

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	28% - 31 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sophie Millington
Pupil premium lead	Sophie Millington
Governor / Trustee lead	Jessica Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,020
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53,020

Part A: Pupil premium strategy plan

Statement of intent

Our Vision: Every child, regardless of background or barriers, will thrive and achieve their full potential. We are especially committed to ensuring that our pupil premium pupils are empowered through high-quality teaching, targeted support, and enriching opportunities. We believe that disadvantage must never be a determinant of destiny.

Through a culture of high expectations, inclusive practice, and strong relationships, we aim to:

- Identify and remove barriers to learning, wellbeing, and engagement — whether academic, social, emotional, or economic.
- Provide equitable access to outstanding teaching, tailored interventions, and wider curriculum experiences that ignite curiosity and ambition.
- Build strong partnerships with families and communities to foster trust, resilience, and shared responsibility for success.
- Champion aspiration and achievement, nurturing all pupil's talents and interests so they leave us confident, capable, and ready to thrive in life beyond school.
- We are relentless in our pursuit of equity — because every child deserves the chance to flourish.
- Would you like a version tailored for staff, governors, or parents? Or one that fits into a school improvement plan or website? I can adapt the tone and format to suit your audience.

Our Commitment:

- Close gaps in experience, opportunity, and attainment.
- Provide targeted support that nurtures academic, emotional, and social growth.
- Champion equity through high expectations and inclusive practice.

Our Approach:

- Use funding strategically to remove barriers to learning.
- Invest in high-quality teaching, pastoral care, and enrichment.
- Monitor impact rigorously to ensure every child benefits.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and conversations with teachers, show disadvantaged pupils are struggling to be resilient, independent and self-motivated, that impacts their ability to thrive and achieve their full potential. Taking risks, being curious and playing with a purpose are fundamental to pupils attaining well and many pupils would benefit from developing these positive learning behaviours.
2	Internal assessment data indicated writing attainment among disadvantaged pupils at the end of KS1 is below that of non-disadvantaged pupils. Attainment at the end of KS1 has 50% meeting the expected standard for writing compared to 73% of non-disadvantaged pupils in writing. Specifically, we have identified that the core barriers to this is securing core skills.
3	We have identified from observations at playtime and lunchtimes that pupils are struggling to engage in positive and purposeful play, resulting in behaviour incidents, friendship fall outs and therefore impacting on learning time being lost. 42% (13/31) of disadvantaged children report not feeling safe and happy at play and lunchtimes.

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
Attainment and progress increase overtime for disadvantaged children in reading, writing and maths. (Linked to Challenge 2)	Attainment and progress improve for combined outcome. To measure this, we will do the following: lesson pop ins, book scrutiny, AFL and Pupil Progress Meetings, data analysis
Children will be independent and confident learners. (Linked to Challenge 1)	Lesson pop ins show: - Children starting tasks independently - Children confident to have a go - Children taking risks Therefore, attainment and progress will improve over time. To measure this, we will do the following: lesson pop ins, pupil voice, pupil survey, School Council meetings and feedback, teacher feedback, book scrutiny
Improved writing attainment for disadvantaged pupils at the end of KS1. (Linked to Challenge 2)	Gap closing between PP and Non-PP for writing attainment To measure this, we will do the following: formative assessments, moderation, book

	looks, marking to target and improve, lesson pop ins
Playtime and lunchtimes are focused and purposeful leading to positive experiences in the outdoor spaces. (Linked to Challenge 3)	Reduction in accidents Reduction in CPOMS incidents relating to accidents Adults modelling play, curiosity and problem solving Pupils report that they feel happier and safer at playtimes To measure this, we will do the following: pupil voice, School Council, monitoring of playtimes and lunchtimes – feedback from staff, quality handover from staff to teachers

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training	ELSA training, with its supervision model has demonstrated a positive impact for supporting children's development and well-being. ELSA training	3
Quality first teaching is a priority and leadership time is given to ensure high quality approaches across the school.	EEF 1. High-quality Teaching: High Quality Teaching	1,2
Ensuring enough time is given over to allow for staff professional development for all subjects, as well as social and emotional training.	EEF Effective Professional Development: Effective Professional Development	1,2,3

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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative Provision	EEF Alternative Provision Alternative Provision	1, 2, 3
Targeted interventions for hold a sentence and oracy in small groups. Intervention groups for writing. Use of talk boost for Year R.	EEF – Oral Language Interventions: Oral Language Interventions	1, 2
Interventions for disadvantaged children	EEF – Teaching Assistant Interventions: Teaching Assistant Interventions	1, 2

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

Budgeted cost: £25,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA to work with identified children to address barriers to learning arising from social/emotional difficulties through Sensory Circuits, ELSA, small group work within class and in the Hive, support at playtimes and breaktimes	ELSA training, with its supervision model has demonstrated a positive impact for supporting children’s development and well-being. ELSA training	1, 2, 3
Offer extra curricula clubs. Contributions towards school trips, visitors, uniform, wrap around care.	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence. Boost reading, writing and maths results	4

Total budgeted cost: £ 53,020

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome
Improved oral language skills and vocabulary among disadvantaged pupils.	Reading comprehension in EYFS increased by 31% for disadvantaged children and 35% in writing.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that more than 40% of disadvantaged pupils met the expected standard. 55% achieved expected.
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. 55% achieved expected.
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. 50% achieved expected.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	20% of children were offered clubs to support wellbeing within school time and after school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Persistent absences for disadvantaged children decreased by the end of the year