

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Lothersdale Primary School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	7.5%
Academic years that our current pupil premium strategy plan covers	2024-2025 to 2025/2029
Date this statement was published	December 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Melanie Tyson (Headteacher)
Pupil premium lead	Melanie Tyson
Governor / Trustee lead	Anna Chapman (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£11,760

Part A: Pupil premium strategy plan

Statement of intent

Principles:

- High-quality teaching is at the heart of our approach. We ensure that teaching and learning opportunities meet the needs of all pupils, irrespective of their background or the challenges they face.
- Effective spending of education recovery funding will seek to address the needs of all pupils in order to help them meet age-related expectations.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Intent:

- Pupils in EYFS eligible for PPG make high rates of progress in phonics, reading and communication and language from their starting points.
- Attainment in phonics, reading, writing and maths for pupils in KS1 eligible for PPG is at least in line with national averages for PPG pupils.
- KS2 progress and attainment rates in reading, writing and maths are at least in line with national averages for PPG pupils.
- Attendance rates for pupils eligible for PPG are at least in line with the national averages for PPG pupils.
- Ensure pupils eligible for PPG do not miss out on extra-curricular opportunities due to a lack of funding.
- Pupils eligible for PPG demonstrate good learning behaviours and show a sense of becoming 'Lothersdale Learners for Life' and citizenship.

Implementation:

- The range of provision the school may consider, include:
 - Providing small group work with an experienced teacher focused on overcoming gaps in learning.
 - 1-1 support.
 - Additional teaching and learning opportunities provided through teachers, trained TAs or external agencies.
 - Providing extra teaching hours to enabling pupils to achieve their learning goals sooner.
 - Acquiring effective materials aimed at raising standards.

- Additional resources to target able children on FSM to achieve 'mastery' of their age-related expectations.
- Setting up a wide range of extra-curricular clubs and other enrichment activities which provide opportunities to extend skills.
- Additional funding for parents/carers to enable their child to access extra-curricular activities including residentials, school trips and before/after school clubs.
- Providing additional nurture support to supplement a strong PSHE/RSE curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Lower progress and attainment rates of pupils eligible for PPG could potentially affect pupils' ability to reach end of year expectations in Key Stage 2.
2	Additional SEMH needs in pupils eligible for PPG (63% PLAC; 13% CIN) could affect attainment and progress rates by the end of Year 6.
3	Reduced opportunities for extra-curricular activities for pupils eligible for PPG could result in lower skill development across the curriculum.
4	Children with additional SEND needs (50% of current PPG) face extra challenges to achieve academically.

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 in phonics, reading, writing and maths for pupils in KS1 eligible for PPG is at least in line with national averages for PPG pupils.	Pupils eligible for PPG in KS1 make rapid progress so that 100% of pupils achieve the phonics screening test by the end of Year 1 and at least 90% meet age related expectations in reading, writing and maths by the end of year 2.
Improved social and emotional skills and self-esteem for all pupils including those eligible for PPG.	More confident pupils who are independent learners. Pupils will demonstrate resilience and good learning behaviours which will enable them to establish good mental health and well-being.
KS2 progress and attainment rates in reading, writing and maths are at least in line with national averages for PPG pupils	At least 90% of pupils eligible for PPG meet the expected standard in reading, writing and maths at the end of KS2, unless there is SEND need.

Ensure pupils eligible for PPG do not miss out on extra-curricular opportunities due to a lack of funding.	Pupils eligible for the PPG have increased number of opportunities to attend after school provision including after school clubs, holiday clubs, school trips including residential trips, and other extra-curricular opportunities that may arise throughout the year.
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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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Phonics Training for all staff in Rocket Phonics – our SSP. Additional phonics resources to support high quality phonics teaching, including Year 2 resources and additional books for children.	- Research conducted by the Education Endowment Foundation shows that providing timely phonics intervention helps pupils make 5 months' additional progress. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	1, 4
Ongoing ShREC approach training for staff	Research conducted by the Education Endowment Foundation stresses the importance of providing early years professionals with a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice. https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children	1, 2, 4
Primary Curriculum Quality Mark	Supported by YCAT, all staff are engaging in the Primary Curriculum Quality Mark, calling	1, 4

	for staff to engage in reflective practice to ensure high quality teaching and learning opportunities are consistently provided.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same Day Interventions provided by class teacher/teaching assistant in phonics, reading, writing and maths	Research conducted by the Education Endowment Foundation shows that providing high quality and timely feedback helps pupils make 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 4
Reading Plus Online Programme in Year 4/5/6	Research conducted by the Education Endowment Foundation shows that providing reading comprehension interventions helps pupils make 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, delivered by in-house trained staff.	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 Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
TA 1:1 or small group support where appropriate.	Research conducted by the Education Endowment Foundation shows that providing small group tuition and individualised instruction helps pupils make 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	All

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

Budgeted cost: £2,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school clubs to enhance learning and social opportunities</p> <ul style="list-style-type: none"> -curriculum clubs -Sports Clubs -Support for children for whom lack of funds may be a barrier to accessing trips and residential visits. -Closing the funding gap for swimming in Key Stage 2. 	<p>Increasing the cultural capital for disadvantaged children increases their knowledge of the world and supports their personal development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2, 3</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>

Total budgeted cost: £11,760

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 2023 to 2024 academic year.

Lothersdale Primary School's Pupil Premium strategy for 2023-2024 focused on key targets aimed at raising attainment, ensuring equal opportunities, and providing timely interventions to support learning. The school's outstanding Key Stage 2 (KS2) results in 2024 highlight the success of these initiatives.

Target 1: Raise progress and attainment, particularly in writing, for pupils at the end of KS2

The 2024 KS2 results demonstrate significant progress in writing, with **87% of pupils meeting the national expectation** (above the national average of 72%). While the percentage of pupils achieving greater depth in writing (13%) is in line with national figures, the school continues to focus on strategies to further improve this area. Targeted support, including teacher-pupil conferencing, one-to-one interventions, and access to high-quality online resources, has contributed to these gains.

Target 2: Raise progress and attainment for all pupils eligible for Pupil Premium Grant (PPG) in reading, writing, and maths by the end of KS1

The school's approach to supporting PPG-eligible pupils has included structured phonics interventions, guided reading sessions, and small-group maths support. Online learning platforms have played a crucial role in supplementing in-class instruction, reinforcing foundational skills, and tracking individual progress. As a result, in the non-statutory tests 81% of pupils achieved the expected standard in reading, 75% in writing and 75% in maths at the end of KS1: all figures above the national averages.

Target 3: Ensure that all children eligible for PPG are provided with the opportunity to attend extra-curricular clubs, residentials, and school visits to enhance their cultural capital

Lothersdale Primary School has prioritised inclusivity by offering financial assistance and structured support to ensure all pupils eligible for PPG can participate in enrichment activities. This has included covering costs for residential trips, facilitating access to music lessons, and encouraging involvement in a wide range of extracurricular clubs. These experiences have broadened students' horizons and enhanced engagement in learning.

Target 4: Ensure all children receive same-day interventions, allowing misconceptions to be addressed at the point of need and ensuring consistent rates of progress for all pupils

The implementation of same-day interventions has been instrumental in maintaining high rates of progress. Teachers and support staff have promptly addressed misconceptions in core subjects, enabling students to build confidence and keep pace with their peers. The school's strong performance in KS2—**100% achieving the national expectation in reading, maths, and grammar, punctuation, and spelling (GPS)**—demonstrates the effectiveness of this approach.

End of Key Stage 2 Results

The 2024 KS2 data reflects the effectiveness of the school’s targeted interventions:

Subject	% Achieving National Expectations	% Achieving Greater Depth	National Average (National Expectations)	National Average (Greater Depth)
Reading	100%	33%	74%	29%
Writing	87%	13%	72%	13%
Maths	100%	67%	73%	24%
Grammar, Punctuation & Spelling	100%	40%	72%	29%
Reading, Writing & Maths Combined	87%	7%	61%	8%

These results indicate that PPG strategies have had a measurable impact, with students exceeding national averages in all areas. The emphasis on writing development, same-day interventions, and inclusive enrichment opportunities has contributed to these achievements.

Conclusion

Lothersdale Primary School’s 2023-2024 Pupil Premium strategy has successfully raised progress and attainment, particularly in writing, while ensuring all pupils receive

the support needed to excel. The use of online resources, alongside a commitment to cultural capital development and same-day interventions, has strengthened educational outcomes and provided equitable opportunities for all learners.

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
White Rose Maths Scheme	White Rose Maths
TT Rock stars - online times tables practice	TT Rock Stars
Reading Plus – online reading comprehension programme for KS2	Reading Plus
Literacy Shed	Ed Shed
Spelling Shed	Ed Shed