

Pupil premium strategy statement – Lyndhurst Primary School

This statement details our school's use of pupil 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	486 (Nur – YR 6)
Proportion (%) of pupil premium eligible pupils	23.9% (R – YR 6)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2027 (yr 3 of 3)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Tom Turnham (HT)
Pupil premium lead	Jola Nowakowska (DHT)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£148,800

Part A: Pupil premium strategy plan

Statement of intent

Lyndhurst serves a diverse urban community within Southwark, a borough that contains areas of both significant deprivation and relative affluence. We recognise that pupils arrive at school with varied life experiences and differing levels of access to resources and opportunities outside of school. Our Pupil Premium strategy is designed to ensure that disadvantage does not limit achievement, participation or wellbeing, by providing high-quality teaching, early intervention, strong pastoral support and access to the full life of the school.

At Lyndhurst Primary School, our ambition is that every pupil, whatever their starting point or background, makes strong progress and leaves us as a confident, articulate learner, fully prepared for the next stage of their education.

Assessment, not assumption, sits at the heart of our strategy. We use robust diagnostic, formative and standardised assessment to identify the precise barriers our disadvantaged pupils face, and to check whether the support we put in place is having the intended effect. We do not mistake activity for impact: where an approach is not working, we will stop it and try something else.

For 2026-2027, our strategy continues to prioritise:

- developing pupils' oral language and vocabulary, from EYFS through to KS2, as the foundation for later success in reading, writing and across the wider curriculum
- securing early reading, phonics and fluency, so that every pupil can access an ambitious, well-sequenced curriculum
- building arithmetic fluency and number sense, so pupils are not overly reliant on written formal methods
- supporting pupils' social and emotional development, particularly in EYFS and KS1, so they are ready to learn
- improving the attendance and punctuality of disadvantaged pupils, so they do not miss the teaching that will help them succeed

High-quality teaching is our first priority, because the evidence shows this has the greatest impact on closing the disadvantage gap, while also benefiting every other pupil in the school. Targeted academic support and wider strategies complement high-quality teaching; they do not replace it. We are also developing the capacity of our middle leaders to check that professional development is embedded consistently in the classroom, so that improving provision for disadvantaged pupils does not rely solely on senior leaders' monitoring.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. As this is year 2 of a 3-year strategy plan, these remain unchanged from the published 2025-2026 statement.

Challenge number	Detail of challenge
1	Oral language and writing 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 and

	handwriting automaticity means that pupils' writing is below age-related expectation across the phases.
2	Phonics and reading 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	Mathematical fluency 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	Emotional regulation and behaviours for learning 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	Attendance Our attendance data shows that the absence rate of disadvantaged pupils has continued to decline. Attendance data for 2025-26 shows that disadvantaged pupils' attendance was 92.3%, against 95.6% for their peers by the end of the academic year, and that persistent absence among disadvantaged pupils (20%) remains above that of their peers (10.9%)

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
Disadvantaged pupils' oral language and vocabulary are secure enough to support strong progress and attainment in writing across all year groups. (Challenge 1)	- WellComm assessments in EYFS show a measurable increase in the proportion of disadvantaged pupils reaching ELG in speaking, listening and communication. - Book scrutiny, pupil voice and termly assessments, show pupils construct verbally coherent sentences leading to well-constructed written sentences with age appropriate tier 2/3 vocabulary - The gap between disadvantaged and non-disadvantaged pupils attaining the expected standard in writing at the end of each year narrows (particularly at KS2).
Disadvantaged pupils secure phonics and reading fluency in line with their peers. (Challenge 2)	- Half-termly phonics tracking shows disadvantaged pupils on track to meet age-related expectations, with intervention groups adjusted promptly where tracking shows this is not happening. - The proportion of disadvantaged pupils passing the Year 1 phonics screening check matches or exceeds the national average for all pupils.(approx. 80%) - Disadvantaged pupils are reading with age-appropriate fluency, reflected in improved outcomes in the KS2 reading test.

Disadvantaged pupils develop arithmetic fluency and secure number sense. (Challenge 3)	• Termly NFER assessment and fluency checks show a measurable narrowing of the arithmetic fluency gap between disadvantaged pupils and their peers • An increasing number of disadvantaged pupils will achieve 25/25 on the MTC each year. • Disadvantaged pupils have age-appropriate mathematical fluency, reflected in improved outcomes in the KS2 maths test.
Disadvantaged pupils are better able to demonstrate the learning behaviours and regulation needed to engage fully with lessons. (Challenge 4)	• There will be fewer high level behaviour incidences recorded on Bromcom • Consistent approaches seen in the classroom for supporting regulation and engagement (linked to the Lyndhurst pedagogical framework). • Pupils are making good progress and evidenced by Cherry Branch maps assessments and pupil voice
Disadvantaged pupils attend school as well as their peers, and persistent absence among disadvantaged pupils reduces. (Challenge 5)	• Attendance is reviewed regularly by the deputy headteacher (pastoral) and the office team, with early, evidence-informed contact with families where attendance dips. • The PA rate for disadvantaged pupils will not be higher than the national average. • The gap in PA between disadvantaged pupils and their peers has narrowed to be more in line with their non disadvantaged peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 74,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improvements in the quality of classroom teaching a) Improving the structure and quality of classroom explanations review and improve the structure and quality of explanations and feedback given to pupils b) Investing in teacher training and protected release time	Poor implementation of professional development is a barrier to improving teaching and learning. We are using peer-review journals to address specific elements identified in the EEF Effective Professional Development guidance — namely motivating teachers and embedding practice. IRIS Connect impact evidence (EEF, Universities of Birmingham, Warwick and the University of Applied Sciences) shows 91% of teachers reported increased professional self-confidence. EEF: moving from differentiation to adaptive teaching. Checking for understanding, and responding to what it reveals, is a core component of high-quality teaching and is particularly important for pupils who are less likely to	1,2, 3, 4

Use of IRIS Connect and protected PD time to, so staff have the capacity to embed high-quality teaching practice with fidelity. c) Adaptive teaching, evidenced through book looks and pupil voice and lessons Book looks and pupil voice used to check that teaching and resources are being adapted so all pupils, can access the same learning — with actions agreed where this is not yet happening.	volunteer answers — EEF: Teaching and Learning Toolkit, Feedback strand. Effective professional development requires sustained time and support to embed, not one-off training. EEF Effective Professional Development guidance — motivating teachers and embedding practice.	
Improving writing outcomes Embedding dialogic activities across the school curriculum. Key vocabulary explicitly planned for and taught. 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. We will teach handwriting through the scheme Letterjoin to improve legibility, fluency and quality of content in writing books	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) 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. 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 Automaticity in the early years predicts later writing outcomes. Automatic letter writing is the single best predictor of the length and quality of written composition in the primary years, and this effect persists into secondary school and beyond (Graham et al., 1997). This has been replicated across languages and cohorts — automatic letter writing correlates with both quantity and quality of written composition in children and adult writers, and handwriting fluency continues to make a unique contribution to writing variability beyond the primary grades.	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. 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	2
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
Termly pupil progress meetings that use standardised assessment data to check whether disadvantaged pupils are making the progress expected, with agreed actions where they are not.	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	1, 2, 3, 4

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

Budgeted cost: £ 37,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group /1:1 phonics sessions for pupils identified through half-termly tracking as not on track to pass the phonics check	Targeted phonics interventions are most effective when delivered as regular sessions over a defined period. EEF: Phonics – Teaching and Learning Toolkit.	2

Whole Class and small-group reading fluency and comprehension sessions for pupils identified through termly assessment as borderline EXS or GDS.	Interventions targeted at developing fluent reading enable cognitive resources to be redirected from word recognition towards comprehending the text. EFF – Improving Literacy in Key Stage 2	
For pupils in EYFS identified with below age-expected spoken language skills, Wellcomm intervention completed	Oral language interventions have a positive impact on pupils' language skills; approaches combining speaking and listening show the strongest impact on attainment. EEF: Oral language interventions.	1
Targeted arithmetic fluency intervention for pupils identified through NFER tracking as needing additional support with number facts.	Small-group tuition and individualised instruction show positive impact, particularly when they supplement (not replace) high-quality classroom teaching.	3
Targeted support to build emotional regulation and learning behaviours for identified pupils, through Groundworks and ELSA	Approaches that develop pupils' metacognition and self-regulation have consistently high impact for low cost. https://www.elsanetwork.org/elsa-network/ https://www.groundwork.org.uk/wp-content/uploads/2026/06/Groundwork-London-2020-2025-impact-report-3.pdf	4

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

Budgeted cost: £ 37,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular attendance monitoring by the deputy headteacher (pastoral) and office team, with early, evidence-informed contact with families as soon as attendance	The DfE's Improving School Attendance guidance is informed by schools that have significantly	5

dips, rather than waiting for a pattern to become established.	reduced absence and persistent absence. EEF: Supporting school attendance.	
Consistent, trauma-informed attendance communications with families, and consistent application of the school's attendance policy, so families experience the same expectations regardless of who they deal with.	Absence rates and exclusions are strongly associated with poorer outcomes for disadvantaged pupils; consistency of approach supports change in family behaviour.	5
Attendance awareness course to be completed as part of the school's escalation procedure		
Subsidised extra-curricular activities (including one free club per term and discounted music tuition) are available where needed.	Family income can limit access to goods, services and experiences that support attainment. Cooper, K. and Stewart, K. (2013) Does money affect children's outcomes? Joseph Rowntree Foundation. EEF: Parental engagement – Teaching and Learning Toolkit.	4, 5
Regular attendance monitoring by the deputy headteacher (pastoral) and office team, with early, evidence-informed contact with families as soon as attendance dips, rather than waiting for a pattern to become established.	The DfE's Improving School Attendance guidance is informed by schools that have significantly reduced absence and persistent absence. EEF: Supporting school attendance.	5

Total budgeted cost: £ 148,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

Attendance

	% All	% PPG	% All PA	% PPG PA
Aut 2025	94.4%	91.4%	19.1%	37.5%
Summer 2026 (taken from KIT data)	95.6%	92.3%	10.9%	20%

- Although there has been a slight dip in PPG attendance, the % of PPG PA pupils has dropped significantly. This is mainly due to robust monitoring and working in partnership with families, to increase the level of attendance for our PPG pupils
- Consultations with the EIT team have consistently supported high-quality outcomes, underpinned by strong and decisive decision-making
- JN attended the Strategic Leadership of Attendance course and will implement the VYED banding tool within half-termly review meetings to further strengthen attendance monitoring and targeted intervention planning
- Preparations for the next academic year include the completion of the Graduated Pathway and the launch of a pilot Attendance Awareness Course for parents in Autumn 1
- Attendance at clubs for PPG pupils has been steady over the year, particularly in YR 4 with all SEND and PPG pupils in YR 6 having a leadership role
- PPG pupil progress in phonics has steadily improved over the year, resulting in 75% of the group passing the check compared to 83% of their counterparts. 3 PPG pupils also have complex SEND and were did not sit the check, though individual progress was made from their starting points.

KS2 Outcomes 2026	School	Reading	Writing	Maths	Combined
ALL	Lyndhurst	80%	78%	79%	69%
ALL	National	75%	73%	75%	63%
PPG	Lyndhurst	69%	75%	69%	63%
PPG	National	63%	73%	75%	49%

- Pupil Premium attainment is strong compared with the national Pupil Premium cohort, particularly in reading and writing, with the combined outcome a notable strength.
- Writing and reading are key strengths, while mathematics remains the main area for development, with attainment below both national Pupil Premium and overall national outcomes.
- Overall, the 2026 outcomes indicate that Pupil Premium provision is supporting positive attainment, with continued targeted assessment and intervention needed, particularly in mathematics.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.