

Pupil premium strategy statement – Lydlynch Infant School

This statement details our school's use of pupil premium (and recovery 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	121
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 to 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sophie Millington Headteacher
Pupil premium lead	Sophie Millington Headteacher
Governor / Trustee lead	Neil Galloway, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£42,920

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.
3	Internal and external assessments indicate that math attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Internal and external assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6	Our assessments and observations and discussions with teachers, pupils and families have identified social and emotional issues for many children. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3 - 4% lower than for non-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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that more than 40% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2024/25 show that more than 40% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS1.	KS1 writing outcomes in 2024/25 show that more than 35% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from behaviour in school, children and parent surveys and teacher observations • intervention data to include Nurture and ELSA using the Boxall Profile • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

Activity in this academic year 2024-2025

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Modelled coaching across core subjects.	Changes to classroom practice, coaching and discussions will show an open approach to professional development.	1, 2, 3, 4, 5, 6
Inset training and staff meetings	Whole school training for teachers which will directly impact classroom teaching.	1, 2, 3, 4, 5, 6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas,	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	1, 6

<p>consolidate understanding and extend vocabulary.</p>	<p>inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. To continue to review and resource the program as the program develops in school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	<p>1, 2, 6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p>	<p>3, 6</p>
<p>Enhancement of our writing and reading teaching and curriculum planning in line with DfE and EEF guidance and Hampshire. EEF Implementation guidance used for new initiatives</p>	<p>Ensure that the teaching of reading and writing is based on current research and is drawn on evidence based approaches. Attending Hampshire training to implement and embed the good practice shared. Improving Literacy in KS1 EEF</p>	<p>4, 5, 6</p>
<p>Additional training in social and emotional learning (SEL) across the whole school. SEL approaches will be embedded into routine school life and supported by professional development and training for staff. MHST team support, Primary Behaviour support training and new screens for SEND</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): Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>6</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Support by Little Wandle online training and SENCO	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 EEF	1, 2, 6
Additional targeted sessions for reading for disadvantaged pupils. This will be delivered by trained teaching assistants.	Reading programs have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted reading interventions have been shown to be effective when delivered regularly over a period of up to 12 weeks.	1, 2, 4, 6
Teaching assistant across Key Stage 1 to support the teaching of core subjects.	Tuition and teaching targeted at specific groups within the classes. This is to further embed learning and to fill the knowledge gaps. Small group tuition EEF	3, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Focus on wellbeing by children's participation in	Research suggests that participation in extracurricular activities has been	6

<p>extracurricular activities, Sensory Circuits, ELSA, Rise and Shine. Also enrichment sport activities.</p>	<p>found to associate with increased wellbeing. Extra-Curricular Activities and Well-Being</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our final review of the 2023-2024 year has been published on our website.