

Pupil premium strategy statement – Lightcliffe C of E 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	372
Proportion (%) of pupil premium eligible pupils	9%
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)	2024/25 2025/26 2026/27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs A Hustler & Mrs K Dunkley
Pupil premium lead	Mrs A Hustler
Governor / Trustee lead	Mr R Monro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37857
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>	£37857

Part A: Pupil premium strategy plan

Statement of intent

At Lightcliffe CofE Primary, we are committed to ensuring that every child, regardless of background, need, or circumstance, makes good progress and achieves well across all areas of learning. Our Pupil Premium strategy is rooted in our Christian ethos and inclusive values, ensuring that support is responsive, research-informed, and evidence-based. It is designed to enable all disadvantaged pupils, including high attainers, to flourish academically and personally.

Our ultimate objectives are to

- Close attainment and progress gaps between disadvantaged pupils and their peers.
- Remove barriers to learning by addressing academic, social, emotional, and mental health needs.
- Raise aspirations and cultural capital through inspiring enrichment opportunities and leadership opportunities.
- Prepare pupils for the next stage of education with strong foundations in learning and resilience.

High-quality teaching through evidence-informed practice is central to our approach to achieving our aims, alongside early intervention and targeted support based on robust assessment. We aim to challenge all pupils appropriately and raise aspirations, with staff taking collective responsibility for outcomes.

Equally important is ensuring access to wider opportunities, including: enrichment activities, trips, leadership roles, and extra-curricular experiences. Our whole-school commitment to inclusion and equity ensures that all pupils are inspired, can develop confidence, broaden their horizons, and discover their strengths beyond the classroom.

We continue to prioritise wellbeing support to ensure pupils are emotionally ready to engage with learning. This provision benefits both disadvantaged and non-disadvantaged pupils, creating a safe and supportive environment where all children can flourish academically, socially, and personally.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Gaps in Reading & Writing (English)</u></p> <ul style="list-style-type: none"> - Positive Trend in Outcomes: ISDR shows sustained improvement overall in both Reading and Writing since 2022-23; the disadvantaged cohort have begun to make positive gains in 2024-25 however, the gap between disadvantaged and non-disadvantaged still needs to be addressed. - Underperformance in Grammar assessments: Recent decline in EGPS scores for all pupil groups. Disadvantaged pupils significantly impacted.
2	<p><u>Gaps in mathematics</u></p> <ul style="list-style-type: none"> - Gaps in recall of mathematical fundamentals: Pupils show gaps in recall of fundamental number facts and times tables, impacting fluency and problem-solving. - Mean score for MTC below national and LA average by 0.9: MTC outcomes indicate that 20% of pupils achieved full marks; internal assessments evidencing progress from baseline in all pupil groups including disadvantaged. - Underperformance in key areas of maths: QLA analysis of 2025 SATs shows disadvantaged pupils performed below national average in algebra, place value, and calculation questions.
3	<p><u>Social, emotional and mental health</u></p> <ul style="list-style-type: none"> - School-based anxiety: ESBA affects attendance, communication, self-esteem, and emotional regulation. This is particularly evident in transitions, social interactions, and classroom engagement. - Pupils presenting with significant SEMH needs: A growing number of SEND pupils present with significant Social, Emotional and Mental Health (SEMH) needs, impacting their ability to engage with learning, regulate emotions, and build positive relationships. - Family-based trauma: Pupils impacted by adverse home experiences often struggle with trust, self-esteem, and consistent engagement in school, requiring sensitive, multi-agency support and trauma-informed approaches. <p>These challenges often result in increased dysregulation, reduced attendance, and barriers to academic progress.</p>
4	<p><u>Speech, language and communication</u></p> <ul style="list-style-type: none"> - Early language acquisition: Assessments and observations indicate that pupils entering Reception are demonstrating weaker spoken language and vocabulary development compared to pre-pandemic cohorts. This trend is particularly evident among disadvantaged pupils.

5	<u>Attendance and punctuality</u> - Attendance comparison of non-disadvantaged with disadvantaged & SEND pupils: ISDR data shows 2% reduction in attendance between non-disadvantaged and disadvantaged/SEND pupils.
6	<u>Access to wider opportunities</u> Financial barriers to wider opportunities: Curriculum enrichment is key to developing cultural capital and deepening curriculum understanding. Due to the cost-of-living crisis, some families face financial barriers that limit access to wider opportunities.

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
<u>English: Reading and writing</u> - Positive trend in outcomes are maintained and accelerated - Oracy development supports principles of Stronger Foundations in EYFS and KS1 and the recommendations from the Writing Framework	- Maintain/exceed national average progress scores for all pupils especially for disadvantaged groups. - Reduce the in-school gap between disadvantaged and non-disadvantaged pupils. - Internal tracking data for all pupils and vulnerable pupil groups to meet age-related expectations or make expected progress. - A culture of Oracy development provides a talk-rich environment for all pupils – supporting language acquisition for disadvantaged pupils. - Disadvantaged pupils learn to talk and learn through talk. - Writing of disadvantaged pupils will be positively impacted by high quality talk, improved language acquisition and the use of subject specific vocabulary.
<u>Maths</u> - Increase in pupils meeting age-related expectations or making expected progress. - Improvement in mean score in Multiplication Tables Check (MTC); higher number of pupils achieve maximum score	- 100% of Pupil Premium pupils show progress in internal fluency tracking across all year groups and in National Assessments (SATs). - Mean MTC score for all pupils improves by at least 1.5 points year-on-year with disadvantaged group making significant progress from baseline. - Gap in scores of MTC between non-disadvantaged and disadvantaged pupils reduces.
<u>Social and Emotional Wellbeing</u> - Pupils feel emotionally safe and supported, leading to better attendance, engagement, and self-esteem.	- Pupil voice indicates increased sense of safety and belonging in school. - Improved engagement in transitions and social interactions, evidenced through behaviour logs and staff observations.

<ul style="list-style-type: none"> - SEND pupils with SEMH needs improve emotional regulation, build positive relationships, and participate more fully in class, resulting in fewer behaviour incidents. - Trauma-affected pupils feel supported, leading to improved trust, self-esteem, engagement, and stronger collaboration with families and external agencies. 	<ul style="list-style-type: none"> - Develop use of calm spaces, ie. Bloom Room, and self-regulation strategies by pupils. - 100% of identified pupils have access to trauma-informed support (e.g. pastoral mentoring, nurture provision). - Pupil voice and staff observations show increased emotional resilience and trust in adults. - Evidence of progress in SEMH targets within support plans and EHCP reviews (where applicable).
<u>Speech Language and Communication</u> <ul style="list-style-type: none"> - Early identification of need - Staff trained to support speech and language development in school 	<ul style="list-style-type: none"> - Staff record concerns and share with SENCO - Identified pupils are referred for targeted intervention or external support. - Disadvantaged pupils make good progress in targeted interventions. - Vocabulary of all and in particular disadvantaged pupils strengthened through purposeful talk.
<u>Attendance and punctuality</u> <ul style="list-style-type: none"> - Attendance and punctuality gap between disadvantaged and non-disadvantaged reduces - Attendance for all pupil groups remains higher than national average. 	<ul style="list-style-type: none"> - Gap in overall attendance between disadvantaged and non-disadvantaged pupils reduces until it is less than 2% by year-end. - Gap in punctuality (late marks) reduces by the end of the academic year. - Termly attendance reports show consistent improvement trend for disadvantaged pupils. - Individual attendance plans in place for all disadvantaged pupils below 95%, with evidence of parental engagement.
<u>Wider Opportunities</u> <ul style="list-style-type: none"> - School provides financial support to families to remove barriers to eligible pupils' participation in trips and visits. 	<ul style="list-style-type: none"> - No pupil premium child misses a trip or visit due to financial constraints. - Clear communication of available support is sent to all eligible families.

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: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training new to school staff in Little Wandle phonics teaching including interventions to support pupils' phonic acquisition and early reading	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes There is a strong evidence base that suggests an SSP approach that is rigorous, systematic and used with fidelity, achieves strong results for all pupils, including the most disadvantaged.	1
Whole class reading approach to develop comprehension; Implement faster reading to develop fluency skills and an overall enjoyment of reading	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Abbey MAT Reading Comprehension Structure Reading Fluency Resource 1.0.pdf The Reading House EEF Teacher guidance and network for the Faster Read : The Faster Read : ... : Centre for International Education There is evidence to suggest that the teaching of reading skills using a whole class approach has a positive impact on attainment. Pupils benefit from the exposure to mixed ability teaching of reading.	1
Oracy CPD: using strategies to develop language acquisition and communication e.g Lightcliffe 100 words	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Home Nuffield Early Language Intervention (NELI) Voice21-TalkingPointJournal-2025-v10-web.pdf 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 positive impact on reading and writing outcomes.	1,2,3
Development of key writing skills for all age groups – CPD and resources.	Strong foundations in the first years of school - GOV.UK The writing framework Ofsted report shows reading has improved but writing and spoken language need more focus - GOV.UK	1, 4

	Mastering basic sentence structures and punctuation needs to be mastered to enable development of content and different writing genres.	
Improve understanding of grammar. QLA indicates word classes, combining words phrases and clauses, sentence functions and verb tense being identified as foci for improvement	RS Network Functional, not formal: Reframing grammar teaching The Writing Learning Journey - Services For Education Teaching grammar for purpose rather than for evidence HFL Education To what extent does grammar teaching help children learn to write? - Nuffield Foundation Writing framework: summary - GOV.UK Embedding grammar teaching into the writing journey using explicit grammar terminology when modelling the writing process. Monitor impact on KS2 SATs Employ adaptive teaching strategies to meet needs of learners.	
Developing a bank of up-to-date concrete resources to support the teaching of fundamental skills. Effective CPD for the teaching of times tables. Effective CPD and resources for implementation of fundamental skills when problem solving	Five ways manipulatives can be used to develop mathematical... EEF EEF Maths EY KS1 Guidance Report.pdf Tips and tricks for teaching times tables in KS2 High quality manipulatives are proven to support pupils' understanding of maths number and reasoning. Maths CPD for teaching staff and LSAs in the use of manipulatives. Maths CPD and resources for teaching and practice of times tables. Use of interventions to support lower attaining pupils.	2
'R time'	'R Time' is a teaching and learning strategy that provides challenge for all learners, promotes resilience and encourages children to complete appropriately challenging tasks independently. Abbey Multi Academy Trust 'R Time' Quick Start Guide	1, 2
AMAT Teaching and Learning model evident in lesson delivery	PRIMARY is a model for teaching and learning that has been developed and delivered by Trust Leaders and Headteachers as a model for effective implementation of curriculum subjects. TEEP-A4-6pp Accelerated-learning.pdf	1,2,3,4,5
Instructional coaching CPD for all teaching staff to ensure inclusive high-quality teaching to reduce gaps in pupils' learning for disadvantaged pupils	Supporting schools to maximise the impact of instructional coaching Ambition Institute StepLab platform is used in school to support the development of quality-first teaching Provides inclusive high-quality teaching that reduces gaps in pupil's learning for disadvantaged pupils.	1,2,4
Dingley's Promise: Early Years training (cost to cover supply during training sessions)	Home - Dingley's Promise Support for inclusive practice in Early Years.	1,2,3,4,5

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

Budgeted cost: £ 8 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep Up phonics interventions targeted at disadvantaged pupils who require further phonics support.	Phonics Toolkit Strand Education Endowment Foundation EEF 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	1
Maths interventions through sporting activities – Leeds Utd Foundation	Physical activity EEF (educationendowmentfoundation.org.uk) Sports coaches from Leeds Utd Primary Stars Foundation support academic learning and self-esteem groups for personal and academic development.	2,3,4
Investment into structured intervention programmes	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) The use of adults to effectively support teaching and learning is crucial for all pupils. Delivery of crucial interventions include, but are not limited to: <ul style="list-style-type: none"> • Beat Dyslexia; • Nessy Reading; • Power of 2. This also allows for the introduction of other research-based interventions that may be required mid-strategy. Provide CPD where required for non-teaching staff in delivery of support and intervention. Professional learning for adaptive teaching strategies to support EGPS and times tables.	1,2,3,4

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

Budgeted cost: £ 19 875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support to ensure that children are fully equipped with basic and essential needs in order to be prepared for learning e.g. purchase of clothing, coats, PE kits to support families.	https://www.actionforchildren.org.uk/blog/the-untold-truth-about-school-uniforms/ https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer School-Breakfast-REA-Protocol-FINAL-for-Publication.pdf (d2tic4wvo1iusb.cloudfront.net)	3, 5, 6
Financial support for trips, visits and experiences are important to develop cultural capital	What does Ofsted mean by cultural capital? (tes.com)	6
Support ongoing staff CPD in emotional literacy and trauma-informed practice	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3
Investment in wellbeing spaces around school, reducing anxiety and providing a variety of opportunities for play and learning	Improving behaviour in schools Special Educational Needs in Mainstream Schools EEF Includes a dedicated space for learning and interventions Includes developing assistive technology to remove barriers to learning.	3, 5
Pay for essential counselling services for eligible pupils. E.g Noah's Ark organisation.	Noah's Ark Services - Home MHST support in school will signpost pupils for suitable	3,
Pastoral Care Leader to support vulnerable families to ensure attendance at school	Working together to improve school attendance (applies from 19 August 2024)	3, 5
Play leaders to support activities during lunchtime period to provide opportunities for structured play to model Social and Emotional Learning	EEF blog: Can we fix it? The role of executive functioning... EEF Sports Coaches to lead a range of games for pupils Additional MDS support and encourage structured playtimes for pupils with SEMH difficulties.	3
Outdoor learning/	Primary school play strategies that build resilience, creativity and joy - Outdoor Play and Learning	3,4

Play-based learning to build resilience	Forest School style activities provide opportunities for engagement in school, developing confidence and opportunities for learning in a different. Develop playtime resources for imaginative and resilience building play.	
Wellbeing support through a SATs breakfast during the week of KS2 SATs	A calm breakfast in a relaxed atmosphere helps with children's anxieties around formal SATs assessments.	3,5
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: £ 37 875

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/25 Outcomes

Analysis of the end of KS2 performance for our disadvantaged pupils shows the following:

Context: Number of children eligible for Pupil Premium – 4

- Reading 50% expected +; 25% at higher standard
- Maths 50% expected +
- EGPS 0% expected +
- Writing 75% expected +
- Science 50% expected +

The greatest attainment gap was in English Grammar, Punctuation and Spelling. Plans to address this through high-quality teaching of EPGS through writing journey in place; undertake interventions to address gaps in EGPS learning.

There is an overall percentage increase in attainment in Reading, Writing and Maths for our disadvantaged group.

Year 4 Multiplication Tables Check:

Context: Number of children eligible for Pupil Premium – 7

- Mean score of disadvantaged pupils: 17.67
- Mean score of non-disadvantaged pupils: 19.31

Individual scores have significantly increased from baseline for all disadvantaged pupils
One disadvantaged pupil was unable to access the assessment.

The results demonstrates that the strategy in place to support times-tables knowledge has not had the overall impact expected. A change of strategy for 2025/26 is in place to focus on high-quality explicit teaching of times tables as well as opportunities for intervention through the continued use of Leeds Utd Primary Stars Foundation.

Analysis of the end of KS1 performance for our disadvantaged pupils shows the following:

Context: Number of children eligible for Pupil Premium – 4

- Reading: 50% expected +
- Maths: 50% expected +
- Writing: 50% expected +

Phonics Check

Context: Number of children eligible for Pupil Premium – 3

100% of disadvantaged pupils passed the check in Y1.

Analysis of the end of Early Years (Reception) shows:

Context: Number of children eligible for Pupil Premium – 2

0% percentage of disadvantaged pupils attained GLD.

The 2025/26 plan to train staff in Dingley's Promise will support all pupils with particular focus on SEND and disadvantaged pupils.

Attendance 2024/25:

Context: Number of children eligible for Pupil Premium – 27

Attendance among disadvantaged pupils was 94% - higher than national average of 92.6% and similar to 2023/24 figures.

Attendance among non-disadvantaged was 97.3%. We aim to reduce the attendance gap between disadvantaged and non-disadvantaged pupils.

Persistent absence for the disadvantaged group was 15.4% in comparison with the whole school figure of 5.1%, and remain significantly lower than national averages. We recognise that whilst an improvement from 2023/24, this is still an area which continues to be a focus for the new strategy.

Pupil behaviour is typically good, but challenges in relation to wellbeing and mental health remain. The support provided by the Pastoral Care Leader continues to be crucial to all children's well-being and in turn attendance and achievement. We firmly believe that the benefits of this support will continue to result in an increased positive impact during 2025/26.

Every disadvantaged pupil, took part in a year group trip and/or residential trip during 2024/25 and had equal opportunities to participate in extra-curricular activities. Pupil Premium funding was essential in enabling disadvantaged pupils to attend these visits.

2023/24 Outcomes

Analysis of the end of KS2 performance for our disadvantaged pupils shows the following:

Context: Number of children eligible for Pupil Premium – 5

- Reading 40% expected +
- Maths 40% expected +
- EGPS 40% expected +
- Writing 20% expected +
- Science 40% expected +

The greatest attainment gap was in writing.

Year 4 Multiplication Tables Check:

Context: Number of children eligible for Pupil Premium – 5

- Mean score of disadvantaged pupils: 18.75
- Mean score of non-disadvantaged pupils: 19.85

One disadvantaged pupil was unable to access the MTC due to SEMH difficulties.

Analysis of the end of KS1 performance for our disadvantaged pupils shows the following:

Context: Number of children eligible for Pupil Premium – 5

- Reading 67% expected +; 17% at the higher standard
- Maths 50% expected +
- Writing 33% expected +
- Science 17% expected +

Phonics Check: 100% of disadvantaged pupils passed the check in Y1.

The Little Wandle Phonics Programme continues to have a significantly positive impact on Y1 Phonics scores and feedback from Y2 staff have indicated that children find the Y2 curriculum easier to access due to their increased reading ability.

Attendance among disadvantaged pupils was 94.6%, 2.7% lower than target, and 0.6 % higher than 2022/23.

Persistent absence was 19% in comparison with the whole school figure of 6%. We recognise that this is an area which continues to be a focus for the new strategy.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. The increased support provided by the Pastoral Care Leader and Thrive Practitioners has been evident and we firmly believe that the benefits of this support will continue to result in an increased positive impact during 2024/25.

Every disadvantaged pupil took part in a year group trip and or residential trip during 2023/24 with funding utilised to support a number of disadvantaged families.

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
Extra-curricular opportunities Lunchtime activities	Education Through Sport
Lunchtime activities Active learning interventions for times tables	Leeds Utd Foundation - Primary Stars

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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