Pupil premium strategy statement – 2026/27 Update

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lordship Farm Primary School
Number of pupils in school	451
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026 (review 1) October 2027 (review 2) October 2028 (final review)
Statement authorised by	Julie Pettit (Headteacher)
Pupil premium lead	Steve Wheat (Deputy Head)
Governor / Trustee lead	Katie Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,291
Pupil premium funding carried forward from previous years	£330
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,621

Part A: Pupil premium strategy plan

Statement of intent

At Lordship Farm Primary School, all staff and governors take collective responsibility for ensuring that disadvantaged pupils, including those eligible for Pupil Premium funding, receive the support and opportunities they need to thrive.

We are committed to meeting their academic, social and emotional needs within a caring, inclusive and aspirational environment. We believe that the combination of an ambitious curriculum, with rich learning experiences that inspire courage and curiosity, allows all children to reach their potential. We achieve this by providing high quality teaching and well-planned, research-based interventions.

We expect equality of opportunity for all children and are determined to ensure that pupils are given the best possible chance to realise this through the provision of wider strategies aimed at providing support for their general wellbeing.

Early Years Pupil Premium

At Lordship Farm School, we are committed to using Early Years Pupil Premium (EYPP) funding to improve outcomes for eligible children in our nursery setting. This additional funding is used to enhance each child's learning and development through targeted resources, staff training, and tailored support.

We ensure EYPP is directed to the children it is intended for and is used effectively to close gaps in attainment, supporting all children to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils have underdeveloped foundational literacy skills, including reading fluency, comprehension, and oracy.
2	Some disadvantaged pupils have gaps in fundamental mathematical knowledge and fluency, which affect their ability to access age-related content.
3	Some disadvantaged pupils demonstrate weaker learning behaviours, including lower levels of self-belief, resilience, and readiness to learn. An increasing number also present with social, emotional, and mental health needs, which can further impact engagement and progress.
4	Pupils experiencing socio-economic disadvantage may have reduced access to enrichment opportunities that build cultural capital. Consequently, their general vocabulary and breadth of background knowledge may be less developed than that of their peers, creating barriers to learning across the curriculum.
5	Attendance rates for some disadvantaged pupils are lower than those of their peers, with a higher proportion persistently absent. Research shows that poor attendance has a direct negative impact on attainment and progress over time.

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
1. Disadvantaged pupils develop secure foundational literacy skills- including early language, reading fluency, comprehension, and oracy- enabling them to access the full curriculum and make strong progress in reading and writing.	• Assessments show accelerated progress for disadvantaged pupils. • The gap in reading and writing attainment between disadvantaged and non-disadvantaged pupils narrows across all key stages. • Pupils demonstrate improved vocabulary, confidence in spoken language, and greater engagement with reading and writing tasks. • Targeted interventions show measurable impact, and high-quality teaching strategies are embedded across the school. • Monitoring activities confirm improved learning outcomes and literacy behaviours.
2. Disadvantaged pupils secure key mathematical knowledge and fluency, enabling them to access age-related content with confidence and make sustained progress across the maths curriculum.	• Assessment data shows accelerated progress in maths for disadvantaged pupils. • The attainment gap in maths between disadvantaged and non-disadvantaged pupils narrows over time. • Pupils demonstrate improved recall of number facts, place value understanding, and calculation strategies in lessons and assessments. • Targeted interventions show measurable impact for identified pupils. • Monitoring reflects improved mathematical fluency, reasoning, and problem-solving.
3. Disadvantaged pupils develop positive learning behaviours, including improved self-belief, resilience, and readiness to learn, supported by effective strategies that address their social, emotional, and mental health needs—enabling greater engagement and sustained progress.	• Pupil voice and staff observations show improved attitudes to learning, increased confidence, and greater perseverance in the face of challenges. • Identified pupils with SEMH needs access timely and appropriate support, with measurable improvements. • Behaviour and wellbeing logs show reductions in incidents, dysregulation, and time out of class. • Attendance and punctuality of disadvantaged pupils improve over time, especially for those previously identified as vulnerable. • Staff consistently implement whole-school approaches to support wellbeing, regulation, and behaviour as evidenced in monitoring and pupil outcomes.

4. To ensure that all pupils eligible for Pupil Premium funding have equitable access to a wide range of high-quality enrichment experiences that build cultural capital, broaden their background knowledge, and enhance their vocabulary, enabling them to fully engage with and succeed across the curriculum.	• Monitoring shows an increasing trend in sustained participation over time. • Assessments and pupil work evidence an improvement in the use of tier 2 and tier 3 vocabulary over time. • Pupils demonstrate improved general knowledge and cultural understanding through class discussions, quizzes, and curriculum-based tasks. • Teachers report greater confidence and engagement from Pupil Premium pupils. • Pupil Premium pupils report increased enjoyment, confidence, and aspiration as a result of participation in enrichment activities • Over time, internal and external data shows a reduction in the attainment gap between Pupil Premium pupils and their peers.
5. To improve attendance and reduce persistent absence among disadvantaged pupils, ensuring they have full access to the curriculum and make sustained progress in line with their peers.	• The average attendance rate for pupils eligible for Pupil Premium funding increases and moves closer to, or matches, that of non-disadvantaged peers. • The proportion of disadvantaged pupils classified as persistently absent (below 90% attendance) reduces. • A robust system for early identification, monitoring, and intervention is embedded. • Case studies demonstrate the positive impact of interventions. • Increased and sustained engagement with families of disadvantaged pupils through regular, supportive communication and attendance meetings. • Parent/carer feedback indicates improved understanding of the link between attendance and academic success. • As attendance improves, internal assessment data shows that the attainment and progress of disadvantaged pupils with previously low attendance is improving over time and gaps are narrowing.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality CPD for teachers and TAs Training TAs to lead targeted interventions	Teachers need to be up-to-date with the latest strategies used to improve the attainment and progress of PP children. Quality Wave 1 teaching will also have a positive impact on all children. Targeted interventions have the potential for the largest immediate impact on attainment. (EEF closing the attainment gap) Behaviour Intervention = +4 months Teaching mastery/ CUSP = +5 months Reading comprehension strategies = +6 months (EEF Toolkit)	1-3
Subscriptions to Testbase assessment and Dyslexia Gold	Effective identification of PP children's learning gaps is vital to ensure effective intervention can be planned to enable them to close these gaps. (EEF Implementation Guidance)	1-3
Ongoing resourcing of Little Wandle and CUSP reading with quality books so that PP children can have access to these to support their phonics and reading.	Phonics is an essential component in the development of early reading skills particularly for children from disadvantaged backgrounds. Teaching of phonics should be matched to the child's current level of skills in terms of phonemic awareness. (Teaching and learning toolkit- Phonics EEF)	1
Subject leadership time to support and monitor effectiveness of CUSP on our PP children. Attendance at National Pupil Premium Conference	In order for an effective tiered approach to be put in place, this needs to run through all subjects. Leaders will need time to implement strategies in their subject.(Tiered model – Pupil Premium Guide – EEF) Evidence from the EEF Guide to Pupil Premium: A Tiered approach to spending.	1-3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition 1:3 as a maximum Over a period 6-12 weeks (one term)	High quality tuition that is aligned to classroom teaching can support identified pupils to make up to 4 months additional progress. Groups of three are likely to maintain high impacts with good value for money & tutoring in groups may reduce potential sense of stigma. EEF Toolkit – 'Making a difference with effective tutoring' Nov 22	1-2
1:1 tuition Over a period 6-12 weeks (one term)	High quality tuition that is aligned to classroom teaching can support identified pupils to make up to 5 months additional progress. 1:1 tutoring can have the largest impact EEF Toolkit – 'Making a difference with effective tutoring' Nov 22	1-2
Speech and language support	Children with poor speech and language skills find writing more difficult and make slower progress than their peers. Oral learning intervention is proven to enable 5+ months impact on progress (EEF Toolkit)	1, 3
Additional SENCo time - Triangulation of PPG, SEND and pastoral	SENCos support teachers in developing individualised instructions. All learners have different needs and therefore an approach that is personally tailored will be more effective. This could be provision as well as support plans. EEF – Individualised instruction (Teaching and learning toolkit)	3-5
Early reading intervention through Little Wandle phonics programme.	Children who do not develop early reading skill and an enjoyment of reading in EYFS struggle to catch up throughout KS1 and 2. This has a negative aspect on all areas of learning as they are unable to access learning materials and are not exposed to good writing models. Early intervention in EYFS proven to enable 5+ months impact on progress (EEF Toolkit) Reading comprehension strategies = +6 months (EEF Toolkit)	1

Pastoral assistant to lead interventions for PPG children. Nurture room to be staffed constantly to ensure that there is capacity to meet the emotional needs of all PPG children.	Self -regulation is a top strategy to increase progress (EEF- Self regulation strategies + 5 months) Maslow hierarchy of need – emotional needs must be met for a child to be able to learn.	3
Drawing and Talking intervention – training and sessions.	Early intervention with emotional and mental health needs is key. Drawing and talking focuses on prevention Specialised programmes with use elements of social and emotional learning and are targeted at students with a particular social or emotional need have a positive impact of 4 months additional progress. Teaching and learning toolkit – social and emotional learning EEF	3

Wider strategies

Budgeted cost: £24,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidies for trips and clubs. Provision of school uniform using PP budget.	Children's confidence can be affected if they do not have the same opportunities as their peers. They then lose focus and do not make the same amount of progress as others. Taking financial pressure off parents can result in a happier home life.	4
Provide counselling /art/play therapy	Unless children are settled and able to concentrate at school, they will not make as much progress as their peers. Metacognition and self-regulation = +7 months (EEF Toolkit)	4
Bookshop visit + free book/access to quality texts	PP children often come from families with a lower income and therefore may not have the same access to new books that are appropriate to their age and reading ability. PP children's attainment is lower than their peers.	1, 4
Provide access to technology e.g. laptops & staff to run homework clubs	PP children have been shown nationally to be a group more likely not to have access to appropriate technology for use when learning at home or accessing school homework.	1, 2, 4

	This ensures that homework can be done whether it is in school or out of school. Some pupils may not have a quiet space for home learning. It is important for schools to consider how home learning can be supported. (Teaching and Learning toolkit – homework + 5 months.)	
Pupil premium questionnaire to parents	Ensuring positive parental engagement and good communication between home and school is crucial to avoid a widening attainment gap. Parental engagement = +4 months (EEF Toolkit)	All
Attendance officer to ensure that attendance of PP children remains above 95%	Ensuring positive parental engagement and good communication between home and school is crucial to avoid a widening attainment gap. Parental engagement = +4 months (EEF Toolkit)	5
Termly trips for PP children to ensure that they are receiving experiences similar to their peers.	A person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. Exposure not only to culture but also to situations in which they might not have previous experiences is of paramount importance to their ongoing successes. Taken from TES article discussing OFTSED terminology 2019.	4

Total budgeted cost: £56,600