

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	231
Proportion (%) of pupil premium eligible pupils	36%
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	£112,740
Early Years Pupil premium funding allocated	£5,244
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	£117,984

Part A: Pupil premium strategy plan

Statement of intent

Rationale and Approach

At Lacewood Primary School, we are committed to ensuring that every pupil has the opportunity to achieve their full potential, regardless of their background or circumstances. Our approach to the use of Pupil Premium funding is rooted in high expectations, equity of opportunity and a clear understanding of the barriers that can prevent children from learning and thriving.

We recognise that disadvantage is complex and that pupils eligible for Pupil Premium funding do not form a homogenous group. Their needs, experiences and barriers to learning can vary significantly. Furthermore, some pupils who experience significant disadvantage or vulnerability may not meet the eligibility criteria for Pupil Premium funding. Consequently, the school takes a needs-led approach, ensuring that appropriate support is available to pupils who require it, irrespective of their funding status.

Pupil Premium funding is therefore considered as part of the school's wider strategic approach to improving outcomes for disadvantaged pupils. It is not viewed as an individual allocation for each eligible pupil, nor is there an expectation that all pupils in receipt of Pupil Premium will receive the same provision. Decisions about the use of funding are made annually through careful analysis of attainment, progress, attendance, behaviour, wellbeing and wider pupil-level information, alongside professional knowledge of individual pupils and families.

Our approach is informed by the Education Endowment Foundation (EEF) evidence base and the specific context of Lacewood Primary School. We focus our resources on approaches that are most likely to have a sustained and measurable impact on pupil outcomes, while ensuring that provision is reviewed regularly and adapted in response to evidence of need and impact.

Understanding barriers to learning

We recognise that disadvantaged pupils may experience a range of barriers which can affect their readiness to learn, progress and attainment. These may include, but are not limited to:

- gaps in prior learning and academic attainment;
- weaker language, communication and vocabulary skills;
- difficulties with reading and fluency;
- lower levels of confidence, self-esteem or resilience;
- social, emotional and mental health needs;
- difficulties with behaviour, self-regulation or relationships;
- poor attendance, persistent absence and/or punctuality;
- limited access to enrichment and wider learning experiences;
- challenges within the home or family environment;
- limited opportunities to develop independence and self-care skills; and
- circumstances associated with vulnerability, including children who have a social worker.

We recognise that these barriers do not apply equally to all disadvantaged pupils and that effective support must therefore be individualised, proportionate and responsive.

Our Core Approach

At the heart of our Pupil Premium strategy is high-quality Quality First Teaching. We recognise that the most significant contribution we can make to improving outcomes for disadvantaged pupils is to ensure that they experience consistently strong teaching every day.

All teachers receive high-quality continuing professional development and support to strengthen their classroom practice and ensure that teaching is responsive to pupils' individual starting points and needs. Teachers use assessment information effectively to identify gaps in knowledge and understanding, adapt teaching and provide appropriate scaffolding and challenge.

Where additional intervention is required, it is carefully targeted at identified needs and delivered by appropriately trained and supported practitioners. Interventions may include small-group work, individual tuition, targeted booster provision and additional support with reading, writing, mathematics, language and communication.

Our aim is not simply to provide additional support, but to ensure that pupils develop the knowledge, skills, confidence and independence required to become successful learners.

Supporting the Whole Child

We recognise that academic attainment cannot be considered in isolation from a child's wider development and wellbeing. Our Pupil Premium approach therefore includes appropriate pastoral, nurture and enrichment provision to ensure that pupils are emotionally ready and able to engage successfully in learning.

This may include:

- morning wellbeing check-ins;
- nurture breakfast provision;
- individual and class-based Thrive sessions;
- ELSA support;
- Lego-based therapeutic approaches;
- music therapy;
- targeted pastoral support;
- support with emotional regulation and resilience; and
- targeted support for pupils experiencing social and emotional difficulties.

Provision is carefully matched to individual need and reviewed regularly to ensure that it is having a positive impact.

Attendance and Punctuality

Regular attendance is fundamental to educational success. We recognise that disadvantaged pupils can be disproportionately affected by attendance difficulties and therefore place a strong emphasis on improving attendance, punctuality and engagement with school.

We use attendance information alongside pastoral and family information to identify pupils who may require additional support. Where appropriate, we work closely with pupils, parents

and carers and relevant external agencies to understand and address the underlying barriers to attendance.

Our approach is supportive, early and preventative, while maintaining high expectations for attendance and punctuality.

Enrichment and Wider Opportunities

We are committed to ensuring that disadvantage does not limit a child's access to the experiences and opportunities that contribute to their personal development, confidence and aspirations.

Pupil Premium funding may therefore contribute to ensuring that disadvantaged pupils have equitable access to a broad range of enrichment opportunities, including:

- sport and physical activity;
- music and the arts;
- STEM experiences;
- environmental and outdoor education;
- educational visits and experiences;
- leadership opportunities; and
- activities which develop cultural awareness, confidence and aspiration.

These opportunities support pupils to develop interests, discover strengths and build the wider skills required for success both in school and beyond.

Working in Partnership with Families

We recognise the important role that parents and carers play in supporting children's learning and wellbeing. Strong relationships between home and school are therefore central to our approach.

Where appropriate, we provide targeted support and nurture opportunities for parents and carers, enabling families and school to work collaboratively in the best interests of the child. We aim to build positive relationships based on trust, shared responsibility and a common commitment to improving outcomes for pupils.

Key Objectives

Through our Pupil Premium strategy, Lacewood Primary School aims to:

1. Improve the attainment and progress of disadvantaged pupils, reducing gaps between disadvantaged pupils and their non-disadvantaged peers.
2. Ensure that all pupils become confident, fluent readers who can read with accuracy, fluency and understanding and use reading effectively to access the wider curriculum.
3. Develop pupils' language and communication skills, enabling them to express themselves confidently and effectively across a range of contexts.
4. Strengthen pupils' social and emotional wellbeing, developing resilience, self-regulation, confidence and positive attitudes towards learning.
5. Improve attendance and punctuality, reducing persistent absence and addressing barriers that prevent disadvantaged pupils from attending regularly.
6. Support positive behaviour and engagement, enabling all pupils to meet the school's expectations and contribute to a safe, respectful and positive learning environment.

7. Raise aspirations and broaden experiences, ensuring disadvantaged pupils have equitable access to enrichment, cultural, sporting and wider educational opportunities.
8. Strengthen partnerships with parents and carers, ensuring that families are supported to work alongside school to improve children's attendance, wellbeing, engagement and achievement.

Achieving Our Objectives

To achieve these objectives and address identified barriers to learning, Lacewood Primary School will:

- provide consistently high-quality Quality First Teaching supported by ongoing professional development and evidence-informed practice;
- use assessment and pupil-level information rigorously to identify gaps, barriers and emerging needs;
- provide targeted academic intervention where assessment identifies a clear need, including small-group work, individual tuition and targeted booster provision;
- prioritise the development of reading, vocabulary, language and communication;
- provide targeted support for pupils' social and emotional development and readiness to learn;
- implement strategies to improve attendance, punctuality and engagement, with early identification of emerging concerns;
- provide equitable access to enrichment, educational visits, sport, the arts, STEM and environmental education;
- provide appropriate nurture and pastoral provision, including wellbeing check-ins, nurture breakfast, Thrive, ELSA, Lego therapy and music therapy where appropriate;
- strengthen parental engagement through targeted support and opportunities for families to work collaboratively with school;
- monitor the impact of provision carefully, adapting or ceasing approaches where evidence demonstrates that they are not having the intended impact; and
- ensure that decisions about Pupil Premium expenditure remain responsive to the changing needs and context of our pupils and are informed by the best available evidence.

Ultimately, our Pupil Premium strategy is designed to remove barriers to learning created by disadvantage, poverty, family circumstance and background, while maintaining high expectations for every child. We want every pupil at Lacewood Primary School to develop the knowledge, skills, confidence and resilience they need to achieve well, enjoy school and become successful, socially responsible citizens of the future.

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 (non-SEN) children in Y6 was lower in all subjects for both boys and girls working at standard.
4	Analysis of data show that the attainment of PP in Y4 was lower in the multiplication check for children achieving full marks.
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% 2026 GLD: PP 60% / Non-PP 76% No SEN / PP: 71% No SEN / Non-PP: 87%	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 67% / Non-PP 91% 2026 Phonics: PP 63% / Non-PP 95%	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	Improvement in reading fluency and comprehension leading to gap in attainment

KS1: PP 62% / Non-PP 93% KS2: PP 69% / Non-PP 93% 2026 Writing KS1: PP 56% / Non-PP 86% No SEN / PP: 100% No SEN / Non-PP: 86% KS2: pp 36% / Non-PP 89% No SEN / PP: 67% No SEN/ Non-PP: 93%	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. 2026 Av Score: PP 24 / Non-PP 22.7 Full Marks: PP 25% / Non-PP 42%	Attainment of PP pupils will increase for both the percentage of children achieving full marks.
Improve the attainment of Boys PP in writing by the end KS2. 2025 Writing KS2: PP: 58.3% / Non-PP 100% 2026 Writing KS2: PP: 50% (1out of 2) / Non-PP 100%	Increase, at KS2, in the percentage of PP boys attaining ARE in writing.
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 and Y6 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. 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 through our 'Big Brother and Big Sister' initiative.

	Introduction of 'Big Brothers' and 'Big Sisters' to support Y1 and Y2 with transitions.
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% July 2026: PP 91.37% / Non-PP 93.01% Percentages with on-going medical conditions (part-time timetables removed) July 2026: 93.8%	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

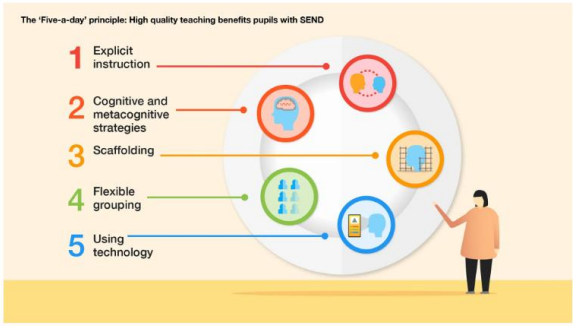
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – EYFS (ECT and Foundation Lead) FS1 / Y1 - ECT (Y2) 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 Training for ECT (Y2) x 2 days – Full training	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	1 and 2

RWI Support Online subscriptions and Development Days to support the quality first teaching of phonics to ensure rapid and sustained progress for all pupils.	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	
CPD - Reading Reading Lead to ensure the pedagogy for the teaching of reading is embedded and consistent throughout school.	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.’ 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	1 and 2
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.’ 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 Reception / Y1 – ‘Wise Continuum	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	3

Training : Unlocking Early Writing Success.’ Implementing new writing sequence Y1-Y6 and new class focus texts.	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.’	
CPD – Mathematics / Times tables To secure firm mathematical foundations in the development of good number sense through the implementation of the Mastering Number programme for Reception and Key Stage 1. Strategies to improve the teaching of times tables.	The EEF reports that early numeracy approaches are associated with approximately seven months’ additional progress on average. This supports prioritising early number development and ensuring that children build secure foundational knowledge before moving to more complex mathematical concepts. 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. Planned adaptations linked to individual subjects – SIP Target	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: £ 59,999.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 tutoring for phonics (FS2, Y1, Y2) (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.’ 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. (4 x ½ day per week) – PT Probe	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) Children identified as ‘low’ to be registered for Nessy Reading and Spelling intervention.	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	The EEF Guide to the Pupil Premium EEF The EEF guide to The Pupil Premium states that evidence consistently shows the	3

reaching EXS in Reading and Mathematics.	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 (Y4,5 and 6) – PT Probe	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: £ 121,824

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. (Morning check-ins and 1-1 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.’ ELSA sessions are structured support sessions led by trained Emotional Literacy Support Assistants to help children develop emotional literacy, cope with challenges, and improve wellbeing. What is an ELSA? An ELSA (Emotional Literacy Support Assistant) is a trained school staff member, often a teaching assistant, who supports children and young people with their emotional and social development. ELSAs are trained over a six-day course and are regularly supervised by Educational Psychologists to ensure good practice and professional guidance. They are not there to fix problems but to help pupils find their own solutions and build coping strategies. Purpose of ELSA Sessions	5 and 7

	ELSA sessions aim to: Support children in understanding and managing emotions such as anxiety, anger, or grief Improve self-esteem and social skills Help pupils cope with life challenges and barriers to learning Encourage independence so children can manage difficulties without over-reliance on the ELSA 🧸 elsa-support.co.uk.	
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, without frequent adult support or intervention. 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 Improving behaviour in schools	6
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. 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	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

Assistant/Attendance Officer		
Ensuring parental engagement supports learning at home.	Nurture support, Parenting Puzzle and Talking Teens group for parents. Research suggests that the impact of raising parent's aspirations are important in supporting disadvantaged pupils. Parental engagement EEF	5, 6 and 7

Total budgeted cost: £ 187,065.72

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

	National 2026	All Pupils	Boys	Girls	Disadvantaged (PP & SEN)	PP	PP (No SEN)	SEN (No PP)	No SEN No PP	No PP	No SEN
GLD	74%	70%	60%	76%	33%	60%	71%	0%	87%	76%	82%
Y1 PSC	82%	86%	80%	92%	25%	63%	100%	80%	100%	95%	100%
Y2 Cumulative		94%	87%	100%	67%	89%	100%	88%	100%	95%	100%

MTC

	Class Average Score	Average PP Score	Average Non PP Score	PP achieving 20+	Non PP achieving 20+	PP achieving 25/25	Non PP achieving 25/25
Class of 2028	23.1	24	22.7	100%	80%	25%	42%

KS2

	National 2026	All Pupils	Boys	Girls	Disadvantaged (PP & SEN)	PP	PP (No SEN)	SEN No PP	No SEN No PP	No PP	No SEN
Reading EXP+	75%	77%	79%	75%	40%	55%	67%	75%	93%	89%	86%
Reading GD	33%	40%	43%	38%	0%	27%	50%	0%	60%	47%	57%
Writing EXP+	73%	70%	64%	75%	0%	36%	67%	50%	100%	89%	90%
Writing GD	13%	27%	14%	38%	0%	18%	33%	0%	40%	32%	38%
Maths EXP+	75%	70%	64%	75%	20%	45%	67%	25%	100%	84%	90%
Maths GD	27%	23%	29%	19%	0%	9%	17%	0%	40%	32%	33%
SPaG EXP+	74%	70%	64%	75%	20%	45%	67%	50%	93%	84%	86%
SPaG GD	26%	40%	43%	38%	0%	27%	50%	0%	60%	47%	57%
Combined EXP+	63%	60%	57%	63%	0%	36%	67%	0%	93%	74%	86%
Combined GD	TBC	13%	14%	13%	0%	9%	17%	0%	20%	16%	19%

	Reading	Mathematics	SPaG
Average Scaled Score	106.8	103.7	106

Early attainment data highlights the importance of continuing to strengthen foundational learning, with 71% of Pupil Premium (no SEN) pupils achieving GLD. A key strength has been the focussed Y1 Rwi intervention, with 100% of PP (no SEN) passing the phonics check (Y1 and Y2 re-takes).

The 2025/2026 attainment data identifies a number of areas for development in the achievement of disadvantaged pupils at Lacewood Primary School. At the end of KS2, the attainment of Pupil Premium pupils was below that of non-Pupil Premium pupils without SEN in reading, writing and mathematics. The proportion of Pupil Premium pupils without SEN achieving the expected standard was 67% in reading, 67% in writing and 67% in mathematics, compared with 93%, 100% and 100% respectively for non-Pupil Premium pupils without SEN. 67% Pupil Premium (no SEN) pupils achieved the combined expected standard in reading, writing and mathematics, compared to non-Pupil Premium pupils (no SEN) who achieved 93%.

The school will use the Pupil Premium Strategy to improve outcomes through high-quality teaching, targeted academic support and early identification of need. Key priorities will include reading, writing and mathematics, with a particular focus on closing attainment gaps, securing the expected standard and providing appropriate challenge for pupils working towards greater depth. Positive outcomes in the Year 4 Multiplication Tables Check, where Pupil Premium pupils achieved an average score of 24 compared with 22.7 for non-Pupil Premium pupils, will be built upon to support continued mathematical development.

The impact of the strategy will be monitored through regular assessment, progress reviews and analysis of attainment data for disadvantaged pupils.

Attendance Outcomes

<u>Attendance</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
Overall attendance	93.2%	93.42%	93.76%	93.01%	
Persistent Absentees	19.92%	21.22%	16.98%	19.9%	
Authorised absence	3.86%	3.55%	3.91%	4.73%	
Unauthorised absence	2.94%	3.03%	2.33%	2.26%	
Disadvantaged overall attendance	91.59%	92.06%	92.66%	91.26%	
Persistent absentees	25%	29.47%	25.35%	30%	
Authorised attendance	4.32%	4.06%	4.24%	6.13%	
Unauthorised attendance	4.9%	3.88%	2.8%	2.61%	
Non-Disadvantaged overall attendance	94.2%	94.26%	94.16%	93.94%	
Persistent absentees	17.09%	16%	12.77%	14.5%	
Authorised attendance	3.57%	3.23%	3.74%	3.98%	
Unauthorised attendance	2.23%	2.51%	2.1%	2.08%	

Attendance remains a key area of school improvement. Overall attendance improved to 93.76% in 2024–25, accompanied by a significant reduction in persistent absence to 16.98% and a narrowing of the disadvantaged attendance gap to 1.5 percentage points. However, this improvement was not sustained in 2025–26. Overall attendance fell to 93.01%, while persistent absence increased to 19.9%. The greatest concern is the attendance of disadvantaged pupils, whose attendance fell to 91.26% and whose persistent absence rate increased to 30%. The disadvantaged attendance gap consequently widened to 2.68 percentage points. Positively, unauthorised absence has continued to reduce across the school and within the disadvantaged cohort. The school's attendance priority for 2026–27 should therefore be the early identification and intensive support of pupils at risk of persistent absence, with a particular focus on disadvantaged pupils and analysis of the significant increase in authorised absence.

Strengths

- Overall attendance improved over the first three years of the dataset.
- **2024–25 was the strongest year overall.**
- Whole-school persistent absence reduced significantly in 2024–25.
- Unauthorised absence has continued to decline.
- Disadvantaged unauthorised absence has fallen substantially.
- The disadvantaged attendance gap was reduced to just **1.5 percentage points in 2024–25.**

Areas requiring attention

- Overall attendance fell to **93.01% in 2025–26.**
- Whole-school persistent absence increased to **19.9%.**
- Authorised absence increased substantially.
- Disadvantaged attendance fell to **91.26%.**
- Disadvantaged persistent absence reached **30%.**
- The disadvantaged/non-disadvantaged attendance gap widened to **2.68 percentage points.**
- The PA gap widened to **15.5 percentage points.**

Highest priority

Disadvantaged persistent absence is therefore the school's primary attendance priority.

The combination of **91.26% attendance, 30% PA and 6.13% authorised absence** indicates that a relatively small group of pupils may be having a disproportionate effect on the school's overall attendance figures. Lacewood to identify who these children are and identify any further support which can be put in place through our focus families approach.

Interventions

A range of research-based interventions are delivered across school to support pupils with a variety of additional needs.

PT Probe, a precision teaching approach, is used primarily to develop sight recognition of high-frequency words and the retention of key number facts. This year, PT Probe has been delivered four mornings per week, with 16 pupils accessing the reading programme and 29 pupils accessing the mathematics programme. All pupils participating in the reading intervention had previously been screened using Nessy and identified as being at high risk of dyslexia. Through the APDR process, pupils have demonstrated good to accelerated progress, with some making sufficient progress to catch up with their peers and no longer requiring the intervention.

Speech and Language Therapy (SALT) has supported 18 pupils through individualised programmes, with 14 completing their programmes and subsequently being re-referred for further support. A further five pupils completed the Language Link programme and made good progress; these pupils will be reassessed in September 2025.

Sensory Circuits have been accessed by four pupils with a range of needs, including SEMH and SPN. There has been a significant positive impact for three of the four pupils, demonstrating the

value of targeted sensory-based interventions in supporting readiness for learning and engagement.

RWI 1:1 as part of the regular routine for RWI, each half term, following assessments, the reading leader identifies pupils in the bottom 20% of each year group and any pupils who may be falling behind in their progress. These pupils then receive regular extra tuition targeted towards the specific gaps in their learning. Their progress rates are monitored over the year and anyone who is failing to close the gaps in their learning or falls significantly behind expectation is prioritised for more regular, frequent or longer periods of tuition. Overall, for pupils without SEN, the tuition for pupils with PP proves effective in helping to close the gaps in their progress. This process takes time to have a more visible impact, however, one of the most noticeable impacts is the decrease in pupils from y2 onwards requiring tuition. This means that tuition can now be targeted more specifically towards pupils in Y1 and FS2 – which is key to enabling pupils to access an age-related reading curriculum within their year group. This enables us to provide a more bespoke reading intervention for struggling readers beyond word reading, developing features such as fluency and comprehension.

Yarc 3 members of staff received training to assess pupils and deliver short-term interventions utilising the YARC (York Assessment of Reading and Comprehension) toolkit. This has enabled us to deliver targeted interventions for PP pupils who may have fallen off track in their reading due to issues regarding fluency and/or comprehension. It is an 8 week programme, delivered twice weekly in small groups and has proven highly effective and impactful on the pupils receiving this support.

School Name:		Lacewood Primary School										HFL Education Reading Fluency Project School progress data																			
School Number / ID:		<enter unique ID (DFE number etc)>																													
<delete columns before analysis>																															
Initials	age at test		pupil number	Year Group	Gender	PPG	PSC Pass	Accuracy				Reading Rate				Comprehension				master's progress	teacher's progress										
	years	months						pre-intervention	post-intervention	Change in Accuracy	pre-intervention	post-intervention	Change in Reading Rate	pre-intervention	post-intervention	Change in Comprehension															
								year	month	year	year	month	year	year	month	year															
LC	9	2	1	Year 4	F	Y	Yes	6	11	10	4	3 Years and 5 Months	7	10	9	5	1 Years and 7 Months	6	5	10	10	4 Years and 5 Months	Y	Y							
AS	9	0	2	Year 4	F	Y	Yes	7	11	12	5	4 Years and 6 Months	10	7	11	1	0 Years and 6 Months	8	2	12	5	4 Years and 3 Months	Y	Y							
LBW	9	3	3	Year 4	F	Y	Yes	7	8	10	4	2 Years and 8 Months	10	2	9	3	-0 Years and 11 Months	7	1	9	10	2 Years and 9 Months	Y	Y							
JW	8	5	4	Year 4	M	Y	Yes	8	3	10	4	2 Years and 1 Months	7	9	8	9	1 Years and 0 Months	9	10	12	5	2 Years and 7 Months	Y	Y							
CD	9	7	5	Year 5	M	Y	Yes	7	8	7	6	-0 Years and 2 Months	8	2	8	6	0 Years and 4 Months	8	5	12	5	4 Years and 0 Months	Y	Y							
MJ	9	9	6	Year 5	F	Y	Yes	6	8	7	6	0 Years and 10 Months	8	11	10	7	1 Years and 8 Months	7	10	9	1	1 Years and 3 Months	Y	Y							
SJ	11	2	7	Year 6	F	Y	Yes	8	3	10	1	1 Years and 10 Months	10	7	11	4	0 Years and 9 Months	7	10	12	5	4 Years and 7 Months	Y	Y							
MI	10	11	8	Year 6	F	Y	Yes	9	0	12	5	3 Years and 5 Months	9	7	11	1	1 Years and 6 Months	7	10	10	6	2 Years and 8 Months	Y	Y							

Well-Being

Our Well-Being Practitioner delivers a range of targeted well-being interventions across school to support pupils' emotional, social and behavioural needs. Four pupils have accessed **Nurture Breakfast**, with children attending for a variety of reasons, including support with emotional regulation, improving punctuality and addressing hunger needs to ensure they are ready to learn. Each half term, five pupils are identified as key focus pupils who staff feel would benefit from more intensive **Thrive** support, based on identified behavioural, emotional or social concerns. Of the six pupils who have accessed this higher level of support since Summer term 1, four have made sufficient progress that they no longer require intensive intervention, while the remaining two continue to receive support due to ongoing safeguarding considerations. In addition, nine

pupils have completed **ELSA interventions**, all of whom have demonstrated a marked improvement from their baseline scores, highlighting the positive impact of targeted emotional well-being support on pupils' emotional resilience and readiness to engage in school.

Behaviour Lead

Our Behaviour Lead provides targeted support for high-needs pupils throughout the morning, working closely alongside pupils and staff within the classroom and using emotion coaching techniques to develop emotional resilience, self-regulation and readiness for learning. Over the course of the year, this consistent and proactive approach has helped to establish and embed trusting relationships, enabling targeted pupils to feel safe, secure and ready to engage in their learning. The Behaviour Lead has also delivered Lego Therapy to pupils presenting with significant behavioural concerns, providing a proactive approach to developing social communication, collaboration and emotional regulation. This targeted intervention has had a positive impact, with a significant reduction in the number of recorded incidents for the pupil receiving the support.

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
Nessy Screening Tool and Reading and Spelling intervention	Nessy

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

