

Pupil Premium Strategy Statement 2025/26

Ladybrook Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

School Overview

Detail	Data
Number of pupils in school	208 (plus 40 place part time nursery)
Proportion (%) of pupil premium eligible pupils	4.3% (9 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	C Woosnam
Pupil premium lead	C Woosnam
Governor / Trustee lead	C Farnsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16980
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£16980

Part A: Pupil premium strategy plan

Statement of intent

At Ladybrook 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, are post LAC, newly adopted and young carers. The activities we have outlined in this statement are 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.

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're 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	Speech and language of our youngest children, affected by limited opportunities for communication rich experiences resulting in potentially long-term communication barriers, including pupils who are disadvantaged

2	Disadvantaged pupils tend to have greater difficulties with phonics than their peers – evidenced through observations, assessments and conversations with pupils. This negatively impacts their development as readers affecting some of our disadvantaged pupils
3	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils for some of our disadvantaged pupils.
4	Social and emotional issues for some pupils have been identified through mental health assessments as challenges particularly affecting our disadvantaged pupils, including their attainment.
5	Attendance Last year, our school's Disadvantaged cohort of 8 enrolments had an overall absence of 6.8%. This is 2.6% higher than the national non-Disadvantaged cohort at 4.2%. Our school's gap to non-disadvantaged pupils nationally has increased by 1.8% from +0.8% in 2023/24, to +2.6% in 2024/25. Our disadvantaged cohort's overall absence has increased by 1.5% from 5.3% in 2023/24, to 6.8% in 2024/25. The Disadvantaged pupil(s) in our school are in percentile 42 for Overall Absence when compared to other schools.

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
Improved speech and language acquisition, impacting positively on reading and writing across curriculum	EYFS outcomes in 2025/6 show that 100% of disadvantaged pupils have GLD in communication and language
Improved reading attainment of disadvantaged pupils by end of KS2	KS2 reading outcomes in 2025/6 show that 100% of disadvantaged pupils meet expected standards
Improved maths attainment of disadvantaged pupils by end of KS2	KS2 reading outcomes in 2025/6 show that 100% of disadvantaged pupils meet expected standards
Improved wellbeing of all pupils by end of KS2	Wellbeing assessment, conversations with pupils and parents demonstrate high levels of wellbeing by end of 2026. Pupil engagement in our extra-curricular enrichment program identifies disadvantaged

	pupils as having increased their participation over time.
Improved attendance for all pupils, particularly disadvantaged pupils.	Maintained high attendance overall for most pupils. Overall attendance gap between non-disadvantaged and advantaged pupils to be reduced from current rate

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Wellcomm diagnostic toolkit for speech and language	https://efaidnbmnnnibpcajpcgclefindmkaj/https://speechandlanguage.org.uk/media/3753/speaking-up-for-the-covid-generation-i-can-report.pdf	1
Purchase of standardised diagnostic reading assessments (PIRA). Training for staff to ensure assessments are interpreted and administered correctly.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Purchase of DFE approved Phonics Scheme (Floppy's Phonics) subscription	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Purchase of White Rose subscription Training for staff with NW1 Maths Hub to sustain high quality Mastery learning approach to maths teaching	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3
Purchase of Wellbeing assessment Training of staff in its administration	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

MITA refresher training for new support staff to ensure sustained professional approach to use of teaching assistants in classrooms	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	1 2 3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELLCOM Assessment and support Intervention for EYFS pupils	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1
Targeted, structured and evidence-based interventions, conducted by experienced and trained support staff, monitored and evaluated by Inclusion lead (Motor Skills United; Dancing Bears-Dyslexia programme etc.)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://www.wsh.nhs.uk/Services-A-Z/Childrens-services/Childrens-community-services/Paediatric-occupational-therapy/Paediatric-Occupational-Therapy-Motor-Skills-Pack/Paediatric-occupational-therapy-motor-skills-resources.aspx	1 2 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups led by trained Inclusion lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 4
Forest school	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1 4
Before and After School Clubs, trips and	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	4

visits – all children to access		
Monitoring of attendance and parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>50% = 1 pupil</p> <p>NB Child A was working below KS2 curriculum so did not access the SATS but showed good progress against the Stockport SEND Tracker</p> <p>Child B did not attend a UK school for more than 2 years and is therefore not included in our validated data and does not have a progress measure</p>	
Reading EXS+	Reading GDS
0%	0%
Writing EXS+	Writing GDS
0%	0%
Mathematics EXS+	Mathematics GDS

0%	0%
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