Lyndhurst Pupil Premium Statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Lyndhurst Primary School
Number of pupils in school	424 (not including nursery)
Proportion (%) of pupil premium eligible pupils	25.5% (104 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027 (1st year of 3 years)
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Tom Turnham - Headteacher
Pupil premium lead	Jola Nowakowska – Deputy Headteacher (Pastoral)
Governor / Trustee lead	Ruth Ashby – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,560 (plus LAC – funding £10,280)
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	£157,560

Part A: Pupil premium strategy plan

Statement of intent

The intention at Lyndhurst Primary School is that all pupils, irrespective of their background or the challenges they face, make good or better than average progress. The focus of the pupil premium strategy is for disadvantaged pupils to achieve highly across the whole curriculum, in particular in Reading, Writing and Maths.

We will consider the challenges faced by vulnerable pupils and their families, such as declining mental health, poorer attendance, cost of living crisis and insufficient access to services within the community.

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 and community recovery, therefore 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, including high achievers
- 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, teachers and their families' evidence that speaking and listening skills are underdeveloped, particularly among disadvantaged pupils. The lack of age- appropriate vocabulary means that pupils writing is below age-related expectation across the phases.
2	Assessments, observations, and discussions with pupils evidence that phonics needs to be a school wide focus, alongside early reading and fluency development in lower KS2. This will include disadvantaged pupils where there will be an additional focus on parent communication, small group teaching and robust tracking.
3	Pupils understanding and recall of basic arithmetic facts needs revisiting, as there is an over reliance on written formal methods. The Maths No Problem approach allows us to focus on mastery which includes arithmetic fluency. This is beneficial for all pupils including disadvantaged pupils where there will be an additional focus on parent communication, small group teaching and robust tracking.
4	Our assessments, observations and discussions with pupils and families show that there continue to be underlying social and emotional difficulties for many of our disadvantaged pupils, particularly from EYFS – YR 2. We focus on oracy and actively teach how to manage feelings through our PSHE curriculum.

5	Our attendance data shows that the absence rate of disadvantaged pupils has continued to decline	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (by end of July 2027) and how we will measure whether they have been achieved.

Intended outcome (linked to SDP)	Success criteria
1. Improved oral language skills and vocabulary among disadvantaged pupils leading to better writing outcomes.	SDP 2.3 We will provide targeted support to teachers to follow and use the Lyndhurst writing structure. SDP 2.4 Develop a robust moderation process to ensure secretarial and grammatical skills are embedded. Assessments and observations will indicate significantly improved ability, including amongst disadvantaged pupils, to construct verbally, coherent sentences (within EYFS in particular) leading to well-constructed written sentences with age-appropriate tier two/three vocabulary. Triangulation of engagement in lessons, book scrutiny and ongoing formative assessment, will evidence this progress. Writing outcomes for all year groups will show an increase in pupils at age related expectations year on year.
2. Improved phonics attainment among disadvantaged pupils.	SDP 1.2 Our process for onboarding new staff will include an element of training in what our expectations of adaptive teaching or quality first teaching are. SDP 1.5 We will have robust monitoring of phonics teaching to ensure fidelity to the scheme. Termly assessments for phonics will show at least 80% of children are on track.
3. Improved maths attainment for disadvantaged pupils by the end of KS2.	SDP 2.5 We will monitor the delivery of maths fluency and calculation sessions. SDP 1.5 We will have a robust monitoring of curriculum coverage & progress against targets. **Trust target: At least 80% combined at end of YR 6.** Termly assessments for yrs 1-6 will show that scaled scores for NFER maths are evidencing appropriate progress term on term An increasing number of pupils will achieve at least 20 marks out of 25 on the multiplication check year on year. During pupil progress meetings there will be a focus on the maths attainment/progress of PPG pupils in particular.
4. To ensure the curriculum is delivered to all pupils using pedagogies that are grounded in research e.g. adaptive teaching, metacognition	SDP 1.5 We will have a robust monitoring of curriculum coverage & progress against targets. SDP 1.1 Run a programme of tailored professional development for: teachers, support staff, early years educators and higher-level teaching assistants to drive forward adaptive teaching strategies and best practice. SDP 3.1 Ensure TA deployment is effective and builds on evidence-informed best-bets (https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) Termly assessment and teacher assessment show that gaps are narrowed between disadvantaged pupils and their peers in the core subjects. Use of the IRIS connect will evidence that classroom delivery is providing access to learning for all pupils. Book looks and pupil voice will evidence that teaching and resources are being adapted where necessary to allow all pupils to access the same learning
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	SDP 5.1 We will review our letters, including our attendance letters, to ensure that they are trauma informed and best support change in family behaviour. SDP 5.2 We will improve punctuality across the school by being consistent with the use of attendance policy in relation persistent lateness. Attendance and punctuality for disadvantaged pupils is in line with their non-disadvantaged peers every half term including persistent absence and unauthorised absence. There are many opportunities to develop pupils' interests through our Beyond the Classroom offer, leading to improved school attendance.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2024-2025 yr 1)** to address the challenges listed above.

Teaching (example, CPD, recruitment and retention)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly Pupil Progress meetings track individual children and ensure that disadvantaged children are making good or better progress from their starting points in reading, writing, maths and phonics	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil ensuring that interventions and support are accurately targeted. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	2, 3, 4
Improvements in the quality of classroom teaching Use of the IRIS connect and PD time will evidence that classroom delivery is providing access to learning for all pupils - with a focus on the structure and quality of explanations to pupils. Purchasing resources and fund ongoing teacher training and release time. Book looks and pupil voice to evidence that teaching and resources are being adapted	Poor implementation of professional development that colleagues attend is a barrier to improving teaching and learning. There are many ways to address these barriers but as a school we are focusing on using peer journals in order to address specific elements in the EEF report namely: motivating teachers and embedding practice. IRIS connect evidence – evidence from EEF, Universities of Birmingham, Warwick and the University of applied sciences on the impact of using IRIS connect. Adaptive teaching	4
Embedding dialogic activities across the school curriculum. Key vocabulary explicitly planned for and taught. Ensuring that learners know the value of planning, drafting and editing and have the chance to publish writing for a variety of purposes. We will teach the writing process – supported sentences (based on The Writing Revolution) and teach pupils to use strategies for planning and monitoring their writing.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF EEF_Project_Report_TalkForWriting.pdf (d2tic4wvo1iusb.cloudfront.net) Tracy, B., Reid, R., & Graham, S. (2009). Teaching young students strategies for planning and drafting stories. The impact of self-regulated strategy development. Journal of Educational Research, 102(5), 323-331. Graham, S., Harris, K. R., & Mason, L. (2005). Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated strategy development. Contemporary Educational Psychology, 30(2), 207-241 Effective writers use a number of strategies to support each component of the writing process. Sentences are the building blocks of all writing and grammar is best taught in the context of writing.	1, 4

	https://www.thewritingrevolution.org/method/research/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
Reading and Early reading, fluency Continue to teach **phonics** with fidelity (using Little Wandle scheme) and to review phonics intervention groups to ensure the provision is needs led. Training in effective phonics delivery for all new staff. Continue reading fluency methodology in yrs 3-6	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 | Toolkit Strand | Education Endowment Foundation | EEF https://www.hfleducation.org/reading-fluency/key-stage-2-ks2-reading-fluency-project	1, 2, 4
Consolidating further, maths teaching and curriculum planning (Maths No Problem). Introduction of weekly fluency and calculation session. Further progress of journaling to reflect pupils' understanding and attitude towards maths.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (WellComm assessment followed by interventions for targeted children). Speech and Language Therapist working with individuals and groups and training teaching assistants.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 4

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	2
Additional reading sessions: phonics catch up, 1 to 1 reading for children; Lexia online programme Additional maths sessions: arithmetic intervention groups in KS2, multiplication practice Additional writing sessions: small group intervention targeting specific skills e.g. sentence structure	The gains from 1:1 and smaller group sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	2, 3

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

Budgeted cost: £39,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities subsidised for PPG pupils in order to ensure equality of access with their peers (e.g. residential school journey or trips) and to ensure pupils receive equal opportunities to try new things e.g. music lessons or sports clubs. PPG pupils to receive 1 free club per term and the ability to receive discounted group music lessons of up to 50% or further in extreme cases. Track attendance of disadvantaged parents at school events particularly at parents evenings, curriculum workshops and community events.	Poverty can limit a young person's educational attainment as a direct result of their family's inability to pay for goods and services (including heating, food, desk space, cultural experiences and an internet connection). Cooper, K and Stewart, K. (2013) *Does money affect children's outcomes? A systematic review*. York: Joseph Rowntree Foundation Report. https://educationobservatory.co.uk/pupilpremiumprimer/what-theresearch-says/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5

Embedding principles of good attendance practice set out in the DfE's Improving School Attendance advice. Staff to embed the school attendance procedures and deputy headteacher (pastoral) to monitor attendance and work closely with office staff to improve attendance. Attendance information to be shared with all parents with bespoke approaches for those who are persistently absent.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. There is also significant evidence that absence rates, exclusions, and student transfers are strongly associated with poor outcomes for pupil premium students. Claymore, Z. (2019). *Being Present: The Power of Attendance and Stability for Disadvantaged Pupils- NFER* EEF (2024) Supporting school attendance Teach First (2024) Belonging Schools	5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £157,570

Part B: Review of outcomes set in the previous strategy

Pupil premium strategy outcomes - reviewing 2024-2025

Intended outcome	Evidence
ONE Improved oral language skills and vocabulary among disadvantaged pupils.	<table><tr><td>EYFSP</td><td colspan="2">June 2024</td><td colspan="2">June 2025</td></tr><tr><td></td><td>NON PPG</td><td>PPG</td><td>NON PPG</td><td>PPG</td></tr><tr><td>Writing</td><td>80%</td><td>75%</td><td>81%</td><td>71%</td></tr><tr><td>L, A & U</td><td>87%</td><td>92%</td><td>93%</td><td>86%</td></tr><tr><td>Speaking</td><td>85%</td><td>83%</td><td>93%</td><td>86%</td></tr></table> Results have remained broadly similar, but oracy must still be a focus, particularly in the light of more pupils entering the school with particular SEND. <table><tr><td>WRITING TA</td><td colspan="2">June 2024 % at EXS+</td><td colspan="2">June 2025 % at EXS+</td></tr><tr><td></td><td>NON PPG</td><td>PPG</td><td>NON PPG</td><td>PPG</td></tr><tr><td>Rec</td><td>79</td><td>75</td><td>81%</td><td>71%</td></tr><tr><td>1</td><td>79</td><td>73</td><td>58%</td><td>70%</td></tr><tr><td>2</td><td>67</td><td>47</td><td>84%</td><td>71%</td></tr><tr><td>3</td><td>83</td><td>85</td><td>79%</td><td>78%</td></tr><tr><td>4</td><td>85</td><td>77</td><td>65%</td><td>50%</td></tr><tr><td>5</td><td>80</td><td>60</td><td>78%</td><td>73%</td></tr><tr><td>6 KS2</td><td>74</td><td>63</td><td>81%</td><td>54%</td></tr></table> Attainment from YR 1 into YR 2, YR 4 into YR 5 and YR 5 into YR 6 is broadly similar.

	YR 2 into YR 3 have done particularly well and gaps have been diminished further for YR 4 into YR 5. The focus is the current YR 5 cohort.
TWO Improved phonics attainment among disadvantaged pupils.	<table><tr><td>PHONICS</td><td>2024</td><td>2025</td></tr><tr><td>Yr 1</td><td>74% (PPG 73%)</td><td>74% (PPG 77%)</td></tr></table> Although below national average for all pupils (80%), the % of PPG pupils passing the screener has increased over the past 3 years. This target has continued from the previous cycle as we want to achieve the national average, as a minimum. YR 2 children retakes (now in YR 3) : 4 PPG and 3 passed.
THREE Improved maths attainment for disadvantaged pupils by the end of KS2.	(table below) Attainment from YR 2 into YR 3 has significantly increased but the gap remains. Maths remains a subject where there is cumulative dysfluency, particularly for PPG, where there are gaps in knowledge resulting in gaps in attainment. (Cohorts identified are **current** YRs 2, 3, 5 and 6 in Sept 2025)

MATHS NFER/SATS	June 2024 % at EXS+		June 2025 % at EXS+	
	NON	PPG	NON	PPG
Rec	84	75		
1	88	73	66%	46%
2	52	35	63%	57%
3	79	74	91%	72%
4	81	69	82%	64%
5	76	60	73%	60%
6 KS2 tests	70	59	88%	62%

FOUR To ensure the curriculum is delivered to all pupils using pedagogies that are grounded in research e.g. adaptive teaching, metacognition.	• Use of IRIS Connect identified key areas for teachers to work on • Focus on MNP teaching to ensure all are using scheme with fidelity • Staff development on adaptive teaching has allowed teachers to understand better the non- negotiables in quality first teaching for all
SIX To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	(see table below)

SIX
 To achieve and sustain improved attendance
for all pupils, particularly our disadvantaged pupils.

Attendance	2023-2024		2024-2025	
	ALL	**PPG**	**ALL**	**PPG**
Overall	94.32	90.47	95.2%	92.2%
PA	16.75	35.16	11%	23.7%

The policy and procedures are having an impact and we will continue to prioritise attendance, work with families and involve Groundwork.