

Pupil premium strategy statement - Lightmoor Village 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	31% 66 /214 (61 FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Lucy Cowan Headteacher
Pupil premium lead	Lucy Cowan Headteacher
Governor	Melissa Jones Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,955
Recovery premium funding allocation this academic year	N/A
NTP Allocation	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£100,955

Part A: Pupil premium strategy plan

Statement of intent

At Lightmoor Village Primary School we have high expectations of all pupils whatever their starting point. The focus of our pupil premium strategy is to improve outcomes and to narrow the attainment gap between disadvantaged and non-disadvantaged pupils in school and to continue to challenge those children in receipt of pupil premium funding that are already high attainers. We understand that not all pupils in receipt of this funding will be vulnerable learners and the process outlined in this statement is intended to support all needs.

We have taken time to understand the story of the Pupil Premium learners in our school, looking into pupil groups and barriers to learning. 50% of our PP pupils also have a special educational need and 32% of our current PP learners did not start their educational journey here Lightmoor Village Primary School, with 15% arriving within Key Stage 2.

As a school, we will follow the 'Disadvantaged First' model. A policy and philosophy, where individuals or groups experiencing disadvantage receive priority in support and resources in school to address the attainment gap and improve life chances.

We will take the tiered approach recommended by EEF to ensure that we meet individual needs and identify any barriers to learning.

1. High quality teaching: Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school. Alongside this, we invest in high quality CPD for staff.

2. Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have. We provide structured small group and 1:1 interventions in addition to classroom teaching.

3. Wider strategies: Wider strategies target the most significant non-academic challenges to success in school. Specifically including; attendance, behaviour and social and emotional support. We recognise that these barriers significantly impact on outcomes, holistically and seek to address barriers as a means to improve all outcomes and attainment.

We aim to provide effective pastoral support for pupils and parents through our school nurture room, 'Treehouse' which is led by fully trained and committed staff. We work closely with outside agencies and invest in specialist support to meet the needs of our pupils.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	50% of our Pupil Premium pupils have SEND, with an increasing number of pupils with speech and language and attention difficulties impacting on all areas of learning. Internal and external data, demonstrate that our PP pupils are at greater risk of underachievement.
2	External IDSR KS2 writing demonstrates that for disadvantaged learners, progress is below national average that that for other disadvantaged learners, this is primarily owing to the schools 2023 outcome. The impact of work done in this area can be seen in internal data but it is still an area of challenge for our disadvantaged learners
3	Internal and external assessments indicate that phonics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. In June 2025 phonics screening, 5 of the 7 pupils that didn't meet the standard pass mark were disadvantaged pupils. This group of pupils who re took the screening in year 2 are also disadvantaged pupils.
4	70% of our disadvantaged pupils and families have identified social and emotional issues. This has meant involvement from social care at different levels These challenges particularly affect the emotional well-being and regulation of our disadvantaged pupils, this can then can have a negative impact on their attainment. Teacher referrals for support remain relatively high, both internally to SLT and nurture support and externally to other professionals.

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
<p>Improve the speech and language and oracy skills of all of our disadvantaged Learners</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils in receipt of pupil premium.</p>	<p>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 assessment.</p> <p>Specific barriers to learning addressed, to promote equitable access to our school curriculum with appropriate adaptations.</p>
<p>Improved outcomes in reading for our disadvantaged learners</p>	<p>KS2 reading outcomes in 2027/28 show the gap between disadvantaged and non-disadvantaged pupils meeting the expected standard is closing.</p> <p>The phonics outcomes in June 2026 demonstrate the gap closing between disadvantaged and non-disadvantaged pupils.</p>
<p>Improved outcomes and progress in writing for our disadvantaged pupils</p>	<p>KS2 writing outcomes in 2027/28 show the gap between disadvantaged and non disadvantaged pupils meeting the expected standard is closing.</p>

	Progress made by disadvantaged learners, ensures that gaps close to achieve or maintain ARE/GDS.
Continue to develop and enhance our school offer of emotional wellbeing and emotional literacy development and support for disadvantaged pupils and their families.	<p>Sustained high attendance data for our Disadvantaged pupils into 2027/28.</p> <p>Schools' attendance data to remain above national with the current tailored support to support pupils and families.</p> <p>Progress in learning to continue to improve and sustained high levels of wellbeing by 2027/28 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations and a significant increase in participation in enrichment activities by disadvantaged pupils.</p>

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: **£49,092.5**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing investment in the Read, Write, Inc, a systematic, synthetic phonics scheme.</p> <p>Enhancing this with the support package to support and continuously develop R,W, Inc. lead and provide in-school coaching to upskill all staff delivering the phonics programme.</p> <p>Ongoing investment in new whole school writing scheme, Ready Steady Write. Including whole school training and implementation.</p> <p>Adoption and adaptation of new spelling programme in line with English scheme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><i>'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Particularly for pupils from disadvantaged backgrounds'. EEF</i></p> <p><i>'All Ready Steady Write resources include reading for pleasure: there is clear evidence that children learn to write from what they read (Barrs and Cork, 2002). Our Vehicle Texts (children's language-rich picture books) are carefully chosen to be read aloud, enjoyed and discussed. They are challenging and beautifully written, and also provide important opportunities to teach new vocabulary explicitly (Beck et al, 2002). The illustrations lend themselves to Booktalk (Chambers, 1999) and drama (Heathcote and Bolton, 1994 Taylor, 2016) and also provide rich</i></p>	<p>1, 2, 3</p> <p>£1,020 additional support package</p>

<p>successfully adopted last academic year.</p>	<p><i>and engaging opportunities to write for a genuine purpose to a range of audiences which can be highly motivating (EEF, 2020).</i></p> <p><i>If children are to write at greater depth, they need to know what excellence at that exact standard looks like (Clarke, 2020).'</i></p> <p>https://www.literacycounts.co.uk/blog/research-influencers-ready-steady-write?srsltid=AfmBOo-ouIcU1_0CHs4sZ-V2Q5UDwQF2suLTxN7-DOYaDSM4nhErJOy_f</p>	
<p>Embed daily opportunities for vocabulary development and oracy in all EYFS provision.</p> <p>Prioritise early identification of gaps in language, communication, early literacy, and numeracy.</p> <p>Adult to deliver Talk boost (KS1 and EYFS)</p>	<p>Whole school focus on oracy through Maths Hub, mastery approach to maths and Literacy counts materials.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3</p>
<p>Continue to develop high quality teaching through CPD on scaffolding and metacognition strategies.</p> <p>Teaching that has a focus on our PP pupils.</p> <p>Fund teacher release time to embed key elements of guidance in school and to access RWInc and Ready, Steady Write resources and CPD (including Shaw hub Maths Teaching for Mastery training).</p>	<p><i>'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</i></p> <p><i>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.'</i> EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=metacog</p>	<p>1, 2, 3</p> <p>£11,891</p>
<p>CPD and purchase of Insight – whole school assessment tool to ensure the identification of gaps in curriculum knowledge through effective assessments for pupils</p>	<p>'Using assessments to develop self-awareness. The main focus should not be reporting up, it should be feeding information back into the learning process.</p> <p>however we assess, it has to translate into something meaningful in the language of the subject at hand if the students are going to be able to act on that and improve.'</p> <p>Tom Sherrington July 12 2021</p>	<p>1, 2, 3</p> <p>£909.50</p>
<p>Improve the quality of social and emotional (SEL) learning. Full time ELSA</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1, 2, 3, 4</p> <p>£35,272</p>

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

Budgeted cost: **£41,417**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff have high expectations of all pupils within our classrooms and ensure that these pupils are given the best possible chance to reach their potential and beyond by ensuring that they are at the forefront of the mind of teaching and support staff. This is during the high quality class input and by giving group support and regular timely feedback on learning</p> <p>Support staff in each class to support teacher in ensuring:</p> <p>Disadvantaged pupils are challenged in the work that they're set</p> <p>They act early to intervene at the point need is identified. Pre and post teaching.</p> <p>The school has adopted a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.</p>	<p><i>'Targeted small group and one to one interventions have potential for the largest immediate impact on attainment'. EEF</i></p> <p>Additional adults to meet the range of needed in specific year groups.</p> <p>Impact of guided groups research:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 3</p> <p>£20,420</p>

Investment in additional support staff and targeted resources, in order to develop impact of small group and 1:1 interventions.		
Additional phonics sessions – daily 1:1. Targeted at disadvantaged pupils who require further phonics support.	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 when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	3
Speech and language trained TA to deliver speech and language interventions to pupils identified as in need in small groups. As above. Deliver Talk Boost for EYFS pupils.	<i>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language'. EEF</i> Oral language interventions and activities including talk boost https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1,2,3 £20,997

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

Budgeted cost: **£15,340.86**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time trained DSL, Nurture and ELSA member of staff plus funding to resource the nurture room.</p> <p>Dedicated person who builds a relationship with pupils and their parents. Providing support they require, link from home and school. Delivers:</p> <p>Talktime, Lego Therapy, Anger Gremlin, Anxiety Gremlin, Keep Cool, Social skills.</p>	<p><i>'Nurture Groups target social, emotional and behavioural difficulties in school aged children.</i></p> <p><i>There is an evidence base underpinning Nurture Groups.</i></p> <p><i>Delivering an attachment-based model in primary school settings improves social, emotional and behavioural outcomes. Children and youth services review 2020.'</i></p> <p>EEF</p>	<p>4</p> <p>As above funding</p>

<p>Additional BSAT sessions and Drawing and Talking Therapy</p> <p>Additional staff to meet the needs of some of our most vulnerable learners.</p>		
<p>Headteacher and Attendance lead to continue to regularly track the attendance and support the needs of vulnerable families. Maintain high attendance figures of all pupils.</p> <p>Doorstep visits by school staff to continue.</p>	<p>'With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils.</p> <p>But the factors that contribute to poor attendance are complex. Pupils may not attend school because they are disengaged, or because of anxiety, bullying, or other challenges. Recent data suggests there is also a relationship between absence and distance from school.' EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/attendance-context?utm_source=/education-evidence/leadership-and-planning/supporting-attendance/attendance-context&utm_medium=search&utm_campaign=site_search&search_term=attend</p>	<p>1,2, 3, 4</p>
<p>Continued Investment in adapting and tailoring our whole school PSHEE curriculum.</p> <p>Continue to develop the PSHEE curriculum to meet the individual needs and local context of our pupils and our context</p>	<p><i>We have gathered a wealth of evidence demonstrating that the knowledge, skills and attributes taught within PSHE education have a positive impact in a number of areas, including emotional wellbeing, academic attainment, and preparation for the world of work.</i> PSHE association.</p>	<p>4</p>
<p>DHT to continue develop outdoor learning within the full curriculum and development of playground strategies.</p>	<p>We understand that a well – designed curriculum is important particularly for disadvantaged and SEND pupils.</p> <p>Carried out an enrichment entitlement curriculum review</p> <p><i>'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy'</i> EEF</p>	<p>1,2,3,4</p>
<p>Subsidised and funded school trips, uniform and Residential trips</p>	<p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p>	<p>4</p> <p>Subsiding trips 2024 2025</p>

<p>Funded breakfast club spaces and nurture breakfast spaces before and at the start of school.</p> <p>1 after school enrichment club free of charge for PP pupils.</p> <p>Smash Life – external mentoring scheme bought into school weekly.</p>	<p>EEF – ‘sports participation increases educational engagement and attainment.’</p>	<p>£2324.98</p> <p>Nurture Breakfast £5420</p> <p>Free club £4481.60</p> <p>Rocksteady funded place £839.88</p> <p>Smashlife £2,275</p>
--	--	---

Total budgeted cost: £105,850.36

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2024 to 2025** academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The IDSR data demonstrates that disadvantaged children achieving EXS in reading, writing and maths combined, in the past 2 years, has exceeded national average for disadvantaged pupils. We are aware that the school disadvantaged figures vs. the non-disadvantaged figures (11% difference) remain a focus.

Reading: Disadvantaged learners achieve above average for national disadvantaged learners over a three year trend. School disadvantaged learners vs national non-disadvantaged learners demonstrates that the gap has reduced over the past 3 years (7% in 2025).

Writing: For disadvantaged learners, progress is still below national average for other disadvantaged learners. The progress of disadvantaged high-prior attainers was significantly above national averages in both 2022 and 2023.

Maths: Progress of all pupils is close to national average over a two-year trend (2022, 2023). Disadvantaged pupils made less progress than the national average for disadvantaged learners, but this was not a significant margin.

SPAG: For disadvantaged learners, average attainment at EXS is above national average, having been above average for the past two years (25% and 15% above).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

A 3-year trend of being above national average for whole-school attendance (all pupils) and for FSM6 and for SEN (sig+) can be seen. This academic year we were invited by DfE to apply for Behaviour and Attendance Hub based on this data. Our persistent absence 3-year trend is positive – below national; particularly in the past year when school sig below national (9% difference). FSM6 and SEN pupils persistent absence is below national for 3 years + and in the 24/25 year, a difference of 16% for our SEN pupils.

Our evaluation of the approaches delivered last academic year indicates that our attendance strategy is working and that the changes to the curriculum and methods of

delivering writing as well as continued CPD is having a very positive impact on our disadvantaged learners.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year in terms of meeting our intended outcomes.

Externally provided programmes

Programme	Provider
1:1 Mentoring for self-esteem and resilience	Smashlife Mentoring
Drawing and talking therapy Behaviour support observations	BSAT team
Play Therapist	Shropshire Post Adoption Team