Pupil premium strategy statement – Lovington 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2024/2025 to 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Emma Marshall
Pupil premium lead	Emma Marshall
Governor / Trustee lead	Fiona Clapp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10, 605
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£10, 605

Part A: Pupil premium strategy plan

Statement of intent

Lovington Primary School provides a caring environment for all of our pupils where, in a stimulating and purposeful atmosphere, learning can flourish. Our broad and balanced curriculum is designed to inspire and provoke curiosity, which in turn motivates and leads children to become independent and inquisitive in their learning about the world around them. The ultimate objective for disadvantaged pupils within our school is to enhance attainment and improve learning outcomes.

Our current pupil premium strategy plan works towards achieving those objectives by:

• Focusing on improving the academic outcomes for all pupil premium children ensuring that irrespective of background, pupils make accelerated progress where necessary so they are at least in line with National expectations by the end of Key Stage 2 in Reading, Writing and Maths.

• Ensuring that, whether they are disadvantaged or not, our most vulnerable pupils receive the pastoral support they require to assist them in overcoming social, emotional and behavioural barriers to success.

The key principles of the strategy are:

Quality first teaching for all – we consistently deliver high-quality, inclusive teaching and provide lessons of the highest standards by setting high expectations, monitoring performance and sharing best practice.

A whole-school ethos of high attainment for all – we have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils.

Addressing behaviour and attendance – we ensure effective behaviour strategies are in place, we respond quickly to poor attendance and provide strong social and emotional support, including working closely with our families.

Broad and balanced curriculum – we deliver a broad and balanced curriculum, developing key skills in core and non-core subjects. Pupils are exposed to a rich diet of experiences to benefit learning. All children will have access to all educational visits and in KS2, residential experiences provide a range of exciting life experiences, providing a wide range of enrichment opportunities.

Enrichment opportunities – every term, a range of enrichment experiences are planned and delivered, enabling all our pupils to experience new, engaging and inspiring opportunities

Meeting individual learning needs - we identify each pupil's challenges and interests and seek the best strategies to help each pupil make the next step in their learning. We provide individual support for specific learning needs and group support for pupils with similar needs.

Deploying staff effectively – we devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train teaching assistants to effectively support pupils' learning.

Impact driven and responsive to evidence - we effectively use data, and other evidence, to identify pupils' learning needs, review progress regularly and address underperformance quickly. We have manageable assessment for learning systems, which provide clear feedback for pupils.

Ambitious leaders who have high aspirations and lead by example - all staff are accountable for raising attainment and do not accept low aspirations and variable performance.

Challenges

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

Challenge number	Detail of challenge
1	SEND difficulties An additional Special Educational Need is an academic barrier for some PP 43% of PP chn have a SEND.
2	Social, Emotional and Physical Health issues
3	Impact of socio-economic background and disadvantages faced
4	Absenteeism Poor attendance and lateness affects the progress and attainment of some PP children.
5	Discussions with teachers, pupils and parents shows a lack of parental engagement and involvement in learning opportunities at home (particularly pupils reading).

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
Pupil premium pupils who are below ARE will make better than expected progress in reading, writing and maths to close the gap on national expectations.	100% of PP children to make at least expected progress. There will be an increased number of PP children (non-SEND) working at ARE in maths, reading and writing.
Pupils emotional well-being is promoted and supported.	Pupil voice will show that pupils mental health and emotional health is good. Where needed, PP children will have access to ELSA and breakfast club. Targeted interventions will support individual need.
All pupils including those that are disadvantages will sustain good attendance which is in-	Attendance champion will ensure that systems and procedures are in place to promote the importance of good attendance. Attendance figures will be closely monitored on a monthly basis and parents contacted to discuss any concerns. Pupils will arrive at school on time and recognise

line with National benchmarks.	the importance of being in school. Involvement of PFSA with parents to improve attendance.
Parents of pupils are engaged in their children's learning and pupils are well supported at home.	Observations and records will show that pupils are engaged in their home learning; with all homework being completed.
Improved oral language skills and vocabulary among disadvantaged pupils.	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, book scrutiny and ongoing formative assessment.
Pupils have a broad range of experiences that broaden their cultural capital.	Pupils will have the opportunity to take part in a range of experiences. These will include half termly hooks (both internal and external), residential visits and music and sporting activities. Greater participation of PP children at afterschool clubs which are free to attend. PP children will participate in community events such as the carnival and singing events. Pupils will be able to draw on their experiences and apply them through multiple areas of learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop stronger staff awareness and understanding of the National Curriculum across EYFS/KS1 and KS2 and how to ensure improvement to outcomes for SEND pupils.	Through continued staff CPD, Trust training, INSETs, and staff meetings, teachers will gain a better understanding of their year group curriculums; this will include those above and below the year group they teach. This enhanced knowledge will ensure high aspirations for all pupils and a deeper understanding of all foundation subjects.	1

	Subject leader CPD and release time to improve teacher subject knowledge.	
HLTAs and TAs to support quality first teaching and deliver targeted interventions.	Targeted support through quality first teaching, class support and the use of small group interventions will enable our PP children to make accelerated progress in Reading, Writing & Maths.	

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff to deliver interventions to support accelerated progress. (Spelling detectives, Precision Teaching and reactive interventions.	Member of support staff per year group to deliver reactive and focused intervention. This is regularly reviewed and adapted to support need. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention (4 months)	1
Additional phonics interventions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1 and 2

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early interventions for behaviour – MHST/ELS	All staff will work collaboratively with parents to engage families in learning and therefore improve behaviour and	4

Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.	attendance which has previously affected learning. Where families need further support, this will be delivered through the MHST and ELSA programmes to improve mental health, wellbeing and social skills. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF The introduction of a school based PFSA will further support the work with families to improve overall wellbeing.	
Motivational hooks for curriculum experiences are offered to all children with some contributions from parents – PP children are offered financial support to meet these costs.	To expand experiences and aspirations around careers, university and further education. Pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Trips and visits provide a world view and enhance pupils' cultural capital and this can provide them with contextualised understanding to support their learning.	1, 2, 4 and 5
Increased use of the outdoor environment to support curriculum foundation subjects.	To expand experiences by providing practical learning activities.	1, 2, 4 and 5
Support for parents to encourage their engagement.	Learning workshops and curriculum outcomes will support parents with being able to support their children at home with their home learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	All
Develop the teaching of higher-level vocabulary and wider reading across the curriculum so children understand the power of the spoken word.	Ensure pupils use the correct vocabulary and terminology across all aspects of the curriculum when speaking and writing. Pupils will feel empowered and will be able to use their learning in context with enhanced confidence. Oracy skills will	1 and 2

	be improved, and this will be reflected in attainment.	

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the past year, the school has strategically allocated Pupil Premium funding to maximise the attainment, progress, and wider experiences of disadvantaged pupils. The impact of this targeted investment can be seen in the following outcomes:

1. **Improved Attainment and Progress**

- Disadvantaged pupils have made stronger progress in reading, writing, and mathematics, closing the gap with their peers. The percentage of Pupil Premium pupils achieving age related expectations by the end of KS2 for Reading, Writing and Maths was 100%

  In EYFS, the percentage of Pupil Premium pupils achieving a Good Level of Development (GLD) was 100% with accelerated progress seen from their starting points.

- Targeted interventions, including small-group tuition and precision teaching, have led to accelerated progress for identified pupils. High adult ratios and focused teaching groups have enabled interventions to be consistent and effective.

2. **Enhanced Support for SEND and Individual Needs**

- Pupil Premium funding has enabled additional SEND support and targeted interventions to take place, ensuring that disadvantaged pupils with additional needs are effectively supported to access the curriculum.

- Stronger collaboration between SEND and class teachers has led to more personalised learning pathways, resulting in improved engagement, confidence, and progress.

- The school has invested in specialist training from MHST and continued professional development, alongside the purchase of resources to meet specific needs, ensuring that pupils are not only supported academically but also in terms of wellbeing and personal development.

3. **Access to a clear and broader curriculum**

- Funding has ensured that disadvantaged pupils have access to a wide range of enrichment opportunities, including educational visits, sports, music, and cultural experiences, broadening children's horizons and experiences.

- Curriculum enrichment, such as Arts provision, and P.E have supported pupils' creativity, problem-solving skills, and resilience. Enrichment opportunities and hook days have continued to motivate and engage our pupils, providing a wide range of opportunities.

- Increased participation in extracurricular activities has been noted among disadvantaged pupils, ensuring equity of access and opportunities for personal growth.

4. Impact on Wellbeing and Aspirations

- Investment in pastoral support, including ELSA and mental health provision through work with the MHST, has strengthened pupils' emotional resilience and readiness to learn.

- Pupils demonstrate greater self-belief, motivation, and ambition, supported by the school's high expectations for all. The development of the school's mental health lead in school has provided families with a wide range of knowledge and opportunities that are available to them.

5. **Ongoing Focus**

While significant progress has been made, the school remains committed to:

- Sustaining the closing of attainment gaps through early intervention and quality first teaching.

- Continuing to refine support for SEND disadvantaged pupils, ensuring needs are met both academically and socially.

- Broadening enrichment and cultural capital opportunities to ensure all pupils, regardless of background, are well-prepared for the next stage of their education and life.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Money was spent providing themed after school club activities to enhance this provision that is attended by our Service pupil premium children. Money was also spent ensuring that key events such as Remembrance Day was suitably marked in school.
The impact of that spending on service pupil premium eligible pupils
Teachers and pupil voice have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)