

Pupil premium strategy statement – Lobley Hill Primary School. 2025 - 2026

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	342
Proportion (%) of pupil premium eligible pupils	31%
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)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	R. Hocking
Pupil premium lead	R. Glendenning
Governor / Trustee lead	S. Leaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£167,395

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

It is our intent at Lobley Hill Primary School that children from all backgrounds are able to grow as individuals and become healthy, positive and influential members of their community, who achieve in many ways for the benefit of themselves, their families, and others. At Lobley Hill Primary school we believe every child has the right to reach their academic, social, spiritual, physical and emotional potential. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

How does your current pupil premium strategy plan work towards achieving those objectives?

The plan we are implementing will provide support for children to ensure that they are able to access an ambitious curriculum which is rooted in nurture and pastoral care. Our core purpose is to provide a nurturing environment where our children flourish and where they develop confidence, resilience and achieve personal excellence.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit children in our school. Our approach will be responsive to common challenges and individual needs; careful planning, effective teaching and accurate assessments allow us to identify and support children who are at risk of falling behind their peers.

What are the key principles of your strategy plan?

- We ensure that teachers develop their classroom practice through a deep understanding of researched-based teaching principles which will increase the effectiveness of provision for all, but especially those who require the greatest support.
- To ensure that Pupil Premium children are 'on track' with age-related expectations in all core subjects, ensuring targeted next steps are identified to narrow the gap.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We provide interventions for personal and academic development for example to accelerate phonic development as well as early fluency in reading.
- We provide specialist counselling for children with greater emotional needs.
- To develop our support for families who are finding day-to-day aspects of ensuring their children attend school difficult but who have been further challenged by the current cost of living crisis. This support will take the form of personal nurture, resources and technology.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' basic language skills and habits can be low on entry and this has an impact on a wide range of aspects such as access to reading via phonics and blending skills, attitude to reading, vocabulary acquisition, spelling, writing and general comprehension
2	Our 3 year tracking tells us school attendance and punctuality of those children entitled to PP funding is not in-line with their peers. Whilst short term improvements have been made, leaders recognise the need to embed sustained change in this critical area.
3	Complex situations at home or pupil's own mental health or SEND needs can mean that some pupils are not emotionally ready to learn when they are at school.
4	Our observations indicate that some of our disadvantaged pupils have limited enrichment opportunities which in turn affects attainment and future aspirations.
5	Through observations and discussions with pupils, some PP pupils, have difficulty retaining and remembering taught knowledge and skills away from the point of teaching.

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
Children in the early years to catch up with their peers in relation to attainment in Communication and Language and maths skills	By the end of the strategy plan the gap will lesson between PP and non-PP in communication and language and maths. This will enable learners to develop firm foundations as they move into Year 1.
The gap between PP and non-PP attendance will reduce. Minutes late for PP learners will decrease.	Continue to embed revised attendance procedures. Offer support and guidance for families who need assistance in children attending school. Deploy robust monitoring systems, support and legal intervention pathways as depicted in School attendance policy (such is written in line with Working Together to Improve School Attendance August 2024). PP attendance will increase and minutes late decrease.
Pupils' mental health and well-being well be supported through group and individual work linked to Thrive. Pupils are supported to share worries and concerns that they have with adults who are able to provide reassurance but also specific support. This allows pupils to feel positive about themselves and are able to focus on the learning within the classroom.	Children will feel they have a trusted adult in school Children's SEMH needs will be met Children who are entitled to extra support e.g. young carers, Virtual schools etc will be identified and advice sought.
Pupils access a wide range of enrichment experiences both in and out of school.	Social skills, independence, perseverance, and teamwork are developed. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupils access a funded breakfast club and funded enrichment opportunities.
Children are able to know more and remember more in their learning this results in a narrowing attainment gap between pupil groups.	A greater percentage of those entitled to pupil premium achieve ARE and GD. Sensory profiles are understood by all and learners needs are successfully met resulting in a calm, regulated approach to school life. Rosenshein Principles working memory and cognitive load are understood by all. Such theories are embedded throughout the school wave 1 offer.

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: £17,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for the teaching of phonics to ensure all delivery is consistent and presents fidelity to the programme (RWInc).	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children (DfE Guidance Choosing A Phonics Teaching Programme) (EEF Phonics Toolkit) New Read, Write Inc lead deployed owing to change in staffing. Read Write Inc (RWInc) is a DfE validated Systematic Synthetic Phonics programme. It is a phonics-based literacy program teaching children to read, spell, and write fluently through daily, structured lessons. It uses a systematic synthetic phonics approach that builds reading speed and comprehension, with additional programs available for nursery-aged children and older students who need catch-up support About Read Write Inc Phonics - Ruth Miskin Literacy	1 and 5 £17,339
Enhance quality of teaching through professional coaching conversations	When used strategically, coaching can empower teachers and teaching assistants to refine their skills, adopt innovative teaching methods, move out of their comfort zones and ultimately create an environment where all pupils thrive. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development How Coaching Can Develop High-Impact Teaching	1,3, 5
Quality first teaching for all pupils	Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others. The EEF Guide to the Pupil Premium EEF	1 and 5

	EEF-Effective-Professional-Development-Guidance-Report.pdf High-quality teaching EEF	
Use a trauma informed approach to school and staff CPD which enables children to feel a sense of belonging. Engage in CPD via Trauma informed schools UK.	Research suggests that around half of children and young people living in the UK will have experienced traumatic events or adverse experiences. These can have an enduring impact on their cognitive, social and emotional development. A trauma-informed approach recognises that past traumatic experiences can affect a student's behaviour and ability to learn. This approach creates a safe, supportive, and predictable environment by focusing on the principles of safety, trust, choice, collaboration, and empowerment, enabling pupils to develop healthy coping mechanisms and relationships. Working definition of trauma-informed practice - GOV.UK What is trauma-informed practice? Trauma-informed approach and impact National Education Union	1,2,3,4,5

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

Budgeted cost: £97,914.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of TA to deliver bespoke interventions which enable learners to narrow the gap. - Fast Track Tutoring - Traffic Light Readers - Targeted language intervention for EY to support	Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. EEF Research: Individualised Instruction Teaching Assistants Collaborative-learning-approaches	1,3 and 5 £64,734.50

catch up in early literacy. • SALT • Intensive Interaction • Attention Autism • Oracy Deployment of TAs for live lessons for phonics. Deployment of TA for targeted alternative phonics programme (resourcing, staffing and training).	The Attention Autism programme offers significant benefits for individuals with autism, primarily by developing natural, spontaneous communication skills through highly motivating, visually engaging, and joyful activities. Attention-Autism.docx Attention Autism Programme - Attention Autism Ltd UK & Ireland	£12,846
-High level of staff to children ratio -Teaching Assistants are employed to deliver high quality pre and post teaching interventions. SSA allowance deployed to support school's inclusive model.	Pupils receive more individual attention, which allows for tailored instruction to address their specific needs and learning gaps. This collaborative environment also fosters critical thinking, problem-solving, and teamwork skills as pupils learn from one another and receive immediate feedback. Opportunities are used for staff to support small group interventions and modelling. EEF guide to Pupil Premium Small group tuition	1, 5, 6 £6,989
Teaching assistant trained to deliver ELSA to targeted children	ELSA stands for Emotional Literacy Support Assistant. ELSA support in schools is a project designed to help schools support the emotional needs of their pupils. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed. The Network – ELSA Network What is ELSA Intervention? - Elsa Support	£13,345
Whole school training for storm breaker and	Stormbreak activities are short, movement-based exercises designed	

rebound therapy to support SEMH needs of learners	to improve children's mental health by linking physical activity with conversations about concepts like resilience, relationships, and self-worth. surge-school-insight-report.pdf About Rebound Therapy Rebound Therapy	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,141.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time family support worker employed to support families with school attendance and punctuality (Swap shop, regular updates, alarm clocks for punctuality etc). Focus on bespoke support for children who are most at risk of reaching persistent absentee levels.	DfE report on attendance (Working together to improve school attendance (applies from 19 August 2024)) and attainment showed strong link between attendance and attainment. Pupils with 100% attendance 4.7 times more likely to achieve than those with 85%. Children missing more than 6 days places them below national attendance percentages. At KS2, pupils who attended school nearly every day in Year 6 (with an attendance rate of 95-100%) were 1.3 times more likely to achieve the expected standard in reading, writing and maths compared to pupils who only attended 90-95% of the time. The link between attendance and attainment in an assessment year Why school attendance matters, and what we're doing to improve it – The Education Hub	2 £31,437
Family Support Worker employed by school for the purposes of: Early identification and intervention for families struggling with mental health, emotional wellbeing and/or	This role is to support children and their families with a variety of problems such as: attendance, lack of engagement and unwillingness to access external agencies. Help can also be signposted for drug and alcohol addiction; having a parent in hospital or prison; a parent or child	2 and 3

SEMH Providing support for families struggling financially – being able to signpost for immediate support. Providing support linked to attendance and punctuality	with a disability or special educational needs (SEN); language barriers which mean they struggle to access local and national services; and needing help with general home management, finance and parenting skills. They help build relationships, increase skills and potentially bridge the gap between families and organisations, and can work with a variety of other professionals such as social workers and teachers. Attend family conversations via Hubs to create support in a timely manner Parental Engagement Improving social and emotional learning	
Raise aspirations and ambitions profile with children identifying future employment. Supplement school's curriculum offer with visits and visitors to support such attributes.	Primary schools play a vital role in preparing pupils for guidance in careers by building the foundational knowledge, skills, and aspirations needed for their future. Evidence shows that children start to form ideas about their future as they start primary school. By linking lessons in an age-appropriate way to different careers, training and skills, this will inspire pupils about the world of work. EdEmp_CareerPrimary-report_Jan2019_v5_INDV.pdf Gatsby Good Career Guidance: The Next 10 Years	4
Residential and educational visits are subsidised. Daily Breakfast Club is provided free of charge for Pupil Premium children. After-school club provision is provided.	Breakfast clubs can improve children's readiness to learn, increase concentration, and improve wellbeing and behaviour. The importance of breakfast for school-aged children Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. (EEF Outdoor Learning) EEF guide to pupil premium indicates moderate impact for social and emotional interventions (+4months)	4 £11,284.50

	Residential and educational visits benefit students by boosting independence, confidence, and social skills, while also bringing the curriculum to life through hands-on, real-world experiences. These trips improve a student's ability to cope with change, build resilience, and foster a deeper connection with teachers, leading to improved wellbeing and greater academic engagement. Learning-Away-Comparative-Research-Report.pdf	£1,500
Use of forest school and outdoors to support SEMH needs of vulnerable learners and promote school's inclusive practice.	Outdoor learning can provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Forest School develops physical motor skills, self-confidence and an emotional awareness in the natural world. The Benefits Of Forest Schools Pentagon Play	£7,920

Total budgeted cost: £167,395

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of assessment data for the end of the academic year 2025, shows that by the end of EYFS 58 % of PP pupils achieved GLD (7/12 children) compared to a cohort of 65%.

Out of the 14 children who did not pass the phonics screen in Y1, 38% were PP pupils. By the end of Year 2 6 children who were entitled to PP did not meet the expected standard.

When analysing internal KS1 data, there is a statistical difference between P and non PP pupil in maths with only 39% of PP learners reaching ARE. Elsewhere, a statistical difference exists between PP and non-PP in writing.

By the end of KS2 such attainment differences between PP and non-PP learners were evident e.g. In reading 67% reached ARE and 55% of PP children met the standard. It is important to note only 9 children were entitled to pupil premium.

Our overall school attendance in 2024 – 2025 was a 0.3% decrease from the previous year (93.9%); with attendance for PP learners being 2.5% lower than whole school data. Attention now needs to turn to persistent absenteeism and ensuring timely support is provided. Of the 52 persistent absentee children from 2025 – 2026 42% were entitled to PP funding.

Of the 74 children who accessed breakfast club during the academic 2023 – 2024, 45% were entitled to PP funding.

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
Read Write Inc	Ruth Miskin
Reading Plus	DreamBox
TTRS	Maths Circle
MyMaths	Oxford University Press
Flash Academy	Learning Labs
Spelling Shed	Spelling Shed

Further information (optional)

Leaders recognise there may be some learners who are entitled to disadvantage funding who are not yet registered. School will ensure the needs of all learners are met and continue to strive to support all families.

School has a higher-than-average levels of SEND

School runs an ARMS provision for ASD learners

School has high staffing ratios throughout the classes

Classes and staffing are deployed according to pupil need.