

# Pupil premium strategy statement 2026-2029

## Ladybrook 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                                                                                                                                                       | 238                  |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 4.6% PP<br>9.6% FSM6 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2026-2029            |
| Date this statement was published                                                                                                                                                | 09.10.26             |
| Date on which it will be reviewed                                                                                                                                                | Autumn 2027          |
| Statement authorised by                                                                                                                                                          | Caroline Woosnam     |
| Pupil premium lead                                                                                                                                                               | Caroline Woosnam     |
| Governor / Trustee lead                                                                                                                                                          | Catriona Farnsworth  |

### Funding overview

| Detail                                                                                                                                                                             | Amount  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                                | £ 22430 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                          | £ 0     |
| <b>Total budget for this academic year</b><br><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> | £ 27200 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Ladybrook Primary School, our intention is that all pupils—irrespective of background, disadvantage, or specific vulnerabilities (such as having a social worker, being post-LAC, newly adopted, or young carers)—make strong progress and achieve high attainment across all subject areas, including those who are already high attainers.

High-quality teaching is at the heart of our approach, targeted where support is needed most. Proven to have the greatest impact on closing the disadvantage gap, this approach simultaneously sustains and improves outcomes for non-disadvantaged peers, while integrating into wider school education recovery plans.

Running alongside our broader Inclusion Plan, our strategy ensures that our most vulnerable learners always have consistent access to high-quality classroom teaching, rather than being routinely withdrawn from core learning. While intervention strategies have an important place, they are strictly evidence-based and used strategically so that children do not miss essential whole-class instruction.

Rooted in robust diagnostic assessment rather than assumptions, our strategy remains responsive to both common challenges and individual needs. To ensure our complementary approaches are effective, we will:

- **Maintain high aspirations:** Ensure disadvantaged pupils are consistently challenged in their work and expectations remain high.
- **Intervene early:** Act promptly at the point need is identified using targeted, evidence-based interventions.
- **Foster whole-school responsibility:** Engage all staff in taking ownership of outcomes for disadvantaged pupils.
- **Promote equal access:** Ensure disadvantaged pupils have the same access to wider enrichment opportunities as their peers.
- **Support attendance:** Work proactively with families to raise attendance whenever it begins to dip.

## Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

|   |                                                                                                                                                                                                                                                                                                                                                                             |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | A changing world and reduction in the number of for communication-rich experiences severely hinders speech and language development in our youngest children. For some pupils these early delays create long-term communication barriers that directly obstruct their ability to access the curriculum, build foundational literacy, and engage fully in classroom learning |
| 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.                                                                                                                                                     |
| 3 | Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils for some of our disadvantaged pupils.                                                                                                                                                                                                            |
| 4 | Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils for some of our disadvantaged pupils.                                                                                                                                                                                                              |
| 5 | Some of our disadvantaged pupils have attendance less than the National average (96%).                                                                                                                                                                                                                                                                                      |

## 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 2026-2027 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 is showing a three year growth trend in meeting expected outcomes for disadvantaged children                                          |
| Improved writing attainment of disadvantaged pupils by end of KS2                                       | KS2 reading outcomes is showing a three year growth trend in meeting expected outcomes for disadvantaged children                                          |
| Improved maths attainment of disadvantaged pupils by end of KS2                                         | KS2 reading outcomes is showing a three year growth trend in meeting expected outcomes for disadvantaged children                                          |
| Improved attendance for all pupils, particularly disadvantaged pupils.                                  | Sustained high attendance demonstrated by: absence rates for our disadvantaged pupils being consistently lower than the national percentage for this group |

## 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: £ 4000

| Activity                                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Purchase of standardised diagnostic reading assessments (NTS).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p> | <p>According to the Education Endowment Foundation (EEF), diagnostic assessment is crucial because it helps teachers pinpoint specific gaps in understanding, uncover underlying misconceptions, and target effective teaching or interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment">https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</a></p>                                          | 2                             |
| <p>Time for literacy Lead to offer CPD in writing to KS1 and KS2</p>                                                                                             | <p>Research tells us that high quality teaching can narrow the disadvantage gap. Internal CPD allows Implement professional development programmes with care, taking into consideration the context and needs of the school.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf</a></p>     | 3                             |
| <p>Purchase of standardised diagnostic maths assessments (NTS).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>   | <p>Diagnostic assessment in primary school mathematics is vital according to the <a href="#">Education Endowment Foundation (EEF)</a> because it pinpoints specific learning gaps, uncovers conceptual misconceptions, and ensures that teaching or interventions are precisely targeted</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment">https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</a></p> | 4                             |

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

Budgeted cost: £ 22800

| Activity                                                                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Implementation of WELLCOM Assessment and support Intervention for EYFS pupils                                                                                                                                                                  | <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-early-language">https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-early-language</a>                                                                                                                                                                                                                                                                                                             | 1                             |
| Targeted, structured and evidence-based phonics interventions – year 1 and 2 conducted by experienced and trained support staff, monitored and evaluated by Inclusion lead<br>( <i>Floppy's Phonics</i> / <i>Read Write Inc</i> / <i>ELS</i> ) | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a><br><br>Most of the studies in this area examine the impact of phonics when delivered in small groups or one-to-one sessions. However, many studies also evaluate whole-class delivery of phonics. Both approaches show positive effects on the literacy development of young children, underlining the effectiveness of phonics teaching in different instructional contexts.                           | 2                             |
| Targeted, structured and evidence-based reading and writing interventions – year 3-6 conducted by experienced and trained support staff, monitored and evaluated by Inclusion lead<br>( <i>Read Write Inc</i> / <i>Dancing Bears</i> )         | <a href="https://educationendowmentfoundation.org.uk/news/eeef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start">https://educationendowmentfoundation.org.uk/news/eeef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start</a><br><br>Though <i>Dancing Bears</i> has not been the subject of an independent, large-scale randomized controlled trial directly commissioned or published by the EEF, its delivery framework matches the exact criteria of high-impact <b>Wave 3 interventions</b> highlighted in the <a href="#">EEF Teaching and Learning Toolkit</a> | 2 / 3                         |

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

Budgeted cost: £ 400

| Activity                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Wellbeing and Attitudes to learning Survey and analysis – followed by wellbeing groups by invite. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a><br><br>1.Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.<br><br>2.The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and | 5                             |

|  |                                                                        |  |
|--|------------------------------------------------------------------------|--|
|  | young people even if it does not translate to reading or maths scores. |  |
|--|------------------------------------------------------------------------|--|

**Total budgeted cost: £ 27,200**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Disadvantaged and SEND:

17.6% (3) of our disadvantaged pupils have a SEN provision, 14.0% lower than the national of 31.6%.

#### Attendance

Our school's Disadvantaged cohort of 11 enrolments have an **Overall Absence** of **6.2%**. This is **2.1%** higher than the **national Non-Disadvantaged** cohort at **4.1%**. However, it has **decreased by 1.3%** from 7.5% in 2024/25, to 6.2% in 2025/26.

**18.2%** of our school's Disadvantaged cohort are **persistently absent**, **2 pupils** out of 11.

This is **8.2%** higher than the **national Non-Disadvantaged** cohort at **10.0%**.

Our **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 19.0%** from +27.2% in 2024/25, to +8.2% in 2025/26.

Our Disadvantaged cohort's **persistent absence** has **decreased by 19.3%** from 37.5% in 2024/25, to 18.2% in 2025/26.

#### EYFS

3/30 disadvantaged – 3/3 achieved a GLD and all three achieved communication and Language, literacy and maths

#### KS1 2/30 Disadvantaged

2/2 achieved expected standard in reading; 1/2 achieved greater depth in reading

2/2 achieved expected standard in writing; 1/2 achieved greater depth in writing

2/2 achieved expected standard in maths; 0/2 achieved greater depth in maths

2/2 achieved RWM at expected standard

#### KS2 2/30 Disadvantaged

1/2 achieved expected standard in reading

0/2 achieved expected standard in any other area

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

These are outlined in our School Development Plan 2026-2028 and our Inclusion Strategy.

For reference

### Inclusion

- **Strategic Leadership:** Supporting our SENDCo team through the statutory 18-month strategic NPQ SENDCo qualification.
- **Inclusive Classrooms:** Scaling adaptive technologies and formalising daily routines for sensory learning spaces.
- **Early Action:** Deploying precise screening tools to catch learning barriers early and guide support plans.

### CURRICULUM & TEACHING

- **KS2 Homework:** Introducing explicit skill progression maps across spelling, grammar, punctuation and maths
- **Oracy Project:** Embedding talk-led learning via *Voice 21 Talk Tactics* to develop spoken vocabulary and articulation.
- **Vocabulary Focus:** Targeting long-term Tier 3-word retention through "New Word Alerts" and PowerPoint retrieval routines.

### EARLY YEARS FOUNDATION STAGE (EYFS)

- **The SHREC Approach:** Embedding high-quality adult talk techniques (Shared attention, Respond, Expand, Conversation) during play.
- **Continuous Provision:** Refining sequential learning pathways within choice zones to support core milestones.
- **Stable Transition Bridge:** Running termly combined meetings with Year 1 staff to support a seamless move into Key Stage 1.