

Pupil premium strategy statement – Ladybridge Primary 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	352
Proportion (%) of pupil premium eligible pupils	20% (72)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2028
Date this statement was published	01.01.26
Date on which it will be reviewed	10.12.26
Statement authorised by	Colin Watson
Pupil premium lead	Helen Schofield
Governor / Trustee lead	Jane Stevens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,135 (25-26)
Total budget for this academic year	£104,135 (25-26)

Part A: Pupil premium strategy plan

Statement of intent

Ladybridge Primary School is a happy and positive school, in which the staff and pupils are committed to working hard and giving their best. 'Achieving Excellence Together' is our motto that underpins our school's relentless push for high standards and consistency. We are keen to ensure that our pupils have access to learning and experiences that promote their all-round development

Our pupil premium strategy is focused on ensuring that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

High quality teaching and support is central to ensuring that all pupils achieve their potential, and that any attainment gaps or differences between disadvantaged and non-disadvantaged pupils are diminished.

The use of adults to support group and 1:1 learning is central to our plan. Established partnerships continue to have a positive impact upon a wide range of elements within teaching and learning. Additional TA (hours) enable increased support and intervention, particularly helpful in plugging gaps and catch-up. Building strong and trusting relationships between adults and pupils (and families) is essential, as this enables school to identify the most effective ways in which personalised support can be identified and implemented. This in turn enables excellent behaviours for learning to be developed, helping to provide positive, life-long skills, attitudes and attributes to an increased range of learning opportunities.

Monitoring and self-evaluation are an integral part of our plan, ensuring that we accurately and regularly track and identify all aspects of school life for disadvantaged pupils, to ensure that all pupils have equality of opportunity.

We continue to focus on improving the quality of English (including reading, writing, phonics, vocabulary, speech and language) – knowledge and skills that are fundamental to all learning. The plan includes ways in which we promote, instil, excite, engage, motivate and improve these skills, particularly with the younger pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with our youngest pupils suggest disadvantaged pupils in Reception and Y1 generally have poorer oral language skills and a poorer retention and understanding of phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations, and discussions with pupils indicate underdeveloped writing skills are more prevalent among our disadvantaged pupils than their peers. The primary reasons for this include less access to reading opportunities, poorer vocabulary, less motivation and interest in writing and a reduced writing stamina and effort.
3	Assessments, observations, and discussions with pupils indicate poorer inference/deduction skills among some disadvantaged pupils. The primary reasons for this include fewer opportunities and experience of reading, particularly at home.
4	Assessments, observations, and discussions with pupils indicate poorer vocabulary knowledge and skills among many disadvantaged pupils. This results in pupils who lack the ability to understand, explain and use wide range of words, which has a detrimental impact upon all areas of the curriculum.
5	Our attendance data over from 2024-25 indicates that attendance among disadvantaged pupils has been 92.6% - 0.9% lower than for non-disadvantaged pupils.
6	Our discussions with pupils and parents indicate that the quality and quantity of parental support, including access to quality learning environment and consistent learning habits at home (e.g. homework, experiences, reading, ICT learning) are more inconsistent among disadvantaged pupils.
7	Participation in extra-curricular clubs/activities in and beyond school among disadvantaged pupils, is lower than peers. As a result, they have less opportunity to broaden their experiences and access a range of activities, resulting in a narrower general knowledge base and lower aspirations than their peers.

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 and sustained writing attainment and progress for disadvantaged pupils by the end of KS2	End of KS1 and KS2 Writing outcomes in 2025/26 will show that the % of disadvantaged pupils who met the expected standard is in line with national comparators and peers.
Improved and sustained reading attainment and progress for disadvantaged pupils by the end of KS2	End of KS1 and KS2 Reading outcomes in 2025/26 will show that the % of disadvantaged pupils who met the expected standard is in line with national comparators and peers.
Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	% of 'disadvantaged' pupils achieving ARE+, through KS2, across all subjects will have increased from prior attainment %s.
Improved oral language skills among disadvantaged pupils	Access to high-quality daily phonics teaching and appropriate S&L intervention/support for pupils and families. End of KS1 phonics: 'no' difference between 'disadvantaged' and 'others'
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> The overall attendance rate for all pupils meets the school target of at least 96%, and there will be no gap in attendance for our disadvantaged pupils. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.
Improved and sustained parental engagement/home support with learning	Pupils' learning is consistently supported at home. Pupils will complete 'out of school' learning tasks - % of disadvantaged pupils accessing Century and Pageticker will be no lower than their peers.
Improved and sustained participation and engagement in extra-curricular activities	The % of disadvantaged pupils regularly accessing extra-curricular activities is comparable with peers.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £71,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:1 iPads and a variety of Digital Technology resources to enhance learning across the curriculum.</i></p> <p><i>Purchased software provides children with the opportunity to continue learning at home with personalised activities.</i></p> <p><i>Parents are able to become involved in children's learning, regardless of any barriers – in-app videos ensure there is a consistent bridge between school and home learning.</i></p> <p><i>-Century (A.I. software – personalised pathways for Y2-6 pupils)</i> <i>-TTRS</i> <i>-Spelling Shed</i> <i>-LBQ (Learning by Questions)</i></p>	<p>Century Impact Analysis – Results show a strong positive correlation between regular platform use and higher performance in SATs scaled scores. <u>CENTURY-Primary-SATs-Analysis-Report-2025.pdf</u></p> <p>Technology is much more likely to improve learning if it is introduced in response to an identified need. Technology is most effective when it is used to supplement or enhance teaching, rather than to replace it.</p> <p><i>EEF: Using Digital Technology to Improve Learning Guidance Report (2019)</i> <u>EEF_Digital_Technology_Guidance_Report.pdf</u></p>	4, 6
<p><u>Use of Seesaw</u></p> <p><u>Teachers -</u></p> <p><i>-Share resources instantly with pupils (or a group of specific pupils)</i></p> <p><i>-Record voice/videos for pupils to use when needed</i></p> <p><u>Pupils -</u></p>	<p>Barriers are removed for children. Children with SEND can access scaffolds individually to support learning. 'How to' videos (through QR codes) and teacher voice recordings further remove barriers for pupils with EAL, and support pupils who struggle to read to access the curriculum.</p> <p>Pupils access more content each lesson due to less 'cutting and sticking' activities as these activities can be completed quickly and efficiently on Seesaw.</p>	4

<ul style="list-style-type: none"> -Upload work instantly -Access scaffolds, 'how to' videos when needed 		
<p><i>Increase retrieval practise to increase the amount of learning entering the long-term memory.</i></p> <ul style="list-style-type: none"> -Mid-term retrieval -Weekly 'Flashback Friday' -'Check Its' at the start of each lesson -Use of lenses to connect learning across year groups. 	<p>We know that learning isn't just about performance in the moment – true learning means information has been encoded, stored and can be retrieved over time.</p> <p>Studies on memory show (<i>The Forgetting Curve - Hermann Ebbinghaus</i>) that repeated exposure to information, recalling and retrieving what has been previously learnt in spaced intervals, provides the most powerful way to fix memory into the brain.</p> <p><i>EEF: Cognitive Science Approaches in the Class – A Review of the Evidence</i> Cognitive science approaches in the classroom - A review of the evidence.pdf</p>	1, 4
<p><i>Identify and address any barriers that prevent disadvantaged pupils from achieving accolades and rewards in line with their peers ('Always Bands' and/or 'Wall of Excellence')</i></p> <p><i>Continue to closely track and evaluate all aspects of school life (achievements, attendance, behaviour, personal development, home learning, etc) for 4 'case study' pupils, in receipt of pupil premium.</i></p> <p><i>Communication with parents and families through 'Collaborate, Consolidate, Celebrate'.</i></p> <ul style="list-style-type: none"> -Collaborate – Share curriculum maps and monthly events; termly parents' forum, PTFA and drop-in sessions -Consolidate – Parents' evenings and reports -Celebrate – Wall of Excellence, class assemblies, music recitals 	<p>Pupil expectations are the most significant factor in pupils' achievement (particularly, communicating high academic standards). The Power of 1 and an increase in positive interactions impact positively on pupil's achievement.</p> <p><i>EEF: Parental Engagement (2019)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement has a positive impact on average of 4 months additional progress. Communication through Dojo.</p> <p>More successful schools have strong social and emotional support strategies to help pupils in need of additional support, including working with their families.</p> <p><i>DFE: Supporting the Attainment of Disadvantaged Pupils (2015)</i> DFE-RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</p>	5, 6

<p><i>Ensure staff receive relevant and up-to-date training in order to deliver all aspects of the NC to a high standard.</i></p> <p><i>-School</i></p> <p><i>-Literacy Pathways.</i></p> <p><i>Provide pupils with daily opportunities to write (English lessons and wider curriculum)</i></p> <p><i>Stronger emphasis on handwriting, spelling, sentence construction in EYFS/KS1</i></p> <p><i>Use of Literacy Pathways across the school</i></p>	<p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p><i>EEf: Literacy KS1 Guidance Report (2020)</i> <u>Literacy_KS1_Guidance_Report_2020.pdf</u></p> <p><i>DFE: The Writing Framework (2025)</i> <u>The writing framework</u></p>	<p>2, 4</p>
<p><i>English Leads reiterate direction/approach, quality support, advice and guidance and clear policy and procedures.</i></p> <p><i>Continue with whole class guided reading approach.</i></p> <p><i>Continue with 'Starbooks' across the whole school (reading reward scheme)</i></p> <p><i>Continue to utilise 'Random Readers' to promote reading outside</i></p> <p><i>Use of Pageticker to track reading both in school and at home. The online reading app has replaced reading diaries (although paper diaries are still available on request).</i></p>	<p><i>EEF: Improving Literacy in KS2 - 7 recommendations (Nov'21)</i> <u>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</u></p> <p>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy. If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. Fluent readers can read quickly, accurately and with appropriate stress and intonation, which aids comprehension by freeing pupils' cognitive resources to focus on meaning.</p> <p>Life at home (including access to books, etc) is one of the most significant factors in how well children achieve.</p>	<p>1, 3, 4, 6</p>

<p><i>Pupils who are not read with at home, are read with more frequently at school.</i></p> <p><i>Vocabulary walls in each classroom, enables new and relevant vocabulary to be visible and accessible at all times.</i></p> <p><i>Ensure all curriculum areas are vocabulary-rich, with vocabulary displayed in both books and on classroom displays</i></p>	<p>There is clear and consistent evidence about the importance of vocabulary development. In addition, a range of studies highlight the extent to which there can be a vocabulary gap between children from disadvantaged families and their peers. Schooling is central to increasing pupils' vocabulary, as up to 90% of vocabulary is encountered in reading and not in everyday speech...fiction often does not give access to the more academic vocabulary.</p> <p><i>EEF: The Reading House – Vocabulary in Action (2022)</i> The Reading House EEF</p>	
<ul style="list-style-type: none"> - Ensure all 'new/moved' staff have received appropriate phonics CPD. - Daily phonics teaching through the use of teachers/TAs support (Rec- Y2). - Through 'Unlocking Letters and Sounds' provide high quality phonics resources to support teaching and learning. - Maintain the high-priority focus on speech and language throughout Reception. 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective (+ 5months) when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>There is evidence that the systematic synthetic approach is particularly effective.</p> <p>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.</p> <p>Practise makes permanent</p> <p>https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ (+6 months)</p>	1,
<p><i>- Maintain small staff:pupil ratios in Reception, Y1 and Y2 to enable pupils to benefit from frequent and regular high quality interactions with adults.</i></p>	<p>One to one led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>Smaller adult:pupil ratios enable pupils to have increased access to adults, resulting in more feedback and teaching at source.</p>	1, 2. 3

<ul style="list-style-type: none"> - Maintain access to high quality resources and learning areas - Appropriate 1:1 and small group teaching and interventions, in response to pupil needs. 	<p><i>DFE: Supporting the Attainment of Disadvantaged Pupils (2015)</i> DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-briefing_for_school_leaders.pdf</p> <p><i>EEF: Collaborate Learning Approaches (+5 months)</i> https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>Where pupils are removed from their class and given intensive tuition, the most effective impact is through short, regular sessions, over a set period of time (5-10 weeks) and in a small group: ideally one-to-three.</p> <p>'The best leaders ensure that the work of additional adults is closely monitored and thoroughly evaluated'</p> <p><i>Nfer research (Nov 2015) 'What are the most effective ways to support disadvantaged pupils' achievement'</i> What are the most effective ways to support disadvantaged pupils' achievement? (publishing.service.gov.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provide Y6 pupils with access to an additional HLTA support (x5 mornings) to provide 1:1 and small groups support, to unpick and address specific misconceptions and knowledge gaps</i></p> <p><i>Provide 1 x TLR responsible for 'progress coaching' for supporting disadvantaged pupils across the school, to provide support with all aspects of their learning, including self-awareness, study skills, effort, interest, motivation, concentration.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><i>EEF: One to One Tuition (+5 months)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p><i>EEF: Small Group Tuition (+4 months)</i> https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	2, 3, 4, 5
<p><i>Ensure 'Looked After Children' have access to additional support (as required and in line with PEPs)</i></p>	<p>Poorer level of independent learning without adult/ peer support</p>	1-7
<p><i>Teachers hold 'writing conference' time with pupils x3 weekly during protected intervention time.</i></p>	<p>One to one interventions/conferences target specific needs and knowledge gaps. Research suggests that writers learn the most about writing when they share and reflect on their writing involving a non-threatening audience. Teachers are able to provide immediate verbal feedback – studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p><i>EEF: Feedback (2021)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback?utm_source=/education-evidence/teaching-learning-toolkit/feedback&utm_medium=search&utm_campaign=site_search&search_term=feedback</p>	2

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

Budgeted cost: £7,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Promote and facilitate the use of first-hand experiences, visits and visitors across the curriculum (additional funds for class budgets, subsidised trips/events):</i> <i>14 classes x £100</i> <i>Y6 Lledr residential support</i> <i>Planned RE visits/visitors for each year group</i></p>	<p>Some children do not experience the same things as others – we want everyone to have the same opportunity, in order that they can build their cultural capital and contribute to, and access society (e.g. beach, museums, galleries)</p>	7
<p><i>School to fund access to a counsellor/nurture support 5hrs a week, every week (Aspire).</i></p>	<p>More successful schools have strong social and emotional support strategies to help pupils in need of additional support, including working with their families</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	5, 7
<p><i>Embed the principles of good practice set out in the DfE's Working Together to Improve School Attendance.</i></p> <p><i>1 x TLR Attendance Lead - 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions (including resources, rewards and monitoring)</i></p>	<p>More successful schools set up rapid response systems to address poor attendance</p> <p>‘The most effective leaders track the progress of pupils meticulously and make sensible amendments to the support they provide’</p> <p><i>DFE: Working Together to Improve School Attendance (Aug' 24)</i> Working_together_to_improve_school_attendance - August 2024.pdf</p> <p><i>EEF Blog: Supporting School Attendance: A New Tool for Reflection and Planning (May 2024)</i> Supporting school attendance EEF</p>	5

<p><i>Power of 1 – positive interactions</i></p>	<p><i>EEF: Improving Early Education Through High-Quality Interactions</i> <u>Strategies to support everyday practice EEF</u></p>	
<p><i>Establish an Aspirations curriculum relevant to the context of our school.</i> <i>Careers Fair (annually) enables pupils to meet people from different careers.</i> <i>Aspirations curriculum – pupils are exposed to 18 different jobs (from all sectors).</i></p> <p><i>Pupils are encouraged to partake in a Pupil Voice Group. These help to build confidence and give pupils a voice around school.</i></p> <p><i>Continue to offer a range of carefully-considered extracurricular clubs both after school and at dinner time.</i> <i>Mental Health – mindfulness/yoga</i> <i>Sports</i> <i>Crafts – crochet</i> <i>Games – board games, maths games</i> <i>Debate (oracy skills)</i></p>	<p>There is a small positive impact of physical activity on academic attainment (+2 months). <u>Physical activity EEF</u></p> <p>Arts participation is defined as involvement in artistic and creative activities (e.g. dance, drama, music, painting or sculpture). Research shows it can have a positive impact on academic outcomes. <u>Arts participation EEF</u></p>	<p>7</p>

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils (data based upon 2025)

Over the last few years only a very small number of pupils in Reception class are in receipt of pupil premium, and therefore any data is not statistically reliable when being compared with any local or national comparators. However, the data is favourable.

Outcomes from the phonics screening test show that, by the end of Y1, disadvantaged pupils were less than their peers but better than national comparators. AS with Reception, the small numbers are not considered statistically reliable.

	End of EYFS: Jul'25		End of Y1: Jul'25	
	Attainment National		Attainment National	
	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged
No. of pupils	8	42	7	43
Literacy	Literacy: 63% Literacy: 54%	Literacy: 69% Literacy: 74%		
Maths	63% 63%	79% 80%		
Other	GLD: 63% 50%	GLD: 67% 72%	End of Y1 Phonics: 71% 67%	End of Y1 Phonics: 95% 83%

At the end of KS2, attainment outcomes (for ARE) for all subjects show that disadvantaged pupils attained above their comparable group nationally, and is also above their peers.

	End of KS2: Jul'25	
	Attainment: ARE (GDS/HS) National	
	Disadvantaged	Not Disadvantaged
No. of pupils	12	50
Reading	92% (42%) 65% (20%)	76% (26%) 78% (34%)
Scaled score	109.3 103.0	105.1 106.7
Writing	92% (25%) 62% (9%)	70% (8%) 78% (16%)
Maths	100% (50%) 60% (15%)	74% (32%) 80% (31%)
Scaled score	110.2 101.8	106.3 105.9
RWM	92% (17%) 51% (5%)	62% (6%) 67% (12%)
GPS	92% (58%)	80% (42%)

As pupils move through school, tracked attainment data indicates the gap between disadvantaged pupils and their peers is minimal (and in some classes, they are attaining above their peers).

Progress against success criteria:

End of KS1 data (from 2024) will also now no longer be published, so there are no national comparators for this stage of school.

Reading and writing outcomes by the end of KS2 continue to be very positive – targeted intervention and the embedding of our new writing approach, are having a positive impact.

Phonics outcomes remain positive – this is a clear reflection of the continued high quality teaching and additional support that pupils receive in phonics (there are no longer any national comparators for the end of KS1).

Pupil attendance remains a high priority for school (led by the DHT), but also remains a stubborn area to change. Term-time holidays (because they are cheaper) and some ‘softer’ parental when pupils state they are ill are the primary factors that result in our attendance remaining below our target of 96%. For 2025-26, there will be an increase in the use of parental contracts, as well as national changes to support high attendance.

Parental engagement and learning at home has received a boost, with the access to high quality online learning, increased information about weekly learning and also more specific homework set. However, we recognise that this still remains important.

The % of disadvantaged pupils who attend extra-curricular activities is proportionate, however this is lower than their peers – this continues to be an area that we monitor and prioritise.

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
White Rose Maths	White Rose Hub
Talk 4 numbers	Every Child Counts
Becoming 1 st Class @ number	Every Child Counts
Century	Century
Mastering Number	Maths Hub
LBQ	Learning By Questions
Literacy Pathways	The Literacy Company