

# Pupil premium strategy statement – Lightwoods Primary Academy 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	Lightwoods Primary Academy
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	75 pupils (18%)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mr J Ashton
Pupil premium lead	Mrs K Timms
Governor / Trustee lead	Mrs E Warwick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,475
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,475

# Part A: Pupil premium strategy plan

## Statement of intent

At Lightwoods, everyone believes the values of improving children's self-awareness, through warmth, resilience and collaboration, so that everyone strives towards excellence. We are ambitious for all pupils and we strongly believe in removing barriers to learning. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research into what works across a range of contexts. We use this funding to support spending which benefits eligible children within their cohorts, rather than creating individual budgets for each child. This spending significantly enhances our capacity to support children with barriers to their learning.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to achievement and we are determined to support our children to overcome as many of these as possible. Common barriers to learning for disadvantaged children can include 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".

In response to the complex picture of need, we will adopt a tiered approach to ensure that provision for children removes as many barriers as possible for each child. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils so that they are fully aware of strengths and weaknesses across the school.

Our approach to the allocation of the Pupil Premium is underpinned by the guidance provided by the Education Endowment Foundation. Quality First Teaching is fundamentally important to the attainment and progress of all of our pupils, regardless of their eligibility for the Pupil Premium. As a proven strategy for closing the disadvantage gap, focussing on high quality teaching is central to our approach to spending the Pupil Premium. Targeted academic support and approaches to wider barriers to learning and personal development are also essential to effectively supporting our pupils to achieve and excel. This is as true for our disadvantaged pupils as it is for non-disadvantaged pupils and as such, we apply approaches to the betterment of our provision to all of our pupils, supported by the Pupil Premium funding to close the disadvantage gap. Our Pupil Premium strategy is quick to respond to the challenges our pupils face and is not static.

The strategy is designed to increase the percentage of children in receipt of funding to be working at age-related expectations or above. However, our focus is not simply on the academic performance of our pupils but rather on providing a 'whole education' so also focuses on pupils' personal development, their emotional health and mental wellbeing

and in providing a range of experiences that might not otherwise be possible, including the development of a broad cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	<b><u>Outcomes</u></b> At the end of Year 6, outcomes for children who are in receipt of Pupil Premium are lower than non-PP.
2	<b><u>Outcomes for lowest 20%, including those who are PP</u></b> Data suggests that progress and attainment for the lowest 20% is lower than others.
3	<b><u>Aspirations and Experiences</u></b> Pupil voice indicates that pupils have high aspirations for their futures. Removing barriers to engagement with and access to enrichment of the curriculum
4	<b><u>Attendance and Punctuality</u></b> Data suggests that poor attendance and lateness is an issue for some Pupil Premium children and that this is of low importance to some families. This will have a detrimental impact on learning due to lost learning opportunities.
5	<b><u>SEMH and Wellbeing</u></b> Emotional, social and mental wellbeing issues continue to provide a challenging backdrop to the personal and academic progress pupils eligible for the pupil premium make, and to the quality of the relationships they form

## 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
The achievement gap between those in receipt of the pupil premium grant and those not in receipt will have narrowed.	Individual and group tracking of those in receipt of the pupil premium grant will demonstrate achievement in line with non-pupil premium

Children in the lowest 20% nationally will make rapid progress.	All children will be in receipt of excellent Quality First Teaching. Teaching will be responsive to children's needs in the moment and over time. Outcomes for children will be improved.
Children will be able to take a full and active part in all aspects of school life, including residential and visits.	Funding will be provided on an individual basis to provide access to after school clubs; before and after school provision; school visits and tournaments; and residential. Access to school uniform, PE kit, and other necessities will be supported.
Children will attend school regularly and absence rates for the group will be at least in line with national.	Persistence Absence will be below 11% Overall absence will be in line with national for each year group.
Excellent attitudes to learning, high levels of self-awareness, self-regulation and effective relationships.	Pupils demonstrate excellent attitudes to learning, high levels of self-awareness and self-regulation and build effective relationships with peers and adults.

## 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: £ 28,780**

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET Responsive Teaching programme of CPD focussing on meeting the needs of individual learners, through accurate assessment of learning to provide appropriate support and challenge.	Carefully designed/aligned Teacher CPDL with a strong focus on pupil outcomes has a significant impact on student achievement <a href="https://www.tdtrust.org/DGT-Summary.pdf">DGT-Summary.pdf (tdtrust.org)</a>	1, 2
PDM: Assessment for Learning, Reading Responsive Teaching, Sequencing Learning, Close Reading, reading fluency, questioning, oracy	Improving the Quality of instruction Including elements such as effective questioning and use of assessment by teachers has strong evidence of impact on student outcomes. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to	1, 2

and activating students and metacognition.	embed skills securely and progressively introducing new learning (scaffolding) are also elements of high-quality instruction.	
Implement a systematic programme of Facilitated Lesson Observations across school.	<p><a href="#">Research and development network: great pedagogy and professional development report - GOV.UK (www.gov.uk)</a></p> <p>Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners. <a href="#">Characteristics of Effective Teacher Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
Focus on children with multiple barriers to learning, including those who are in receipt of PP and on the SEND register.	<p>Effective provision works towards building a secure understanding of pupils and their needs. Understanding how to effectively meet the needs of pupils with an identified need is a vital element of high-quality education</p> <p><a href="#">Supporting SEND - GOV.UK (www.gov.uk)</a></p>	1, 2, 3, 5
Purchase and embedding of Rocket Phonics, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF 1	1, 2
Home reading books are organised to match phonic levels. Additional books purchased and sent home so that children are able to access and enjoy a book slightly higher than phonic levels, with adult support, to promote a love of reading.		1, 2, 3
Purchase of standardised diagnostic assessments, including NTS.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil	1, 2

Training for staff to ensure assessments are interpreted and administered correctly.	Progress   Education Endowment Foundation   EEF	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support in early reading development, including phonics interventions targeted at supporting the lowest 20%	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF EEF reports highlight the need for taking a balanced approach to the development of early reading and the impact this can have on pupil outcomes. Communication and language approaches (+6 months), Phonics (+5 months), Reading and comprehension strategies (+6 months), Oral language intervention (+6 months)	1, 2
Additional teacher to support teaching groups in targeted Year Groups	Reducing class size can increase the amount of attention that each student will receive and can increase progress by 2 months.	1, 2
Purchase of Century Tech, Mathletics. Braining Camp and Lexia to support flipped learning and QFT to target those most in need of additional support.	Studies by EEF: Use of technology (+4months)	1, 2, 3

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

Budgeted cost: £ 44,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Removal of financial barriers to educational and aspirational experiences by subsidising the cost of the school day, via activities such as:</p> <p>Purchase of School Uniform, PE Kit, Coats and shoes for those children in need.</p> <p>Provision of Before and After School Club to support families in particular circumstances</p> <p>Subsidising visits, visitors, residentials and multi-sports clubs</p>	<p>Studies indicate the positive impact of curriculum and wider school enrichment activity on pupil outcomes. Enrichment Theory, Research and Practice: (PDF) Enrichment Theory, Research, and Practice (researchgate.net)</p>	<p>3</p>
<p>Attendance and Safeguarding Mentor leading on attendance initiatives including SSP, Home Visits, referrals, and Early Help.</p> <p>Attendance officer to track, identify and support families to improve pupil attendance, embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>3, 4, 5</p>
<p>Increase capacity for direct work with children, via Learning Mentor support and Wilderness therapy.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. EEF Toolkit shows that Targeted Interventions can be up to 6 months progress</p>	<p>3</p>
<p>Trust Inclusion Team: Provide additional support for vulnerable families to improve outcomes.</p>		<p>1, 2, 3, 4, 5</p>

<p>Inclusion support: Provide additional support for PP children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes</p>	<p>Explicitly teaching and building opportunities for social and emotional learning through broader curriculum is highlighted by the EEF Improving Social and Emotional Learning in Primary Schools   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 3</p>
<p>VP and PSHE leader to work to refine, develop and evolve a PSHE curriculum that meets the needs of the community.</p>	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. Studies by the EEF: Social and emotional support (+4months), behaviour interventions (+3months).</p>	
<p>Supporting families to further engage in their child's learning and academic life, through Learning Together sessions.</p>	<p>Supporting the families of our pupils on their parenting journeys will have a significant impact on the lives of our pupils. EEF report indicates that parental engagement has an impact of +4 months Parental engagement   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 3</p>

**Total budgeted cost: £ 98,475**

**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 2023 to 2024 academic year.

<b><u>Attainment at the end of July 2025</u></b>		
Year 1 (14 children)	Pupil premium	Not Pupil Premium
Reading	64%	81%
Writing	43%	67%
Maths	64%	81%
Year 2 (17 children)	Pupil premium	Not Pupil Premium
Reading	59%	77%
Writing	47%	73%
Maths	70%	73%
Year 3 (11 children)	Pupil premium	Not Pupil Premium
Reading	73%	86%
Writing	36%	72%
Maths	64%	86%
Year 4 (16 children)	Pupil premium	Not Pupil Premium
Reading	93%	86%
Writing	93%	64%
Maths	93%	75%

Year 5 (8 children)	Pupil premium	Not Pupil Premium
Reading	43%	92%
Writing	43%	75%
Maths	43%	81%
Year 6 (8 children)	Pupil premium	Not Pupil Premium
Reading	50%	86%
Writing	50%	74%
Maths	50%	78%

Attainment in reading, writing and maths is lower for children in receipt of Pupil Premium in years 1, 2, 3 4, and 6.

### **Attendance (National Average = 94.84%)**

Year 1 (14 children)	Pupil premium	All Children
Attendance	94.1%	92.5%
Persistent absence	25%	10%
Year 2 (17 children)	Pupil premium	All Children
Attendance	94.5%	96.5%

Persistent absence	17.7%	5%
Year 3 (11 children)	Pupil premium	All Children
Attendance	93.6%	95.8%
Persistent absence	6.5%	18.2%
Year 4 (16 children)	Pupil premium	All Children
Attendance	95.5%	96.3%
Persistent absence	6.2%	6.4%
Year 5 (8 children)	Pupil premium	All Children
Attendance	94.9%	96.4%
Persistent absence	11.1%	4.9%
Year 6 (8 children)	Pupil premium	All Children
Attendance	93%	96%
Persistent absence	30%	9.8%

Attendance for PP children was lower than non-PP in all year groups except 1.

Attendance was broadly in line or better than the national average in years 1, 2, 4 and 5.

Persistent absence is lower in years 3 and 4.

<b>Intended outcome</b>	<b>Success criteria</b>
All children receive highly effective teaching.	The proportion of excellent teaching is increasing. Continuous Professional Development is impacting positively on teaching so that every teacher is supported to keep improving.
Disadvantaged pupils make accelerated progress and there is improved attainment in Reading, Writing and Maths from Year 1 - 6	Pupil tracking shows attainment gaps are narrowing Statutory assessments across school show improved outcomes for disadvantaged children
Pupil premium children in year 1 and 2 make accelerated progress with Reading.	Non-complex pupil premium children in year 1 and 2 pass their phonics screening test. All non-complex pupils achieved 37+

<p>The ongoing impact of disruption to education for disadvantaged pupils will be minimised.</p>	<p>Routines, structures and teaching adjustments will be made to curriculum teaching and experiences to ensure children make progress.</p>
<p>Overall attendance will improve for a small amount of pupil premium children.</p>	<p>Attendance of pupil premium children will be in line with the rest of the school. Whole school attendance was 95.1%</p>