

Pupil premium strategy statement – Lillington Nursery and Primary School

This statement details our school's use of pupil premium (and recovery 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	248
Proportion (%) of pupil premium eligible pupils	41.9%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	01.12.25
Date on which it will be reviewed	November 2026
Statement authorised by	A.Norcliffe
Pupil premium lead	A.Norcliffe
Governor / Trustee lead	Paul Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,230
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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>	£124.230

Part A: Pupil premium strategy plan

Statement of intent

Pupils at Lillington Nursery and Primary School will make progress across all core subjects, through quality first teaching, targeted interventions, and opportunities for reinforcing learning at home. This will narrow the attainment gaps both within the school and nationally.

We will provide pastoral support for pupils and parents, identified as vulnerable or otherwise in need. We aim for such pupils to have increased attendance levels, enabling them to experience full learning experiences. Our learning mentor will also enable pupils to build resilience, developing their social and emotional wellbeing.

We will ensure that all pupils have fair access to quality trips and visitors, through funding support. We expect all pupils to engage in all aspects of school equally, removing barriers to learning created by family circumstances and backgrounds

Challenges

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

Challenge number	Detail of challenge
1	Financial
2	Attendance and punctuality
3	Poor parental engagement
4	Narrowing the attainment gap across reading, writing and maths
5	SEMH needs/wellbeing
6	Staff professional development

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
Progress in reading	National test scores in line with national Average
Progress in writing	National test scores in line with national Average

Progress in maths	National test scores in line with national Average
Attendance	Ensure attendance of disadvantaged pupils is above 95%
SEMH wellbeing	Children are happy, show resilience, have a positive mindset at school
Improved parental engagement	Attending parental events, home learning completed
Attendance at out of school clubs and trips	Increased number of pupils attending clubs and trips ensuring greater opportunities for disadvantaged pupils
Staff professional development	All staff members have a better understanding of the barriers for disadvantaged pupils, they ALL are understanding the role they play in improving a variety of outcomes for these pupils
Financial	Parents feel supported with financial aspects of accessing school including uniform and trips More PP children are accessing trips due to the financial support

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: **£44,577**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Implement Instructional coaching to support progress of PP children</i></p> <p>X2 days a week support for the AHT to be able to carry out coaching *additional teacher employed 3 days a week</p>	Ensure T&L is of a high quality in order to close the gap for PP	4 and 6

<i>Implement high quality CPD through professional development meetings and external training courses</i>	High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom	4 and 6
<i>Targeted CPD from challenging education in regard to raising attainment for disadvantaged youngsters (RADY)</i>	High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom Outside agency: Challenging Education	4, 5 and 6
<i>Develop effective feedback to improve pupils learning by refocusing and redirecting the pupils actions</i>	EEF: There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).	4 and 6

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

Budgeted cost: **£29,468**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted maths and English interventions across all year groups to close gap in key areas</i>	Targeted weekly interventions to close attainment gaps in maths. Reading and writing	4

<p><i>Targeted intervention to improve phonics in EYFS and KS1 for PP pupils</i></p> <p>X2 day a week teacher employed within the academic year to support with interventions – focus on phonics *costed into the above</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>4</p>
<p><i>1:1 pupil progress meetings with teachers/headteacher/AHT with focus on PP children</i></p>	<p>Ongoing discussions to keep this a priority. Support from HT/AHT to ensure needs are met.</p>	<p>4</p>
<p><i>Targeted reading interventions across all year groups to close gap in key areas</i></p>	<p>Regular 1:1 reading encourages higher attainment in reading. Reading a wide variety of genres will support vocabulary acquisition.</p>	<p>4</p>
<p>Oral language interventions engagement with Voice 21</p>	<p>EEF: Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. Impact in early years (+7 months) and primary schools (+6 months) tends to be higher than that secondary schools (+5 months.)</p>	<p>4 and 6</p>
<p><i>To develop effective communication and language approaches across EYFS through ‘Sustained shared thinking approach’</i></p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p>	<p>4 and 6</p>

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

Budgeted cost: £ 50,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To improve wellbeing and opportunities through a range of after school clubs</i></p> <p><i>(After school clubs are free to parents)</i></p>	<p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p>	<p>1 and 5</p>
<p><i>Improve attendance for PP children through extensive monitoring and support from Learning mentor and attendance officer at WCC</i></p>	<p>Attendance is essential to ensure progress is made and children close the gap</p>	<p>2 and 3</p>
<p><i>To improve attendance, behaviour and pupil wellbeing through employing an additional assistant SENDCO and both the Assistant SENDCO and learning mentor becoming THRIVE practitioners</i></p>	<p>positive learning behaviours have an impact of pupil's ability to learn and retain information effectively. Poor behaviour impacts a wider audience</p>	<p>2 and 5</p>
<p><i>To ensure all PP pupils have access to a range of WOW Days and experiences</i></p>	<p>Pupils learn through a variety of opportunities. Pupils at Lillington have a very limited range of experiences and so by widening these we are also having a positive impact on their ability to engage with learning as they have a greater understanding of context.</p>	<p>4 and 5</p>

<i>To support families in order to engage more effectively with their child/children's learning</i>	EEF: The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	3 and 4
<i>To support families financially through the provision of food parcels</i>	Ensure basic needs are met to put children in the best position to learn.	1
<i>Implement Thrive across the school to support mental health and wellbeing</i>	Providing support for wellbeing impacts on children's ability to learn and make progress	5
<i>To improve pupil wellbeing by continuing to deliver Girls on Board across Key Stage 2</i>	Providing guidance and support for girls in regard to friendship issues that impact negatively on ability to learn and make progress	4 and 5
<i>Implementation of safe line as a tool to support most vulnerable pupils' wellbeing in order to keep them safe</i> <i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.	2,4 and 5

Total budgeted cost: £ £124.230

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching:

Through the implementation of teaching strategies to support DA pupils the children have been able to make progress in all areas of the curriculum.

Teachers and support staff at better equipped to not only teach and support DA pupils but they are also able to analyse data effectively to see where gaps are in pupils understanding. This in turn ensures the correct content for learning is planned for and addressed more swiftly.

All pupils at Lillington were assessed 6 times a year through a summative assessment process.

Target setting for DA pupils is no different to those non-DA pupils. All children are expected to meet Age-related expectations. This though process ensures that the gap does not continue to grow but that we are working to close the gap for these pupils regardless of their starting point.

Pupils are supported to meet these targets through high quality teaching, support in early intervention.

Lillington is a school that uses responsive teaching as method to ensure all pupils, but the DA in particular are consistently targeted for the correct support and feedback through every lessons.

Targeted Academic support:

The range on targeted interventions has covered areas of maths, reading, English and phonics in early years. The implementation of a clear and precise phonics programme has ensured pupils reading ability is improving. These areas still need some work and so will feature as part of the Pupil premium plan for the next 3 years.

Wider strategies:

Parents feel supported financially with the money allocated for spending cards and the food parcels that we have continued to supply post covid. The range of initiatives that we have started to implement to support wellbeing will continue into the coming year. This will enable us to embed practices and continue to meet the needs of the DA pupils.

Attendance is slowly improving through the work of the learning mentor. This continues to be an area of concern for the school due to the number of school refusers that have

become apparent post covid. Strategies and processes are in place in order to report on attendance to parents and stakeholders and intervene with external agencies when needed.

Externally provided programmes

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

Programme	Provider

