

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 academic years) 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	Lacewood Primary
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	October 2025 October 2026 October 2027
Date on which it will be reviewed	October 2026 October 2027 October 2028
Statement authorised by	Katie Akeroyd Headteacher
Pupil premium lead	Katie Akeroyd Headteacher
Governor / Trustee lead	Jeannette Stratton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,370
Early Years Pupil premium funding allocated	£5,700
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£123,070

Part A: Pupil premium strategy plan

Statement of intent

Lacewood Primary School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and children who are affected socially and emotionally and are not ready for learning. In addition, we will implement strategies to support and improve regular attendance at school with a particular focus on punctuality and persistent absenteeism. The strategies outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality wave 1 teaching is at the heart of our approach, with a focus on ensuring every child has access to quality first teaching every day. Where interventions are required, they are delivered by expert practitioners who have received the appropriate training and on-going support from relevant specialists. This strategy is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

When making decisions about using PP funding it is important to consider the context of the school and the challenges it faces and alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can include: less support at home (including self-care), weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are therefore varied and different barriers apply to different children.

At Lacewood Primary school we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children

can face a wide range of barriers which may impact on their learning. Remove barriers to learning created by poverty, family circumstance and background.

Key Objectives:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience and have high aspirations for their personal success in life.
- Ensure all children are able to live up to the behaviour expectations in school to create a happy and safe learning environment for all.

Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with on-going internal and external high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support, from expert practitioners, to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and in and after school targeted booster groups.
- Provide opportunities for all pupils to participate in enrichment activities including sport, the arts, STEM and environmental education.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. e.g. morning well-being check-ins, nurture breakfast, 1-1 and class based thrive sessions, ELSA sessions, Lego therapy and music therapy.
- Provide nurture support groups for parents to ensure school and home are working together in the best interests of our children.

Challenges

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

Challenge number	Detail of challenge
1	On entry to school, baseline assessments indicate a large proportion of disadvantaged pupils have limited oral language skills, resulting in slower reading progress in subsequent years.

2	Analysis of data shows that disadvantaged pupils often struggle more with phonics than their peers, impacting their fluency and comprehension.
3	Analysis of data shows that the attainment of PP children in Y6 was lower in all subjects for boys, with the widest gap being in writing.
4	Analysis of data show that the attainment of PP in Y4 was lower in the multiplication check.
5	Thrive assessments and morning check-ins highlight concerns around social and emotional well-being for many disadvantaged pupils, though similar issues are seen in non-disadvantaged peers.
6	Behaviour monitoring identifies specific cohorts struggling with school expectations, especially during unstructured social times.
7	Disadvantaged children's attendance rates are lower than their non-disadvantaged peers. Our assessment and observations indicate that absenteeism is having a huge impact on the progress of children, in particular - disadvantaged pupils.

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
Raise the attainment of PP pupils in EYFS. 2025 GLD: PP 56% / Non-PP 76%	An increased number of PP will achieve GLD closing the gap between disadvantaged pupils and their peers.
Raise the attainment of PP pupils in phonics. 2025 Phonics: PP 100% / Non-PP 85%	Attainment of PP premium pupils will be in line with Non-PP in the Year 1 phonics screening check in 2026.
Improve the attainment of PP in reading. 2025 Reading KS1: PP 62% / Non-PP 93% KS2: PP 69% / Non-PP 93%	Improvement in reading fluency and comprehension leading to gap in attainment at the end of KS1 and 2 (between disadvantaged pupils and their peers) narrowing.
Improve the attainment of Y4 pupils in the multiplication check average score and full marks.	Attainment of PP pupils will increase for both the average score achieved and the percentage of children achieving full marks.
Improve the attainment of Boys PP in writing by the end KS2.	Increase, at KS2, in the percentage of PP boys attaining ARE in writing.

2025 Writing KS2: PP: 58.3% / Non-PP 100%	
Continue to improve the mental health and well-being of all children, improving their resilience to learning.	Improvement in punctuality and attendance for PP children. Well-being ambassadors in Y4/Y5 appointed (PP children focus) Thrive and ELSA programmes demonstrate an effective way to improve children's mental health and well-being. Increased school participation in school and after school activities. Launch of Children's University for Y3-6. Increase in confidence and resilience of PP children noted through pupil voice.
Reduction in behaviour incidents in school at playtimes and lunchtimes.	Fewer incidents reported on cpoms linked to physical violence monitored half termly. Weekly BASI meetings – Behaviour, Attendance, SEN and Inclusion to enable early intervention. Older children are able to manage their own conflict situations and also support younger children.
Improve the attendance and punctuality of PP pupils narrowing the gap between this group and their peers. July 2025: PP 90.62% / Non-PP 93.58%	The overall absence rate for all pupils will reduce and the attendance gap between disadvantaged pupils and their non-disadvantaged peers be reduced.

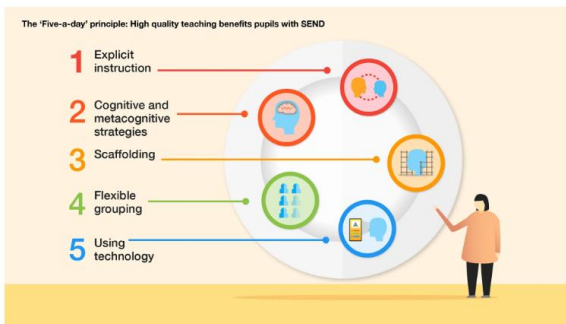
Activity in this academic year

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: £ 5,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – EYFS (ECT and Foundation Lead) FS1 - ECT Support and mentoring to be implemented to ensure consistently good teaching, ensuring excellent outcomes for all pupils.	EEF States: ‘Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive.’	1
CPD - Phonics RWI Support Online subscriptions and Development Days to support the quality first teaching of phonics to ensure rapid and sustained progress for all pupils.	EEF States: ‘Read Write Inc. Phonics aims to support the development of pupil literacy regardless of socio-economic status, special need or language status, by providing a whole-school approach to teaching phonics and early reading. Reading is a more important driver of social mobility than socio-economic status (OECD, 2002). Children from deprived backgrounds read better and enjoy reading more when they have excellent teachers (Read On Get On, 2016). Leaders who build a school culture of supportive professional development and teachers who have a love of reading have the biggest impact on children’s literacy outcomes.’ Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. Education Endowment Foundation EEF	1 and 2
CPD - Reading Reading Lead to implement, support and monitor a new approach to the teaching of reading across school, with a focus on fluency	EEF States: ‘Fluency and comprehension is the ability to apply and identify the correct pronunciation of written words immediately and without conscious effort. It involves smoothly and effortlessly decoding words while also comprehending and interpreting the text. Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.’	1 and 2

and comprehension	https://educationendowmentfoundation.org.uk/reading-house/fluency Support pupils to develop fluent reading capabilities – key recommendation 2 in the EEF’s ‘Improving literacy in KS2’ guidance report	
CPD – Writing Ensuring high quality teaching and assessment across school. Supporting children to meet age related and GD expectations in writing in line with the new writing framework.	EEF States: ‘Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive.’ Disadvantaged pupils historically have not Teach writing composition strategies through modelling and supported practice. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf – Recommendation 4	3
CPD - Writing New Writing Framework.	EEF States: ‘To develop pupils’ ability to write at greater length, it can be helpful to think of writing as a task made up of five stages: planning, drafting, revising, editing, and publishing. Children can be taught, through modelling and scaffolding, strategies which support them to undertake each of these stages of the writing process.’	3
CPD – Strategies to improve the teaching of times tables.	EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf Recommendation 7 – linked to structured interventions.	3
CPD – Adaptations Whole staff CPD on subject specific adaptations for SEND.	EEF blog: ‘Five-a-day’ to improve SEND outcomes EEF 	2 and 3

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

Budgeted cost: £ 56,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 tutoring for phonics (FS2, Y1, Y2)	EEF States: ‘Short regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.’ Additional support staff to close the gap for FS2, Y1 and Y2 children to ensure the gap is narrowed. The above adult will be targeting the children’s reading impacting on the bottom 20% across FS2 and KS1.	1 and 2
Teaching Assistant support for research based interventions – Reading, Spelling and maths. (5 x ½ day per week)	EEF States: ‘Short regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.’ Analysis demonstrates that some children have significant gaps in word reading, spelling and maths (core number facts). 1-1 support will be implemented dependent on gaps identified.	2 and 3
Diagnostic reading assessments of Reading and Spelling carried out by SEN Lead. (Nessy)	EEF States: ‘Short regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.’	2
Year 6 intervention groups to target EXS in	The EEF Guide to the Pupil Premium EEF	3

Reading and Mathematics.	The EEF guide to The Pupil Premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress.	
Year 4 intervention groups to target PP tables knowledge and instant recall.	EEF States: That evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement	3
Teaching Assistant support for research based interventions - Speech and Language. (5 x ½ day per week)	EEF States: 'Short regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.' 1 x TA to deliver Language Link and SALT recommendations through structured interventions. A third of children throughout school have a moderate to severe language. Our severe children are referred to speech and language therapy as the assessment dictates and the moderate children access the intervention in school twice weekly with TA trained to deliver the programme.	1 and 2

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

Budgeted cost: £ 117,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a well-being practitioner. (Supporting pupils' social, emotional and behavioural needs)	EEF States: 'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.' Children in our school are regularly impacted in terms of social and emotional support. This often leads to children not being able to self-regulate.	5 and 7

	Nurture breakfast for children that find getting to school on time and in the right mind-set for learning are given the opportunity to settle into school, prior to learning, to enable them to be regulated when they attend the first lesson of the morning. Children who have these difficulties are within the PP/CP/CIN categories.	
Thrive Sessions Well-being sessions.	EEF States: ‘Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.’ Children in our school are regularly impacted in terms of social and emotional support. This often leads to children not being able to self-regulate. We have a large number of children who are diagnosed with autism, communication difficulties and attachment issues. Due to this, there are a larger proportion of children who require thrive intervention either through whole class, small group or 1-1 sessions. https://www.thriveapproach.com/impact-and-research Schools and settings that have adopted Thrive have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale.	5 and 7
ELSA sessions – Emotional Literacy Support.	EEF States: ‘Social and emotional learning approaches have a positive impact, on average, of 3 months’ additional progress in academic outcomes over the course of an academic year.’	5 and 7
Employment of a Behaviour support lead to use positive regard strategies to improve behaviour culture in school.	Children in our school are regularly impacted in terms of social and emotional support. This often leads to children not being able to self-regulate. This member of staff supports the reintegration of children into their learning space. Positive regard in schools is a behavioural management culture that focuses on empathy, understanding, and the needs of each child. It can help pupils feel cared for, build relationships and develop resilience. https://www.cultofpedagogy.com/unconditional-positive-regard/ When-Adults-Change-Everything-Changes/dp/1781352739	6

	Improving behaviour in schools	
Providing breakfast to all children.	There is evidence that providing free, universal breakfast prepares children for learning, supports behaviour and school attendance. EEF Toolkit has independently evaluated 'The Magic Breakfast.' As 'Magic Breakfast' is no longer being funded, school decided to fund breakfast for all children, through the charity National School Breakfast. This has a cost implication for school.	5 and 7
Education Welfare Officer – fortnightly-proactive in addressing persistent absentees. Parent Support Advisor/ Employment of PSA/SEN Assistant/Attendance Officer	The mind-set of a large proportion of our parents is that the children's attendance is not important. In school holidays are taken and fines do not appear to be deterring parents. There is a need to be proactive with attendance and therefore it is crucial that the support of an EWO officer for our attendance officer is pivotal to ensure attendance is dealt with in a timely manner. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	7
Ensuring parental engagement supports learning at home.	Nurture support group for parents. Research suggests that the impact of raising parents aspirations are important in supporting disadvantaged pupils. Parental engagement EEF	5, 6 and 7

Total budgeted cost: £ 179,558

Part B: Review of outcomes in the previous academic years Pupil premium strategy outcomes

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

Attainment Outcomes

Pupil Premium Data – 2024-25

EYFS	Pupil Premium GLD	Non-Pupil Premium GLD
	5/9 = 56%	16/21 = 76%



PSC 2025	Pupil Premium passing the phonics screening check	Non-Pupil Premium passing the phonics screening check
Year 1 2025:	3/3 = 100%	23/27 = 85%
Year 2 2025:	1/1 = 100%	n/a



MTC 2025	Average PP score	Average Non-PP score	% of PP pupils achieving 20+	% of Non-PP pupils achieving 20+	% of PP pupils achieving 25/25	% of Non-PP pupils achieving 25/25
Year 4	18	23	71%	100%	7%	27%

Key Stage 1 – 13PP	% Pupil Premium Expected	% Non-Pupil Premium Expected
Reading	52%	93%
Writing	52%	93%
Maths	77%	93%
Combined	62%*	93%

Key Stage 2 – 16PP	% Pupil Premium Expected	% Non-Pupil Premium Expected
Reading	69%	93%
Writing	69%	93%
Maths	75%*	93%
Combined	63%*	93%
SPaG	69%	71%

Lower than previous year

Increase from previous year

*Significant increase from previous year

Attendance Outcomes

•The overall absence rate for all pupils will reduce and the attendance gap between disadvantaged pupils and their non-disadvantaged peers be reduced

The overall attendance absence rate has reduced for all pupils. When comparing disadvantaged and non-disadvantage categories the rates have reduced for most categories, including unauthorised absence.

<u>Attendance</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-25</u>
Overall attendance	91.75%	93.2%	93.42%	93.76%
Persistent Absentees	28.5%	19.92%	21.22%	16.98%
Authorised absence	5.31%	3.86%	3.55%	3.91%
Unauthorised absence	2.94%	2.94%	3.03%	2.33%
Disadvantaged overall attendance	90.1%	91.59%	92.06%	92.96%
Persistent absentees	35.44%	25%	29.47%	25.35%
Authorised attendance	5.84%	4.32%	4.06%	4.24%
Unauthorised attendance	4.06%	4.9%	3.88%	2.8%
Non-Disadvantaged overall attendance	92.76%	94.2%	94.26%	94.16%
Persistent absentees	24.22%	17.09%	16%	12.77%
Authorised attendance	4.99%	3.57%	3.23%	3.74%
Unauthorised attendance	2.25%	2.23%	2.51%	2.1%

•The % of all pupils who are persistently absent is lower and the figure amongst disadvantaged pupils being no lower than their peers.

The % of all pupils who are persistently absent is lower in 2024-25 than in 2023-24. However, the gap between disadvantaged and non-disadvantaged is still wider (13% difference) This will remain a target area for next year, with the ultimate aim of closing the gap.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Positive Regard	Wellspring Trust
Thrive Approach	Thrive
ELSA	Educational Psychologists throughout the country
Reading Beyond Phonics	Accomplish Mat

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A