Lancasterian Primary School
Pupil Premium Strategy Statement 2025/26

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	409
Proportion (%) of pupil premium eligible pupils	42.5
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025 – 2028
Date this statement was published	25/9/25
Date on which it will be reviewed	Sept 2026 Sept 2027 Sept 2028
Statement authorised by	Head Teacher and Governing Body
Pupil premium lead	Paul Murphy
Governor / Trustee lead	Daniel Rudd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,927
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*	£263,927

Part A: Pupil premium strategy plan

Statement of intent

We aspire for our Pupil Premium children to achieve in line with other children nationally. We use our Pupil Premium funding to achieve this goal through a range of evidenced-based approaches including specialist staff, learning programmes and targeted interventions.

Our Pupil Premium Strategy takes an evaluative approach, based on the following four key elements:

- DATA: Ensuring clarity around areas of underachievement in school and significance of PP within this (e.g. year groups, subjects, ethnic groups, ability groups, and other factors groups such as high mobility and low attendance) – ensuring this includes more able PP children.
- BARRIERS: Identifying external and internal barriers to achievement for PP children (whilst many children may experience these barriers, the effects are likely to be compounded for PP children).
- RESEARCH USE: Ensuring approaches and interventions are based on school, local and national research and best practice (all evaluation of existing approaches should be triangulated (data, observations, books)).
- RANGE OF PROVISION: Remembering that 'one size fits all' is not the answer. Overall, teaching and learning interventions should account for about 80% of spend (including staff costs, CPD, etc.), other (e.g. pastoral, CP, etc.) about 20%.

Challenges

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

Challenge number	Detail of challenge
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Low levels of attainment on entry
B.	Low prior levels of attainment for some upper key stage 2 pupils
C.	High % EAL leading to early-stage English language skills
D.	Emergent understanding amongst staff of issues that may face Pupil Premium children and how these are best mitigated
E.	Emergent knowledge amongst school leaders and staff about strategies that have proven to be effective in supporting PP children

	External barriers (issues which also require action outside school, such as low attendance rates)
F.	Lack of pupil/family aspiration – poor understanding of importance of education for future success and lack of role models in home/community
G.	Cultural deficit – lack of opportunities for children to have a range of contextual experiences
H.	High mobility, including immigration
I.	Poor housing/overcrowding
J.	Low attendance
K.	Some lack of capacity/financial means to support children with learning at home
L.	Pastoral/CP/Behaviour issues

Intended outcomes and progress against them

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	2025/26 Outcome <mark>Met</mark> <mark>Not Met</mark>	2026/27 Outcome <mark>Met</mark> <mark>Not Met</mark>	2027/28 Outcome <mark>Met</mark> <mark>Not Met</mark>
IMPROVEMENT IN PP KEY STAGE 2 READING, WRITING AND MATHS SATs	To diminish the difference between PP and Non-PP at the school such that: • %PP Chn ≥ Expected Standard in R, W, M and RWM is at least within 15% of Non-PP Chn			
IMPROVEMENT IN PP Y1 PHONICS	To diminish the difference between PP and Non-PP such that %PP Chn ≥ Expected Standard at least within 20% of Non-PP Chn			
IMPROVEMENT IN PP REC GLD	To diminish the difference between PP and Non-PP such that %PP Chn ≥ Expected			

	Standard at least within 5% of Non-PP Chn			

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £171,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three Higher Level Teaching Assistants to provide high quality, consistent cover across the school, minimising disruption due to teacher absence and ensuring greater continuity in learning for pupils.	Evidence indicates that consistent, high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Great Teaching Toolkit Evidence Review 2020	A - E
Continue to develop leadership to drive the whole school vision for school improvement through The Coaching Policy	Coaching is growing in popularity as an effective tool for practitioner development. Effective Professional Development Guidance Report	D - E
Develop middle leadership skills to drive subject specific school improvement through ongoing training and coaching, led by DHT (e.g. NPQSL, etc.)	This addresses a key area for development identified in Ofsted May 2017 inspection: 'Leaders and those responsible for governance should ensure that middle leaders are developed further so they have the necessary skills to check the quality of teaching in their subject areas and offer appropriate advice and guidance to staff.' Effective Professional Development Guidance Report	D - E
Ensure curriculum continues to be well planned and resourced in order to further embed new	A strong curriculum plays a particularly important	A – C, G

approaches, including embedding of Sounds-Write across the school	role in the development of cultural capital for disadvantaged children. [EEF Guidance Reports (Literacy and Maths)](#)	
Continue to embed new CPD system, based on needs identified through monitoring systems and combining whole staff training with Instructional Coaching and targeted/self-selecting sessions to maximise impact on quality of teaching and support	Ensuring that teachers are provided with high quality CPD is crucial in improving pupil outcomes. [Effective Professional Development Guidance Report](#)	A - E
Implement Inspire Business Education Partnership 'Work Week' to develop whole school community's understanding of importance of education for future success	Experience of this initiative in other schools has shown impact in terms of pupil attitudes to learning/aspiration. Visit http://www.inspire-ebp.org.uk/ for further information. [EEF Aspirations Interventions](#)	A – C, F, G
Repeat the Y5/6 Into University programme	The programme raises aspirations for those involved, encouraging them to face and overcome new challenges. [EEF Aspirations Interventions](#)	F
Continue and develop music tuition for Y4+ through the WCIT programme and other music related extra-curricular activities	A broad and balanced curriculum in which creativity is valued provides multiple ways for children to experience success and pride in their learning. EEF Toolkit highlight a positive impact for arts participation. [EEF Arts Participation](#)	A – C, F, G
Work with Middle Leaders to ensure our curriculum represents our diverse community, through our Big Inclusion Curriculum Review	Lessons planned based on area of Foundation to include 'overlooked' figures of significance. [Equaliteach: I Saw Myself](#)	F, G

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

Budgeted cost: £30,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide SLT and class teacher led Y6 1:2 and small group tutoring support, before and after school	Impact measured for similar interventions in previous years showed improved progress for children targeted EEF Small Group Tuition	A – C, K
Continue to develop a greater focus on PP children in Pupil Progress Reviews, by focusing on their achievement and facilitating discussion around successes and challenges in teaching and learning, including the role of the PPFTs in providing support	Effective PPRs ensure clear identification and targeted support for underperforming PP children EEF One to One Tuition	E
Implement a range of English interventions, chosen according to identified needs and delivered by teaching assistants as an additional support to QFT in class, e.g. • Booster Phonics • KS1/KS2 EAL groups • Boosting Reading @ Primary • Inference training • Precision teaching	Progress data and previous experience in the school has shown these to be our most effective intervention strategies EEF Teaching Assistant Interventions	A - C
Implement a range of maths interventions, chosen according to identified needs and delivered by teaching assistants as an additional support to QFT in class, including Times Tables Rockstars	Progress data and previous experience in the school has shown these to be our most effective intervention strategies EEF Teaching Assistant Interventions	A - C
Carry out regular learning walks with a specific focus on PP chn, looking at a range of areas, e.g. engagement, marking, scaffolding, etc. and ensure that findings are fed into CPD and planning systems	Finding and addressing areas for development in teaching is a crucial step in improving PP outcomes. Effective Professional Development Guidance Report	D - E

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

Budgeted cost: £61,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care Manager to provide a complementary service to that given by existing teachers, pastoral staff and senior leadership team, addressing the needs of children who require support to overcome barriers to learning both inside and outside the school in order to promote excellent behaviour for learning and maximise educational progress.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. [EEF Behaviour Interventions](#)	F - L
Invest in appropriate EWO package to ensure that persistent attendance and lateness issues are dealt with swiftly and effectively, particularly in relation to persistent absence.	Previous experience has shown us that without robust EWO and legal support, it is difficult to escalate persistent cases [Working with Parents to Support Children's Learning](#)	J
Continue attendance awards for R-Y6 to support the forming of good attendance and punctuality habits from an early age.	Evidence from other local schools has shown that the formation of good attendance habits when children are young contribute to better attendance at later stages [Working with Parents to Support Children's Learning](#)	J
Meet with all parents who request leave of absence during term time before and/or following leave to give a consistent message of non-approval and potential fine consequence.	Previous experience has shown us that without robust EWO and legal support, it is difficult to escalate persistent cases [Working with Parents to Support Children's Learning](#)	J
Targeting difficult to engage PP parents for the school events through conversation in the playground at beginnings and ends of days	Discussions with parents have indicated that it is often a lack of confidence or understanding the deters parents from becoming involved [EEF Parental Engagement](#)	F - G
Ensure a rigorous follow-up of parents of PP chn who do not attend parents/carers evening, arranging alternative appointments to attain 100% attendance	Parents who are better informed about their children's progress and next steps are more able to support and	F

	encourage them in their learning EEF Parental Engagement	
Continue to develop a stronger pupil voice through the school house captains and vice captains system, devolving real power and budgetary control to the children	This is part of a larger intention to encourage children to take ownership of their learning Engaging with pupils: listening to the voices of children and young people	F - G
Provide counselling support to children with additional pastoral needs	Previous experience has shown that this intervention supports children in overcoming emotional barriers to learning Improving Social and Emotional Learning in Primary Schools	L
Provide targeted parenting advice and support through parental programmes (e.g. Trailblazer)	Endowment Foundation Teaching and Learning Toolkit highlights parental involvement interventions as having a moderate impact EEF Parental Engagement	L

Total budgeted cost: £263,927

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2025 attainment			
Attainment Area	*School Pupil Premium Pupils (v National Pupil Premium Pupils)* ==Broadly in line with PP National (≤5% diff)== ==In line with or above PP National==	*School Non-Pupil Premium Pupils (v National Non-Pupil Premium)*	*School All Children (v National Average All Children)*
% at expected standard or above in KS2 reading, writing & maths combined	==54%== (47%)	75% (69%)	64% (62%)
% at expected standard or above in KS2 reading	==62%== (63%)	79% (80%)	(70%) 75%
% at expected standard or above in KS2 writing	==58%== (59%)	79% (78%)	68% (72%)
% at expected standard or above in KS2 maths	==62%== (60%)	75% (80%)	68% (74%)
Y1 Phonics % at expected standard or above	55% (67%)	93% (84%)	80% (80%)
Rec GLD % at expected standard or above	==67%== (51%)	70% (72%)	68% (68%)

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
n/a	