

Pupil premium strategy statement – Lovington C of E Primary 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	37
Proportion (%) of pupil premium eligible pupils	Service - 11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Meg Small
Pupil premium lead	Meg Small
Governor / Trustee lead	Fiona Clapp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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>	£10,850

Part A: Pupil premium strategy plan

Statement of intent

At Lovington Church of England Primary School, we are committed to ensuring that every child is known, valued and supported to flourish. We recognise that pupils from disadvantaged backgrounds may face additional barriers to their learning and achievement, and we are determined to ensure that these barriers do not limit their aspirations, opportunities or future success.

The ultimate aim of our Pupil Premium Strategy is to improve the educational outcomes of disadvantaged pupils. We want every disadvantaged pupil to make strong progress from their individual starting points and to achieve the knowledge, skills and confidence they need to succeed both academically and personally.

Our strategy is informed by a detailed understanding of the specific challenges faced by our disadvantaged pupils and is aligned with our wider School Development Plan. We use evidence-informed approaches and regularly review the impact of our provision to ensure that our strategy remains responsive to the needs of our pupils.

In line with the Education Endowment Foundation's tiered approach, our strategy focuses on three key areas:

1. High-Quality Teaching

We believe that high-quality teaching is the most important factor within our control for improving outcomes for disadvantaged pupils. We are committed to ensuring that all pupils benefit from consistently effective, inclusive teaching and high expectations.

We will continue to develop staff knowledge and expertise through high-quality professional development and evidence-informed practice. Teaching and assessment will enable staff to identify pupils' needs and respond effectively, ensuring that disadvantaged pupils are appropriately supported and challenged within the classroom.

2. Targeted Academic Support

Where pupils require additional support to make strong progress, we will provide carefully targeted and evidence-informed academic interventions.

Support will be based on the specific needs of individual pupils and will complement, rather than replace, high-quality classroom teaching. We will identify gaps in learning

promptly and provide appropriate support to help pupils develop the knowledge and skills they need to succeed, particularly in the key areas of reading, writing and mathematics.

We recognise that disadvantage can affect pupils in different ways and that Pupil Premium funding should support all eligible pupils, including those who are working below, at or above age-related expectations.

3. Wider Strategies

We recognise that non-academic factors can present significant barriers to educational success. Our strategy therefore addresses wider barriers that may affect disadvantaged pupils' ability to attend, engage and succeed in school.

This includes supporting attendance, emotional wellbeing, behaviour and positive relationships, alongside working closely with families to understand and overcome barriers.

We are also committed to ensuring that disadvantaged pupils have full access to the broad and ambitious curriculum, enrichment opportunities and wider experiences available at Lovington Church of England Primary School. We do not want financial circumstances to prevent any child from participating fully in school life, including educational visits, clubs, enrichment activities and residential experiences.

Our Approach

Our Pupil Premium Strategy is based on the following principles:

Diagnose need accurately

We use a range of evidence, including assessment information, attendance data, pupil voice and professional knowledge, to understand the specific barriers faced by our disadvantaged pupils.

Maintain high expectations for every pupil

We believe that disadvantage should never be a barrier to ambition. All staff share responsibility for ensuring that disadvantaged pupils are supported and challenged to achieve their full potential.

Use evidence to inform our decisions

We select approaches that are informed by the best available evidence while ensuring that they are appropriate for the specific needs and context of our pupils.

Provide support at the right time

We identify barriers to learning early and respond promptly with appropriate support, ensuring that pupils receive the help they need to make progress.

Review impact and remain responsive

We regularly monitor the implementation and impact of our strategy. We evaluate whether approaches are improving outcomes for disadvantaged pupils and adapt our provision where necessary.

Through this approach, we aim to ensure that every disadvantaged pupil at Lovington Church of England Primary School is supported to overcome barriers, achieve well academically and flourish as a confident, resilient and successful learner.

Challenges

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

Challenge number	Detail of challenge
1	Reading - Disadvantaged pupils experience weaker outcomes in reading than the wider school population, with particularly significant gaps evident for FSM pupils.
2	Literacy - Persistent gaps in writing and SPAG for some disadvantaged pupils indicate a need for continued focus on the foundational knowledge and skills required for successful literacy.
3	Mathematics - Despite improvements during 2025–26, attainment gaps remain for disadvantaged pupils in mathematics.
4	Individual Barriers - The small size and changing composition of disadvantaged cohorts means that barriers vary considerably between pupils. Detailed individual diagnosis is required to identify and address the specific academic and wider barriers affecting achievement.
5	Rural Deprivation and Limited Access to Opportunities - Geographic isolation and financial constraints can restrict participation in enrichment activities, clubs, educational visits and experiences that build cultural capital and aspiration.
6	Broadening Aspirations and Cultural Capital - Within our predominantly White British rural community, some pupils have limited exposure to experiences, careers, cultures and opportunities beyond their immediate locality, potentially affecting ambition and future aspirations.

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
Priority 1: To improve outcomes in reading, writing and mathematics for disadvantaged pupils through high-quality teaching, targeted academic support and effective assessment, ensuring sustained progress from individual starting points and narrowing attainment gaps across the school.	• Targets for disadvantaged pupils are ambitious, measurable and regularly reviewed to ensure pupils make sustained progress from their individual starting points and achieve well in reading, writing and mathematics. • High-quality teaching consistently meets the needs of disadvantaged pupils, with teaching adapted effectively to address identified gaps and misconceptions in learning. • Teachers use assessment effectively to identify learning needs and barriers early, enabling timely adjustments to teaching and appropriate support. • Targeted academic support and interventions are evidence-informed, personalised and demonstrate measurable impact on pupils' progress and attainment. • Attainment gaps between disadvantaged pupils and their peers in reading, writing and mathematics reduce over the lifetime of the strategy. • Disadvantaged pupils working below age-related expectations receive timely and appropriate support, enabling them to make strong progress towards expected standards.
Priority 2: To strengthen the inclusion, personal development and wider opportunities available to disadvantaged pupils, particularly those with SEND, enabling them to develop positive	• Disadvantaged pupils, particularly those with SEND, have their individual academic, social and emotional needs identified early

relationships, resilience, self-confidence and a strong sense of belonging, while ensuring that individual academic and social needs are effectively identified and met.	and reviewed regularly to ensure appropriate support is in place. • Pupils demonstrate positive relationships, increased resilience and self-confidence, enabling them to engage positively in learning and wider school life. • Pupil voice and pastoral monitoring demonstrate that disadvantaged pupils feel safe, valued, included and have a strong sense of belonging within the school community. • Disadvantaged pupils have equitable access to enrichment, cultural, educational and wider personal development opportunities, regardless of financial circumstances or background. • Participation in wider opportunities, including clubs, educational visits, enrichment activities and leadership opportunities, is monitored to identify and address any barriers to access for disadvantaged pupils. • Support for disadvantaged pupils with SEND is personalised and effectively coordinated, ensuring that academic and wider needs are addressed and that pupils are supported to make progress from their individual starting points. • The impact of pastoral, inclusion and wider support is regularly reviewed using pupil voice, participation information, pastoral monitoring and individual pupil outcomes. • Stronger partnerships with families, supported by the Parent Family Support Advisor (PFSA), lead to improved communication, engagement and support for pupils' wellbeing, attendance and personal development. • The Parent Family Support Advisor (PFSA), Senior Mental Health Lead,
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	ELSA Practitioners and MHST provide effective support that improves pupils' emotional wellbeing and readiness to learn.
Priority 3: To identify and address the individual barriers that may prevent disadvantaged pupils from attending, engaging and achieving well at school, working closely with pupils and families to secure positive attendance, participation and readiness to learn.	• Individual barriers to attendance, engagement and achievement are identified early through effective monitoring, assessment, pupil voice and communication with families. • Disadvantaged pupils with attendance below 95% receive timely and appropriate support, with personalised actions implemented and reviewed regularly to improve attendance. • The school works proactively and collaboratively with pupils and families to understand and address the underlying barriers affecting attendance and engagement. • Disadvantaged pupils demonstrate positive engagement in learning and school life, with appropriate support in place to improve readiness to learn where required. • Participation in school activities and wider opportunities is monitored to identify pupils who may face barriers to full engagement and to ensure appropriate action is taken. • The impact of support is regularly reviewed, with attendance, engagement and individual pupil outcomes used to evaluate whether barriers are being successfully reduced or removed.
Priority 4: All disadvantaged pupils access a broad range of enriching experiences that enhance learning, wellbeing and personal development.	• 100% participation in educational visits. • Increased participation in clubs and enrichment activities. • Number of subsidised opportunities accessed. • Pupils can discuss new experiences and learning beyond the classroom. • Increased sense of belonging and inclusion.

	Families report reduced barriers to participation.
Priority 5: Pupils develop ambitious aspirations and a deeper understanding of the diverse world beyond their local community.	- Participation in workshops, visitors, performances and cultural experiences. - Careers and aspiration activities accessed. - Enrichment participation rates. - Pupils can articulate future aspirations and ambitions. - Increased awareness of different communities, careers and life opportunities. - Greater confidence when discussing wider world issues and experiences.

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: £6480

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD focused on adaptive teaching, SEND-inclusive practice and curriculum progression across EYFS, KS1 and KS2.	Staff confidently identify and remove barriers to learning. Curriculum delivery is consistently ambitious and inclusive. Half-Termly monitoring shows disadvantaged pupils making strong progress alongside peers.	1,2,3,4
Half-Termly pupil progress meetings with designated focus on disadvantaged and vulnerable learners.	Early identification of need results in timely intervention. Progress gaps narrow and support remains responsive throughout the year.	1,2,3,4
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	1,2,3,4

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

Budgeted cost: £ 3250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and individual interventions in reading, writing and mathematics led by trained support staff.	Increasing numbers achieve ARE and make expected or better progress. Assessment data demonstrates reduced attainment gaps.	1,2,3,4
Daily reading support and targeted phonics interventions for identified pupils.	Improved reading fluency, comprehension and confidence. Enhanced phonics and reading outcomes.	1,2,3,4
Deployment of SEND-informed teaching assistant support to remove learning barriers and increase participation.	Pupils access learning more independently and demonstrate improved engagement and resilience.	1,2,3,4

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

Budgeted cost: £ 1305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding access to clubs, music tuition, sporting opportunities and cultural experiences.	Increased participation rates and pupil voice indicates greater confidence, aspiration and belonging.	5,6
ELSA and nurture provision, including regular check-ins and targeted SEMH support.	Improved emotional literacy, reduced behaviour concerns and stronger wellbeing indicators.	4,6
Free or subsidised wraparound care, breakfast provision and pastoral support.	Increased punctuality, improved attendance, stronger wellbeing and positive parent feedback.	5
Motivational hooks for curriculum experiences are offered to all children with	To expand experiences and aspirations around careers, university and further education. Pupils often require good	5,6

some contributions from parents – PP children are offered financial support to meet these costs.	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.	
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Total budgeted cost: £ 10850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This report details the impact that our Pupil Premium activity had on pupils in the 2025 to 2026 academic year.

Our internal data indicates that pupils continue to make good progress in both KS1 and KS2, with no pupil premium children currently in EYFS.

Over the past year, the school has continued to allocate 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:

Improved Attainment and Progress

- Disadvantaged pupils have made good progress in Reading, Writing, Mathematics and SPAG closing the gap with their peers. All pupil premium pupils have made at least 3 points progress in Reading, Writing, Maths and SPAG with a number of children targeted to make accelerated progress.

These pupils will remain a key focus as they move through the school, with their next steps clearly identified and shared with all staff.

- 100% of Pupil Premium children passed the Yr 1 phonics assessment.

Internal data shows Pupil Premium children that are at age related expectations are:

Reading – 55% at ARE and above (18% at Greater Depth)

Writing – 73% at ARE and above (18% at Greater Depth)

Maths – 64% at ARE and above (27% at Greater Depth)

SPAG – 55% at ARE and above (18% at Greater Depth)

Although there is still some disparity between the attainment of PP and non-PP pupils, the progress of PP pupils across KS1 and KS2 remains strong with all pupils making at least expected progress in all areas.

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

Pupil engagement, learning attitudes and behaviour

Learning walks and lesson observations continue to show that Pupil Premium pupils are highly engaged and eager to demonstrate their learning. Quality First Teaching has supported them in becoming independent, motivated, and reflective learners who make connections across subjects. They display positive learning behaviours, and classrooms remain calm and purposeful.

Through our aspirational Collective Worship programme, pupils are developing an awareness of future opportunities. Visitors share their experiences and achievements, inspiring pupils to aim high and to be the very best they can be. A successful careers week further strengthened this understanding, allowing pupils to meet professionals from a range of fields and learn about the skills and knowledge required to excel in their chosen careers.

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 worked closely the Trust SEND consultant to ensure that classrooms and lessons are fully inclusive for all pupils.
- The school has continued to develop the school's mental health and wellbeing lead 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.

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.

Cultural Capital

Over the past year, pupils have had numerous opportunities to build their cultural capital through visitors to the school, class trips, residential visits, and a range of sporting events at the local secondary school and with other local primary schools. These experiences have included a survival day at Carymore Environmental Trust, the Chalke Valley History Festival and Haynes Motor Museum as well as We Are The Curious. Hook days are used mindfully and planned carefully to bring learning to life and to ignite and enthuse our young learners. These activities have been hugely enjoyed by pupils and have provided vital context to their learning. In addition, pupils have been encouraged to attend a variety of extra-curricular clubs, such as Netball, Dance, Athletics, Rounders, Art Club and Choir. Timetabled enrichment activities have also included fencing, yoga, swimming as well as a range of author and artist visits where the children have seen firsthand their learning in context.

Impact on Emotional Wellbeing and Aspirations

Our provision for pupils requiring additional support with emotional well-being remains robust and highly responsive to individual needs. We work closely with parents and carers as well as offering ELSA provision and PFSA support, ensuring that pupils and families have consistent access to a trusted adult who can provide targeted emotional support. This, alongside all staff knowing pupils, their needs and families very well enable pupils to engage fully with learning and participate confidently in all aspects of school life. Where appropriate, Pupil Premium pupils have been invited to breakfast club to ensure they start the school day having eaten and are ready to learn. This provision not only supports pupils' physical well-being but also promotes positive social interaction and a calm start to the day. Staff use this time to build relationships, check in on pupils' emotional needs, and provide reassurance before lessons begin.

Attendance

The focus on attendance this year has led to further improved overall percentages. Strategies aimed at engaging families and building confidence and relationships have been highly effective, following a family-focused and supportive approach. Whole-school attendance for the last academic year was 97%, above the national average by 3.7% and above the local authority average by 4.6%.

Attendance for PP pupils was 95.8%. While these results are positive, attendance must remain a high-priority next academic year, as there is still a slight gap between the PP cohort and their peers.

Persistent absenteeism among Pupil Premium pupils stood at 11% for the reporting period. Despite implementing a range of targeted interventions, including structured attendance meetings with families, involvement from Children's Social Care, and additional personalised strategies such as support from the PFSA, ELSA, and tailored support plans, attendance for a small group of Pupil Premium children will remain an ongoing focus for next year.

Parental engagement

Parent engagement has remained a continued focus this year, with feedback continuing to be overwhelmingly positive. The school has been creative in finding ways to involve parents in their child's learning; they regularly attend learning experience, accompany school trips and attend outcomes to celebrate and share their child's achievements. To ensure strong communication, parents are encouraged to attend parents' evenings, and teachers actively reach out to those

who do not book appointments. Information events have been held to explain the phonics scheme, The Year Four Multiplication Check and Year 6 SATs. Teachers regularly highlight and promote the importance of early reading and provide guidance on supporting children at home. Reading records provide practical tips to help parents feel confident when assisting with homework. Daily reading remains a priority and reading awards as well book recommendations are shared in newsletters to remind parents of the importance of reading regularly with their child.

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.
- Working closely with pupils and families of those children with attendance of less than 95%.

Externally provided programmes

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

Programme	Provider
Trust School Improvement Support	PPAT Education Trust
Parent Family Support Advisor (PFSA) Service	Lovington C of E Primary
MHST (Mental Health Support Team)/Young Somerset	NHS/Integrated Therapy Service
Unlocking Letters and Sounds	ULS
ELSA (Emotional Literacy Support Assistant) Training and Supervision	Educational Psychology Service
Virtual School	Somerset County Council
Inclusion Advice Line	Somerset County Council

Educational Psychologist Advice	Dr. Jeremy Side & Somerset County Council.
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Service Pupil Premium funding was used to provide a range of themed after-school club activities, helping to enhance the provision available to our Service children. Funding also supported the school in appropriately recognising and marking key events, including Remembrance Day.
The impact of that spending on service pupil premium eligible pupils
Feedback from teachers and pupil voice indicates a positive impact on the emotional wellbeing of our Service children, helping them to feel settled, supported and able to thrive in school. Pupils report feeling valued as part of the school community, which has supported their ability to engage positively with learning and school life.