Pupil premium strategy statement – Lugwardine Primary Academy

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	146
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2026 2026-2027 2027-2028
Date this statement was published	October 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Clare Long – Chair of Governors
Pupil premium lead	Kim Lane - Headteacher
Governor / Trustee lead	Clare Long

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,520
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£33,520

Part A: Pupil premium strategy plan

Statement of intent

The key aim of our school's pupil premium strategy plan is to ensure that all students, regardless of their background and family income have an equal opportunity to thrive and achieve in school.

Common barriers to learning for disadvantaged children in our school, can be that they receive less support at home, weak language and communication skills, lack confidence, experience more frequent behaviour difficulties as well as attendance and punctuality issues. There may also be complex family situations that prevent children from excelling. The challenges are varied and there is no 'one size fits all' answer.

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the students.
- We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes but is not limited to, ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- In making provision for socially disadvantaged students, we recognise that not all students who received free school meals will be socially disadvantaged.
- We promote and encourage increased parental engagement with the school.

The range of provision we will provide.

- Ensuring all teaching is good or better therefore ensuring that the teaching experienced by all children is improved.
- To allocate staffing appropriately in order to provide small group work focussed on overcoming gaps in learning.
- 1-1 support both socially and academically as required.
- All work through pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional staffing for interventions and catch-up lessons and additional reading support across both key stages.
- Supporting payment for activities, educational visits and residential trips. Ensuring children have concrete experiences to expand their classroom education.
- Support payment for school uniform, PE kit and school equipment as appropriate.
- Support payment for attendance at one out of school activity.

- Assistance as necessary to encourage good attendance working closely with students and their families.
- Mental Health and Wellbeing support, through the use of school-based ELSA practitioners on a 1:1 or targeted group basis.
- Support for mental health and wellbeing will be offered through external support services.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last few years indicates that attendance among disadvantaged pupils can be improved. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Our data shows that whilst improving from the previous year the level of persistent absences within pupils who are registered as disadvantaged is significantly higher than that of their peers. Over the previous year this has been at 10.5% in comparison with a whole school level of 4.4%.
2	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is still affected by the closures of schools in previous years, and this is more prevalent with the disadvantaged pupils. This has resulted in social, emotional and behavioural difficulties, significant gaps and is especially seen in the phonics development and concrete use of manipulatives in maths.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and the development of cultural capital.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show above local and national average percentage of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
To improve the social and emotional wellbeing of all pupils, particularly our disadvantaged pupils.	Consistently improved results to the wellbeing survey for all members of the school community. Behaviour monitoring to show a decline in the number of repeated episodes and that effective use of the school ELSA practitioner, demonstrates less incidents of dysregulation.

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: £11,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing training and CPD for teacher and TA training as well as release time.	The EEF states that '*Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.'* And continue that *'approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Embedding the ELSA practice within the school and allowing time for the Teaching Assistant to conduct regular sessions.	The EEF offers that longitudinal research within the UK has demonstrated that good social and emotional skills – including self-regulation, self-awareness, and social skills, developed by the age of 10 years, are predictors of a range of adult outcomes such as life satisfaction and wellbeing, labour market success and good overall health. It continues that '*numerous large evidence reviews indicate that when well implemented, Social and Emotional learning can have positive impacts on a range of outcomes.'* https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,3,4

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further CPD for new staff members to ensure Phonics Interventions previously utilised are embedded within the school – scheme used is Essential Letters and Sounds – this is intended to secure stronger phonics teaching for all pupils.	*'Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of work reading (though not necessarily comprehension), particularly for disadvantaged pupils.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Through close monitoring and the use of formative and summative assessments those pupils with gaps in their learning that need to consolidate information and require further input to achieve their potential will receive regular interventions with HLTA's and TA's under direction of the class teacher and Senior Leadership team.	*'Teaching Assistants can provide a large positive impact on the learner outcomes, however, how they are deployed is key.'* The EEF continues… *'…Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact."* *'There is also evidence that working with teaching assistants can lead to improvements in pupil's attitudes'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, developing further the behaviour policy and embedding this throughout daily practice and the school environment. Redevelopment of a relational approach to behaviour management. Attachment Research Community (ARC) audit to identify and address areas where Trauma informed practice would support pupils with SEMH needs.	Both targeted interventions through the ELSA practitioner and further development of that support in addition to the relational approach to behaviour management can have a positive overall effect. The EEF state *'Both targeted interventions and universal approaches have positive overall effects. Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.'* The aim of the ARC is to '*facilitate and collaborate with individuals, groups or institutions wishing to pursue an attachment aware and trauma informed approach to their work in education.'* *ARC supports the development of best attachment and trauma aware practice in education to benefit everyone's mental health and wellbeing.'*	3
Executive Lead to attend Trauma Informed conference and to develop whole school approach to this practice. With further development of the relational approach to managing the pupils within the school.		

Forest School sessions for children in receipt of pupil premium in addition to their timetabled allocation.	There is a positive impact on academic outcomes due to outdoor adventure activities as well as a positive impact on wider school experiences. Research also demonstrates that outdoor adventure learning may also impact *'self-efficacy, motivation and teamwork'.* The EEF continues that '…*may provide opportunities to participate in activities that they otherwise may not be able to access. Through participation in these challenging physical and emotional activities … it can support non-cognitive skills such as resilience, self-confidence and motivation.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £33,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Early Years Foundation Stage –83% of the class were considered to have passed at a Good Level of Development (GLD), 75% of those pupils who are categorised as 'disadvantaged' achieved a GLD. This is marginally higher than the 72% at the national average.

Year 1 Phonics – 82% of the class achieved the required level to be considered 'working at' the expected level within this cohort. Of those children for whom we are in receipt of the pupil premium benefit 100% achieved the required pass mark. Further work to ensure that the phonics training is fully imbedded and that all new staff members are able to offer continuity with regards to learning these synthetic phonics will be essential to bridge the gap between the national standard and the whole class level.

End of Key Stage 2 – Within the statutory KS2 testing all disadvantaged pupils completed the necessary assessments. The results achieved in the Reading assessments at expected standard or above were 68% with 75% of those disadvantaged pupils achieving the same standards. Within mathematic assessments 71% of the cohort achieved expected standard or greater depth with 75% of disadvantaged pupils achieving the same. Whilst in the teacher assessed writing, the levels of those working at expected or above were 82% and the same in science across the cohort with 50% of the pupil premium students achieving expected standard in writing and 100% in Science. One disadvantaged pupil achieved a greater depth level within the assessments.

A member of the teaching assistant team was able to attend ELSA training over the previous year and has been able to deliver intervention support.

Access to additional forest school sessions have been provided where possible.

The Executive Lead of the school is expected to attend a trauma informed practice conference and has sought advice and guidance from the 'Virtual Schools' team to help implement the necessary work to complete the ARC audit and to begin to further develop the relational approach to behaviour management planned and required within the setting.

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

Service pupil premium funding.

How our service pupil premium allocation was spent last academic year
Within this setting 29% of those pupils in receipt of the pupil premium grant are service children. Over this academic year we have had 7 pupils that have qualified for the Service pupil premium, they have been provided with opportunities to meet together on a regular basis with staff who have also military alliances or backgrounds and have had opportunity to also complete forest school activities. Where necessary the school also uses 'Little Troopers' to provide families with regular updates and resources when needed.
The impact of that spending on service pupil premium eligible pupils
Service Pupil Premium students have been monitored as a separate group from the more traditional 'disadvantaged' pupils and have very differing needs. It has been important to ensure that they have opportunity to discuss worries or concerns with their class teacher or teaching assistant who has taken time to build an excellent understanding and working relationship with the pupil. Moving forward, further work will be explored with the ELSA practitioner as required.