

Pupil Premium Strategy Statement – Lawn Primary & Nursery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	410 Primary 85 Nursery Total - 495
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	July 2025
Date on which it will be reviewed	Spring 2026
Statement authorised by	Lindsay Wood
Pupil premium lead	Rachael Saunders
Governor / Trustee lead	Janet Busby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,548
Recovery premium funding allocation this academic year	£0
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	£119,548

Part A: Pupil premium strategy plan

Statement of intent

At Lawn Primary and Nursery School, we believe in teaching the whole child. We ensure that the children at our school are 'Children to be Proud of' through a meticulously planned, skills, knowledge and values-based curriculum. Our children are challenged to think, learn, believe and achieve their potential through a curriculum which teaches and develops key knowledge and skills and ignites their interest and curiosity. We have high expectations of all our children, in everything they do; their work, their play and in the way they treat others. Education is about more than just exam results, it is about every child reaching their potential, socially and academically.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, family support worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

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 are set
- 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	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been significantly lower than for non-disadvantaged pupils.</p> <p>Historically disadvantaged pupils have been ‘persistently absent’ at Lawn. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. Over the last few years improvements have been made with persistently absent pupils and this year we will continue to work on those improvements made.</p>
2	<p>Attainment</p> <p>Within the attainment of our disadvantaged children we would like to increase the number of disadvantaged pupils working above age related expectations in all subjects.</p>
3	<p>Reading</p> <p>Within reading the expected progress made by our disadvantaged children has the largest gap between themselves and their peers in comparison to other curriculum areas. Strand analysis identifies inference and vocabulary as areas to focus on.</p> <p>Many disadvantaged pupils do not have the phonic decoding skills to help their reading progress in line with age-related expectations.</p>
4	<p>Social, Emotional and Mental Health</p> <p>Pupil’s emotional well-being and behavioural needs affect children’s ability to make progress and their readiness for learning. Resilience of pupils in receipt of PP is lower than those who are not and affects ability to access learning.</p> <p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted in recent years. Resultantly, many disadvantaged pupils are presenting with social and emotional issues.</p>
5	<p>Cultural Capital</p> <p>From our experiences pre and post pandemic, our disadvantaged children are more likely to miss out on real experiences which can reduce their cultural capital and engagement in learning due to contextual limitations.</p> <p>Access to extracurricular activities – some of our disadvantaged pupils do not have the experiences of visiting new environments and participating in a range of activities which support their growth as an individual.</p>

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
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Sustained high attendance from 2027/2028 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate being above 95% for all pupils. • the overall attendance rate being 95% for disadvantaged pupils. the percentage of disadvantaged pupils being persistently absent being below 10%
Increased access to enrichment activities for all pupils, particularly our disadvantaged children.	Sustained high levels of participation in enrichment activities from 2027/28 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved attainment in Reading among disadvantaged pupils.	End of Year 1 outcomes will show that more than 68% (Year 1 national average for disadvantaged pupils 2024) of disadvantaged pupils will meet the expected standard in reading.
Improved number of pupils attaining at the expected or above standard in reading, writing and maths among disadvantaged pupils.	End of KS1 and subsequent KS2 outcomes will show that more than 5% (KS2 national average pre-pandemic - 2019) of disadvantaged pupils will meet the expected standard or above in reading, writing and maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2027/28 demonstrated through qualitative data from: <ul style="list-style-type: none"> • pupil voice • pupil and parent surveys • teacher observations

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: £ 57,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers expose children to a broad and balanced curriculum taught by highly trained adults and given wider opportunities for exploring arts and culture. Subject leaders continue to adapt our curriculum to provide rich experiences across all subjects. Foundation subjects are well planned, sequenced and delivered to the highest standard ensuring a broad and balanced curriculum that promotes creativity. Development of teacher's subject knowledge, assessment skills and understanding of key end points, particularly in foundation subjects.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Pupil Premium menu evidence brief.pdf.pdf</p>	<p>2, 3,4</p>
<p>All children, regardless of background, are exposed to quality first teaching and learning combined with timely catch up and keep up interventions. An approach to achieving and maintaining consistent quality first teaching across the school by: <i>Regularly reviewing teaching and learning, through book scrutiny, learning walks and lesson observations.</i></p> <p>Providing targeted training and CPD both in house and externally for teachers and TAs.</p> <p>Regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD.</p>	<p><i>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods”.</i> (Education Endowment Foundation 2018)</p>	<p>2, 3,4</p>
<p>Purchase supervision sessions for trained ELSA/Nurture Team and SENDCO through LA EP Service and</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to</p>	<p>5</p>

BKAT Ed Psych to ensure ongoing development of their practice and effective intervention for pupils.	support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment Social and emotional learning EEF	
Investment in ongoing CPD for our SSP (Read, Write, Inc) to ensure that all reading teachers are confidently delivering high quality progress group sessions. Ongoing commitment to work with the RWI Consultant Trainer and CPD to embed the use of the programme.	Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged pupils. Phonics EEF <i>The Reading Framework 2023</i>	1,2 & 4
The Phonics and Reading Lead Teachers will be released from class each term. They will ensure phonics and comprehension training takes place for new staff (Teachers and TAs) and provide CPD for existing members of staff. The time out of the classroom will allow the teacher to carry out monitoring and data analysis in order to identify where targeted interventions are needed.	Phonics and comprehension approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics EEF	3

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring in each class in order to close gaps in knowledge and understanding	EEF – Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more 1, 2 5 general strategy to ensure	1

	<p>effective progress, or to teach challenging topics or skills.</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Evidence indicates that structured interventions for those who are requiring additional support is an effective strategy for those who are struggling with their literacy.</p> <p>Evidence indicates that pupils need to improve problem-solving strategies so they can draw on them to access, solve and complete tasks. Additional practice with number facts supports pupils in their ability to recall these to support mathematical learning.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	
Specific interventions within each year group according to need	<p>Children who haven't made expected progress or who would benefit from focus to exceed their target are identified by year groups in September using assessment from the end of year tracking for specific interventions to be run by TAs/ teachers. These groups may be for reading, writing, phonics, maths, wellbeing or social skills. Clear objectives are established from the beginning with targets for each individual. Progress within groups is monitored 3 x year and groups/interventions altered according as appropriate.</p> <p>EEF: Small group tuition +4 months Oral language +6 months Phonics +5 months Reading comprehension +6 months Teaching Assistant Interventions + 4 months</p>	2 3 4
TA led 1:1 additional reading sessions focusing on decoding and application of phonics with increasing accuracy in order to develop fluency.	<p>There is evidence to indicate that repeated reading of the same texts helps the pupils to achieve fluency and therefore accuracy in their reading.</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Reading Catch-up: Tutoring with the Lightning Squad - FFT</p>	1
Targeted support to meet the specific needs of disadvantaged pupils	<p>Continued focus and emphasis on use of the TA framework to promote increasing independence and use of a wide range of scaffolding techniques adapted to meet individual need. TAs adopting metacognition strategies within their daily practice to support metacognition and self-regulation.</p> <p>EEF: Teaching Assistant Interventions + 4 months; Metacognition and self-regulation + 7 months</p>	2, 3
Additional phonics and reading sessions (RWI Fast Track Tutoring, Speed Minutes and Pinny time sessions) to apply phonic knowledge for	<p>Research shows that there is a strong base of evidence to support the use of synthetic phonics in teaching of reading, particularly for those from disadvantaged backgrounds. The interventions are regular and targeted each week which has been shown to be more effective in supporting the development of reading.</p> <p>Phonics EEF</p>	1

disadvantaged and other pupils who are behind age-related phase in phonics and reading.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost £31,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance - telephone home by 9.30 am if pupil is not in school and identify barriers/offer supports</p> <p>Headteacher to ensure parents are aware of expected attendance before they fall below 90%.</p> <p>Use of EWO to secure attendance targets</p>	<p>Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</p> <p>Research shows that overall absence had a negative link to attainment, with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	2
<p>Continued hours for Family Support Assistant to provide support for our disadvantaged pupils and their families to enhance well-being and mental health.</p> <p>To also support disadvantaged pupils and their families with low attendance and punctuality concerns.</p>	<p>The DFE sets out good principles for practice in its advice <i>Improving School Attendance</i>. This guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>We know that the cost-of-living crisis and Covid has had a detrimental effect on all of our pupils but particularly for those who are disadvantaged along with their families. It is essential that we are able to provide this support so that we raise well-being, as we know that without this, achievement for these pupils will be unobtainable.</p>	2, 3 & 4
<p>Additional hours for Emotional Literacy Support Assistant work and for nurture interventions to support our pupils with their social, emotional and mental health.</p>	<p>We know from the EEF toolkit that nurture interventions for behaviour and social and emotional health have a moderate outcome for low cost.</p> <p>We also know that our pupils are in need of this support more than ever due to the fallout of Covid disruption and current societal pressures, particularly our disadvantaged pupils. Poor social, emotional and mental health will result in high impact on development and performance.</p>	2, 3 & 4

<p>Ensure equitable access to extra-curricular activities, clubs and trips for disadvantaged pupils by offering a substantial discount for these opportunities</p>	<p>Extracurricular activities are an important part of education that may increase engagement in learning. There is intrinsic value in ensuring disadvantaged pupils access a rich and stimulating arts education, including more positive attitudes to learning and increased well-being, as well as, on average, an impact of about an additional three months' progress over the course of a year: Arts participation EEF</p> <p>By providing additional physical activities, schools give disadvantaged pupils access to benefits and opportunities that might not otherwise be available to them, such as improved physical development, health and wellbeing, and attendance; plus, on average, an impact of about an additional one month's progress over the course of a year: Physical activity EEF</p>	<p>2</p>
<p>Increase parental engagement regarding attendance and punctuality, to include providing Nurture support for families</p>	<p>There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance: Attendance interventions rapid evidence assessment EEF</p> <p>The pupils with the highest attainment at the end of key stage 2 have higher rates of attendance over the key stage compared to those with the lowest attainment: Working together to improve school attendance - GOV.UK</p>	<p>1</p>
<p>Ensure equitable access to Breakfast Club for disadvantaged pupils by offering a substantial discount</p>	<p>Research suggest attending a breakfast club and eating breakfast can boost reading, writing and maths results by the equivalent of two months' progress over the course of a year: Magic Breakfast - trial EEF</p>	<p>2</p>

Total budgeted cost: £119,548

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Pupil Premium funding has enabled us to maintain high levels of Teaching Assistant support throughout the 24-25 academic year in recognition of the need for class level intervention as well as support with emotional literacy and self-regulation. TA presence dramatically increases the support for communication and language to reduce the language and vocabulary gap identified as a key challenge. It also allowed support for children whose emotional needs may otherwise disrupt the provision of quality first teaching and therefore benefits all children.

In addition to funding TA staffing, pupil premium funding has contributed to the professional development of teaching assistants, which has been a focus area of the School Development Plan for this year. This year these have been led by our own school leaders (in particular the SENDCo, DHT and HT) and by external professionals such as our SEMH worker and our Educational Psychologist, in order to maximise the impact of their time by developing the team. The use of The National College online platform to support ongoing access to a broad range of CPD, as well as planning a robust schedule of CPD sessions across the year has had impact and will continue next academic year and is detailed in our SDP for 2025/26.

During the academic year 2024/25 the Pupil Premium at Lawn has assisted children to make progress with targeted interventions in Reading, Writing and Maths. These were at the direction of the class teacher who reports on impact of interventions in termly pupil progress meetings. This included 1:1 Phonics Tutoring and Year 6 Booster Interventions in Reading, Writing, SPAG and Maths which was reviewed and shaped according to tracking information across the year. Year 1, 2 and 6 progress was evident with improvements in assessment outcomes and reading ages over the year.

Outcomes at the end of KS1 and KS2, show improvement for most cohorts. In addition, the purchase of revision materials supported older pupils to revise, remember and recall key content to support them with taking statutory assessments.

In Reading and Maths generally over half the pupils eligible for Pupil Premium funding met at least Age-Related Expectations in all areas. Some children were deemed eligible for Pupil Premium funding at different parts of the academic year but have been included in the data below. Writing and Maths remain an area of focus for school development in 25/26 building on the foundations set this academic year to accelerate progress and attainment further.

	% achieving at least ARE in KS 1 9 children	% achieving at least ARE in KS 2 13 children	Overall % achieving ARE
Reading	55	54	73
Writing	33	61	50
Maths	44	61	55
	% passing the Phonics Screening Check in Year 1 13 children	% passing the Phonics Screening Check in Year 2 9 children	
Phonics	69	33	
	% achieving GLD 9 children		
EYFS GLD	56		

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
Read, Write, Inc Phonics	Ruth Miskin
Fresh Start Phonics	Ruth Miskin
Lightening Squad Tutoring	FFT