need for targeted, high-quality intervention. Without secure phonics knowledge, these pupils are at risk of falling further behind in reading and across the curriculum.</p>
3	<p><b>Raising Attainment in KS2 Writing</b>            Disadvantaged pupils in Key Stage 2 are underperforming in writing compared to their peers. Challenges include limited vocabulary, difficulties with composition and handwriting, and lower levels of confidence in expressing ideas. These barriers are compounded for pupils who have not secured strong foundations in earlier years, making it essential to provide targeted support and high-quality teaching.</p>
4	<p><b>Fostering a Sense of Belonging</b>            Some Pupil Premium children report feeling less connected to the school community, which can manifest in lower engagement, reluctance to participate in activities, or issues with behaviour. Factors such as financial hardship, limited access to uniform, and fewer opportunities for enrichment can contribute to this sense of exclusion. Building a strong sense of belonging is vital for pupils' wellbeing, motivation, and academic success.</p>
5	<p><b>Ensuring Equal Access to Enrichment and Extra-Curricular Opportunities</b>            Financial barriers can prevent disadvantaged pupils from participating in trips, visits, and clubs, limiting their access to the wider curriculum and experiences that support personal development. Without targeted support, these pupils may miss out on opportunities that build confidence, social skills, and cultural capital.</p>
6	<p><b>Improving the Curriculum Offer through High-Quality Teaching in Writing and Maths</b>            There is a need to further strengthen the quality of teaching in writing and maths, particularly for disadvantaged pupils. This includes ensuring that all staff have access to high-quality CPD, that interventions are evidence-based and precisely targeted, and that the curriculum is adapted to meet the needs of all learners. By improving the consistency and quality of teaching, we aim to close attainment gaps and raise outcomes for all.</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
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<ul style="list-style-type: none"> <li>• <b>Improving Attendance and Reducing Persistent Absence</b></li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rate for Pupil Premium pupils will increase to at least match the national average.</li> <li>• The percentage of persistently absent Pupil Premium pupils will decrease year-on-year.</li> <li>• Improved attendance will lead to greater engagement in learning and enrichment activities.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Raising Attainment in KS1 Phonics</b></li> </ul>	<ul style="list-style-type: none"> <li>• The proportion of disadvantaged pupils achieving the expected standard in the Year 1 Phonics Screening Check will increase and be at least in line with national averages.</li> <li>• Identified pupils will make accelerated progress in phonics, closing the gap with their peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Raising Attainment in KS2 Writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• The proportion of disadvantaged pupils achieving the expected standard in writing at the end of KS2 will increase and move closer to national averages.</li> <li>• Targeted pupils will demonstrate improved composition, handwriting, and vocabulary in their writing.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Fostering a Sense of Belonging</b></li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will report an increased sense of belonging and engagement in school, as measured by pupil voice surveys and participation rates.</li> <li>• Incidents of disengagement or behaviour linked to exclusion will decrease.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Ensuring Equal Access to Enrichment and Extra-Curricular Opportunities</b></li> </ul>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils will have the opportunity to participate in at least one trip, visit, or extra-curricular activity each term.</li> <li>• Financial barriers will be removed, and participation rates for Pupil Premium pupils in enrichment activities will increase.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Improving the Curriculum Offer through High-Quality Teaching in Writing and Maths</b></li> </ul>	<ul style="list-style-type: none"> <li>• The quality of teaching in writing and maths will be consistently good or better, as evidenced by lesson observations, book scrutiny, and pupil outcomes.</li> <li>• Disadvantaged pupils will make at least expected progress in writing and maths, with gaps closing over time.</li> </ul>
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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: £ 12,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release a qualified teacher for one morning a week to enhance KS2 learning	<b>EEF:</b> Small group tuition has a <b>high impact (+4–5 months)</b> for moderate cost. High-quality teaching is the most effective lever for improving outcomes for disadvantaged pupils.	3, 6
All teachers to regularly attend CPD specifically targeted at areas of the curriculum where attainment data is not where we want it to be	<b>EEF:</b> High-quality CPD improves teacher subject knowledge and pedagogy, which is strongly linked to pupil progress.	2, 3, 6
CPD on effective writing instruction (planning, composition, revision strategies)	<b>EEF:</b> Writing interventions that combine planning, drafting, and revising strategies have <b>high impact (+4 months)</b> .	3, 6
CPD on phonics and early reading for KS1 staff	<b>EEF:</b> Systematic phonics approaches have a <b>high impact (+5 months)</b> for very low cost.	2

CPD on maths mastery and intervention strategies	<b>EEF:</b> Structured maths interventions and mastery approaches have <b>moderate to high impact (+4 months)</b> .	6
Little Wandle annual subscription (1-form entry)	<b>EEF:</b> Systematic phonics approaches have a high impact (+5 months) for very low cost.	2, 6

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

Budgeted cost: £ £18,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA support targeted at children in Reception and KS1 for phonics	<b>EEF:</b> Systematic phonics approaches have a <b>high impact (+5 months)</b> for very low cost. Effective deployment of TAs increases impact significantly.	2
An LSA delivering <i>First Class at Number</i> maths intervention for 4 afternoons per week	<b>EEF:</b> Structured maths interventions and small group tuition have <b>moderate to high impact (+4 months)</b> .	2, 6
Targeted writing support (composition and handwriting) through small-group or early morning sessions	<b>EEF:</b> Writing interventions that combine planning, drafting, and revising strategies have <b>high impact (+4 months)</b> .	3
Literacy 4 All programme for pupils below expected standard	<b>EEF:</b> Reading comprehension strategies and oral language interventions have <b>high impact (+6 months)</b> .	2, 3
Additional guided reading sessions for pupils needing fluency and comprehension support	<b>EEF:</b> Reading comprehension and fluency practice improves attainment and confidence (+6 months).	2, 3

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

Budgeted cost: £ 14,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an ELSA for 2 days per week (1 day funded by PP grant)	<b>EEF:</b> Social and emotional learning interventions have <b>moderate impact (+4 months)</b> and improve wellbeing and engagement.	4
Fund Forest School for all children	<b>EEF:</b> Outdoor adventure learning has <b>moderate impact (+3 months)</b> and supports engagement, confidence, and wellbeing.	4, 5
Invest in school uniform to offer to children who come to school in incorrect uniform	<b>EEF:</b> Belonging and identity interventions improve engagement; linked to attendance and wellbeing.	4
Reward children for high or improved attendance with a treat with the Headteacher	<b>DfE guidance:</b> Positive reinforcement and recognition are effective strategies for improving attendance.	1, 4
Subsidise trips, visits, and extra-curricular activities for disadvantaged pupils	<b>EEF:</b> Arts participation and outdoor learning have <b>moderate impact (+3 months)</b> ; supports cultural capital and engagement.	4, 5
Increase number of free or affordable clubs run by teachers	<b>EEF:</b> Extracurricular participation supports wider outcomes and engagement.	4, 5

**Total budgeted cost: £ 45880**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*The reduction in the gap in outcomes for children who are eligible for Pupil Premium funding and children who are not is still evident. Across the last academic year we have implemented strategies and initiatives aimed at benefitting the children in our school. We have identified further strategies to improve our offer for this group of learners and strengthen the impact of the use of this funding on pupil outcomes. We have successfully enabled PPE children to attend enrichment activities including trips and residential visits through the budget allocated to this.*

- The attainment gap between the PPE children and others needs to be further impacted upon and our new strategy, for the next 3 years will specifically target this.
- We will be more rigorous in our monitoring and tracking to ensure that the impact of our Pupil Premium funding is more evident year on year.

Below is a summary of the intended outcomes and evaluative comments against them.

Outcome	Comment
Attendance tracking shows a 3.2% gap between PPE and non PPE children. There are a significant number of PPE (34%) children on our Persistent absentee list. These children and families need to be specifically targeted to ensure an increase in attendance.	The gap in attendance has now risen to 9.6%. We have implemented further strategies at the start of this academic year and attendance continues to be a whole school focus moving into our new Pupil Premium strategy. We now have 56% of our persistent absentees being made up of PPE children. These are made up of 8 children who were in year transfers and 8 children who have joined in Reception for 25/26.
Ensuring that gaps in attainment are identified and closed as soon as possible through High quality teaching.	We have adjusted our monitoring and Pupil Progress meetings to ensure that children are monitored more thoroughly. Over the last academic year in writing 89% of PPE children made expected progress or better, in reading 86% of children made expected progress or

		better and in maths 79% of PPE children made expected or better progress.
	There will be less children suffering with emotional related worries due to having a dedicated space and time to talk about their worries and concerns.	Our ELSA supports pupils across the school, with PPE pupils particularly benefitting from her guidance in developing self-regulation and coping strategies. The sessions help them become more prepared for learning and better equipped to manage social situations which may otherwise hinder learning. Each class is provided with a calm box containing resources to aid regulation. This has been especially valuable for PPE pupils. These tools support pupils in recognising their emotions and to independently prepare themselves to learn. Engagement among children attending ELSA sessions has shown consistent and measurable improvement.
	Behaviour and attitudes of all to be as positive as possible beginning with adults' behaviour and spreading throughout the school environment.	3 members of staff have been on training based on a Relational and Restorative Approach to behaviour management. This is something that will be adopted as a whole school ethos and whole school training is planned for January.
	Parents feel welcome, supported and part of their child's learning journey through taking part in workshops with their children and instructional workshops with teachers.	Parents have responded to a questionnaire about how the school can best support their family. We have invited parents into workshops for reading, Spanish and to generally share learning. The impact of this has been to help parents feel more involved in their children's learning and to strengthen the connection between home and school. Children have

		enjoyed sharing their learning with their families,
	All children to have equal opportunities when it comes to extra-curricular activities, particularly those that incur a cost to our families.	We set aside some of our PP funding to be used to financially support our families who are PPE. This has enabled us to support with payments for various curriculum enrichment and extra-curricular activities. The impact of this has been to ensure that all children, regardless of their family's financial situation, can take part in trips, visits, and extra-curricular activities. This has helped more pupils access valuable experiences that support their learning and personal development.

## 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
Letters and Sounds Revised	Little Wandle
Spelling Shed	Ed Shed
White Rose Maths	White Rose Education