

Pupil premium strategy statement

Lavant CE Primary School 2025 - 2026



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 |
|---|--------------------------|
| School name | Lavant CE Primary School |
| Number of pupils in school | 111 |
| Proportion (%) of pupil premium eligible pupils | 12.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | Autumn 24 – Autumn 27 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | Review: December 25 |
| Statement authorised by | Adrian King |
| Pupil premium lead | Adrian King |
| Governor / Trustee lead | Miss Georgina Blair |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £24,995 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Total budget for this academic year | £24,995 |

Part A: Pupil premium strategy plan

Statement of intent

Lavant C.E. Primary School strives to ensure all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. All our staff and governors accept responsibility for 'disadvantaged' pupils and are fully committed to meeting their social, emotional and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. 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. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with high-quality teaching being the most important factor in improving outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils but has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing high quality teaching, targeted academic support and wider strategies.

6 of the 14 pupil premium pupils currently on roll are also on our SEND register, including some with very specific and challenging needs. We monitor their progress very closely, and evaluate their outcomes with those of other pupils including those who present with the same needs but who are not in receipt of the pupil premium. We realise the importance of ensuring that their progress is not hindered by any disadvantage, as well as meeting their SEND needs. The remaining 8 pupils are not on our SEND register but progress and support is tracked just as carefully and evaluated in detail during termly progress meetings to ensure their individual needs are met.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance Over time our attendance figures have always been above national figures at 96-97% and our Persistent Absence data in the lowest 20% of all schools. The year 2021-22 saw our attendance figure fall to 94.5% with 91.8% for disadvantaged children. This was above national figures of 93.6% and in line with national figure for disadvantaged children at 91.5%. Our focus on improving attendance to pre-pandemic levels during subsequent years has led to an increase in overall attendance to 97% in 25/26. Attendance of disadvantaged children however has risen more slowly to 94.2% in 24/25. Although both figures are above national more work is needed to close the attendance gap between our disadvantaged / non disadvantaged children. |
| 2 | Attainment Not all disadvantaged children are attaining age related expectations in line with their peers in RWM. Observations and book Looks have identified aspects of passive learning and lack of knowledge retention for some of our disadvantaged pupils. |
| 3 | SALT (Speech and Language) Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Early Years through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. The number of children with Speech and Language needs has significantly risen post COVID |
| 4 | Resilience and Mental Health Our assessments, observations and discussions with pupils and families have identified a range of social and emotional issues for some pupils and families. This is due in part to low aspirations, a lack of enrichment opportunities and poor literacy level at home, as well as parenting issues. These challenges particularly affect disadvantaged pupils, including their attendance and attainment. Teacher referrals for support remain relatively high. Disadvantaged, as well as non-disadvantaged children, receive support through many different channels. All school staff are committed to supporting children's emotional wellbeing but additional support is mainly offered by our ELSA Team and Senior Mental Wellbeing Lead. |

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. | <p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none">- the overall absence rate for all pupils being no more than 3%, and- the attendance gap between disadvantaged pupils and their non-disadvantaged to be no more than 2%. |
| Improved reading, writing and maths attainment among disadvantaged pupils. This will be measured through keyword, phonics, MTC, and standardised tests | Pupil Progress meeting reports will articulate the progress made and next steps. Outcomes across the school (in standardised tests) will show that disadvantaged children are making progress in line with their non-disadvantaged peers. |
| Improved oral language skills and vocabulary among disadvantaged pupils, leading to improved attainment among disadvantaged pupils. | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, and ongoing formative assessment.</p> <p>Outcomes in 2025/26 show that disadvantaged pupils and non-disadvantaged pupils remain in line/ above national.</p> |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• an increase in participation in enrichment activities, particularly among disadvantaged pupils• Greater opportunities for parents to engage in parenting / wellbeing workshops |

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: £ 7,686

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>CPD planned and delivered regularly through the year:</p> <ul style="list-style-type: none">• Safeguarding• Quality First Teaching for teachers and Teaching Assistants• WalkThrus Curriculum planning Questioning• Assessment• Oracy• Sp & L <p>Senior leaders design the schedule and plan delivery for the whole academic year.</p> <p>Leaders at all levels contribute to these sessions as subject Leaders including staff meetings and INSET days.</p> | <p>High quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>https://my.chartered.college/impact_article/anevidence-based-approach-to-cpd/</p> <p>CPD has meant we have reflected on our practice of transition from Year R to Year 1. This has meant the Year 1 classroom is evolving all the time.</p> | 2,3 |
| <p>Feedback to pupils</p> <p>Teachers and support staff will spend lessons prioritising feedback to pupils through live marking sharing next steps, WCF. This is being monitored by SLT.</p> | <p>Providing feedback is well evidenced and has high impact on learning outcomes. Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+6 months)</p> <p>(EEF – Teaching and Learning Toolkit – Feedback)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback</p> | 2,3 |

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

Budgeted cost: £7,446

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| TAs to provide targeted support in class including 1:1 tuition for: <ul style="list-style-type: none"> • SALT • Phonics & reading • Social and emotional support • Nessy & Touch Typing • Springboard maths | <p>Timetabling for our expert team of TA support staff will be carefully targeted to ensure maximum impact on learning and precise use of interventions.</p> <p>(EEF – Teaching and Learning Toolkit – Teaching Assistant interventions)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teachingassistant-interventions</p> | 2, 3 |
| Researching and embedding oracy skills across the whole school curriculum. Supporting pupils to articulate themselves and furthering their use of vocabulary and language through targeted quality first teaching. | Oral language interventions show an improvement of 6 additional months to S&L ages for minimal spending. Improvements are also seen in reading and writing | 2,3 |
| Tackling number bonds, times tables and reasoning in Maths Numbots, Doodle maths, TT rockstars | <p>DoodleMaths builds numerical reasoning and problem-solving skills, giving learners core skills they can use in the classroom and beyond. It also is proven to help retention of knowledge over school holidays when used as a digital homework tool</p> <p>(Cliffe VC Primary School & Bill Smith, a PhD student)</p> <p>Repeated systematic practice of number bonds is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupils.</p> <p>(Hasselbring, Lott & Zydny, 2005) See below:</p> | 2 |

https://www.researchgate.net/publication/237432803_Improving_basic_multiplication_fact_recall_for_primary_school_students

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

Budgeted cost: £9,823

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Improved attendance for disadvantaged pupils | <ul style="list-style-type: none"> Link Disadvantaged Governor to include monitoring attendance of identified pupils Attendance Lead is appointed (part of SLT) Regular meetings between Attendance Lead and link Governor Attendance of disadvantaged pupils is closely monitored Attendance aim – in line with national average Use of FFT and INSIGHT to analyse data showing increased attendance for disadvantaged pupils Secretary, ELSA Team and HT work closely with parents and other external agencies to support improved attendance | 1, 2 |
| Financial support towards attending breakfast / after school and holiday clubs, | Free places at breakfast club provide child care options which enables parents to accept working opportunities | 1, 2 |
| Purchasing uniform, specific resources to enhance learning of identified individuals (laptops, and quality reading books of personal interest.) | A small number of children lack the resources they need to excel as a learner. Funding is provided so that individual resources can be purchased to improve learning opportunities for identified children. | 2 |
| Pastoral support from ELSA leads for vulnerable children and families- key support needed to ensure attendance is maintained and pupils are ready to learn. | <p>ELSA interventions have an identifiable and significant impact on developing pupil self-esteem, emotional resilience and readiness to learn, and attainment itself (+ 4 months additional progress on average).</p> <p>(EEF Social and Emotional Learning)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 1, 2, 4 |

| | | |
|---|---|--|
| <p>Our ELSA Leads will also offer support for parents, including parent workshops: Supporting My Child With Their Worries and Managing Our Worries as Parents. My Digital Child</p> | <p>ELSA programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils. Nurture is an evidence based approach to supporting children's social and emotional needs (Nurture UK). The growing need for disadvantaged pupils requiring ELSA support has risen significantly in recent years.</p> <p>(EEF – Teaching and Learning Toolkit – parental engagement)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | |
|---|---|--|

Total budgeted cost: £ 24,955

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.

| Early Years Foundation Stage | | | | | | | | | |
|--|---|----------|---|----------|---|----------|-----------|---|----------|
| Statistic | 2021-2022 | | 2022-2023 | | 2023-2024 | | 2024-2025 | | |
| | School | National | School | National | School | National | Cohort | School | National |
| % of pupils achieving a Good Level of Development | 72% ● | 65% | 71% ● | 67% | 73% ● | 68% | 15 | 60% ■ | ~ 69% |
| % of pupils at the expected level across all early learning goals | 67% ● | 63% | 71% ● | 66% | 73% ● | 66% | 15 | 60% ■ | ~ 67% |
| Average number of early learning goals at the expected level per pupil | 15.3 ● | 14.1 | 15.5 ● | 14.1 | 15.4 ● | 14.1 | 15 | 14.7 ● | ~ 14.2 |

| Phonics Screening Check | | | | | | | | | |
|--|--|----------|--|----------|--|----------|-----------|---|----------|
| Statistic | 2021-2022 | | 2022-2023 | | 2023-2024 | | 2024-2025 | | |
| | School | National | School | National | School | National | Cohort | School | National |
| % of pupils passing in Year 1 | 75% ● | 75% | 89% ● | 79% | 80% ● | 80% | 15 | 100% ● | ~ 80% |
| % of pupils passing check by end of Year 2 | 0% ■ | 87% | 94% ● | 89% | 94% ● | 89% | 16 | 100% ● | ~ 92% |

| Multiplication Tables Check (MTC) | | | | | | | | | |
|--|--|----------|---|----------|---|----------|-----------|---|----------|
| Statistic | 2021-2022 | | 2022-2023 | | 2023-2024 | | 2024-2025 | | |
| | School | National | School | National | School | National | Cohort | School | National |
| % of pupils scoring full marks (25/25) | 13% ■ | 27% | 40% ● | 29% | 44% ● | 34% | 17 | 24% ■ | ~ 40% |
| Average score (out of 25) | 17.5 ■ | 19.8 | 21.9 ● | 20.2 | 21.0 ● | 20.6 | 17 | 21.8 ● | ~ 21.2 |

| Key Stage 2 | | | | | | | | | | |
|-----------------------------------|---|-----------|----------|-----------|----------|--|----------|-----------|--|----------|
| Subject | Statistic | 2021-2022 | | 2022-2023 | | 2023-2024 | | 2024-2025 | | |
| | | School | National | School | National | School | National | Cohort | School | National |
| Reading, Writing & Maths combined | % of pupils achieving the expected standard | - | 59% | - | 60% | 87% ● | 61% | 15 | 53% ■ | 62% |
| Reading, Writing & Maths combined | % of pupils achieving the higher standard | - | 7% | - | 8% | 7% ■ | 8% | 15 | 7% ■ | 8% |
| Reading | % of pupils achieving the expected standard | - | 74% | - | 73% | 100% ● | 74% | 15 | 80% ● | 75% |
| Reading | % of pupils achieving the higher standard | - | 28% | - | 29% | 33% ● | 29% | 15 | 47% ● | 33% |
| Reading | Average scaled score | - | 105.0 | - | 105.0 | 107.1 ● | 105.0 | 15 | 107.5 ● | 106.0 |
| Writing | % of pupils achieving the expected standard | - | 69% | - | 71% | 87% ● | 72% | 15 | 67% ■ | 72% |
| Writing | % of pupils working at greater depth | - | 13% | - | 13% | 7% ■ | 13% | 15 | 13% ● | 13% |
| Maths | % of pupils achieving the expected standard | - | 71% | - | 73% | 87% ● | 73% | 15 | 87% ● | 74% |
| Maths | % of pupils achieving the higher standard | - | 22% | - | 24% | 27% ● | 24% | 15 | 33% ● | 26% |
| Maths | Average scaled score | - | 104.0 | - | 104.0 | 106.3 ● | 104.0 | 15 | 106.9 ● | 105.0 |
| GPS | % of pupils achieving the expected standard | - | 72% | - | 72% | 87% ● | 72% | 15 | 87% ● | 73% |
| GPS | % of pupils achieving the higher standard | - | 28% | - | 30% | 33% ● | 32% | 15 | 40% ● | 30% |
| GPS | Average scaled score | - | 105.0 | - | 105.0 | 107.6 ● | 105.0 | 15 | 107.7 ● | 105.0 |
| Science | % of pupils achieving the expected standard | - | 79% | - | 80% | 87% ● | 81% | 15 | 87% ● | 82% |

Attainment of our pupils in receipt of the PP grant (Summer 2025)



- In EYFS, percentage of children attaining GLD dipped in 2025 due to significant cohort needs. Outcomes in EYFS have been above / in line with national for the previous 3 years
- 100% of pupils in Yr 1 passed the phonics check in 2025. (**All children in receipt of pupil premium passed the phonics check**).
- Precise teaching in Year 4 resulted in the multiplication check average score being 21.8/25 from 17.8 in 2023. 24% of pupils scored full marks compared to National 40%. 5 pupils however scored 24/25
- In KS2, our Year 6 test results were significantly higher than National.
Reading: 80% met and 47% achieved the higher standard.
Maths: 87% met and 33% achieved the higher standard.
GSP: 87% met and 40% achieved the higher standard.
Teacher assessment for writing was 66% met, including 13% greater depth. This is lower than previous years but inline with our internal tracking and expected outcomes for this cohort. (**2 out of 3 PP pupils achieved the expected standard writing and maths**).

The pupil premium funding was strategically spent supporting all disadvantaged children through staff CPD, intervention time, mental wellbeing support and targeted enrichment and resources. From internal data we have identified that further work is required to improve disadvantaged pupils' attendance, mental resilience and oracy.

