

# Pupil premium strategy statement

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	Lutley Primary School
Number of pupils in school	553
Proportion (%) of pupil premium eligible pupils	9.4% (52 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years
Date this statement was published	September 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Alex Hall
Pupil premium lead	Holly Ashton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,780
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	£78,780

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced by individual schools and families as well as cohort trends. Research conducted by Education Endowment Foundation (EEF) informs the evidence base for the approaches taken in school to ensure that the best strategies and approaches are employed for the children in it.

The importance of overcoming barriers for disadvantaged children have been summarised as the following:

- Building excellent relationships with children and families.
- Teaching children how to learn to develop skills in metacognition and self-regulated learning.
- Ensuring the children are happy, content and resilient learners where schools work hard to overcome social, emotional and mental health needs of children.
- Ensuring that children have a good understanding of oral language and are able to extend this into reading and writing.

(Addressing Educational Disadvantage in Schools and Colleges, Essex County Council, edited by Marc Rowland, page 14)

The EEF has produced a toolkit which schools can use to inform them of evidence-based practice which helps to accelerate pupil progress. This has been used alongside Addressing Educational Disadvantage in Schools and Colleges to support our approaches.

At Lutley our intent for all pupils is as follows:

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

In order for all children to do this we aim:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through a three-tiered approach as recommended by the EEF:

#### 1. Quality First Teaching

By continually seeking to improve the quality of teaching, all children in the school will make good or better progress. Through personalised CPD opportunities, including coaching, teachers will further their pedagogy and develop strategies to meet the needs of all learners in our school and this will support them to overcome barriers in learning where they exist.

## 2. Targeted academic support for identified pupils

Targeted intervention can support children to make accelerated progress in areas that they find difficult. We make provision for targeted academic support in small groups and on a one to one basis after careful diagnostic assessment of children's areas of strength and development. We do this through same day intervention with the class teacher or an intervention programme with a skilled, trained adult. Pupil Premium pupils are targeted with Assess Plan Do Review provision similar to SEND.

## 3. Wider Approaches

Wider approaches include an individualised approach for the child and family. Provision can include:

- a. School breakfast clubs
- b. Help with the cost of educational trips or visits
- c. Individualised intervention to improve attendance.

## Challenges

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

Challenge number	Detail of challenge					
1	<u>Outcomes in reading</u>					
	Based on end of 2024-25 outcomes, % of pupil premium pupils achieving ARE.					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	57%	38%	50%	36%	67%	69%
See pupil progress booklets for individual pupil gaps.						
2	<u>Outcomes in writing</u>					
	Based on end of 2024-25 outcomes, % of pupil premium pupils achieving ARE.					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	57%	63%	44%	36%	56%	75%
See pupil progress booklets for individual pupil gaps.						
3	<u>Outcomes in maths</u>					
	Based on end of 2024-25 outcomes, % of pupil premium pupils achieving ARE.					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	71%	38%	56%	45%	67%	69%

	See pupil progress booklets for individual pupil gaps.
4.	<u>SEND</u> A significant proportion of pupil premium pupils are also SEND which raises significant and individualised barriers to progress / attainment. 23% of pupil premium pupils are also SEND.
5.	<u>Attendance</u> Attendance at school is a factor impacting on some disadvantaged children within the school. Currently, 12% of pupil premium pupils are being supported with attendance.
6.	<u>Mental Health &amp; Well-being</u> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for certain pupils. Low self-esteem, emotional intelligence and resilience and ACES (Adverse Childhood Experiences) are some of the specific challenges amongst pupil premium. 7% of pupil premium children require access to ELSA support/intervention.
7.	<u>Enrichment</u> Pupil engagement in wider opportunities and enrichment is lower than non-pupil premium. 36% of pupil premium children attend wider curriculum opportunities.

## 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
Progress in Reading	<ul style="list-style-type: none"> <li>▪ All disadvantaged children will make good progress in reading from starting points against the new EYFS framework.</li> <li>▪ Disadvantaged pupils who have not been identified as having SEND, will pass the phonics check in Year 1 and 2.</li> <li>▪ Achieve national average progress scores in KS2 Reading.</li> <li>▪ Internal data will show that disadvantaged pupils make at least expected progress in reading.</li> </ul>
Progress in Writing	<ul style="list-style-type: none"> <li>▪ All disadvantaged pupils will make good progress in writing from starting points against the new EYFS framework.</li> <li>▪ Internal data will show that disadvantaged pupils make at least expected progress in writing.</li> <li>▪ Achieve national average progress scores in KS2 writing.</li> </ul>

Progress in Maths	<ul style="list-style-type: none"> <li>All disadvantaged pupils will make good progress in maths from starting points against the new EYFS framework.</li> <li>Internal data will show that disadvantaged pupils make at least expected progress in maths.</li> <li>Achieve national average progress scores in KS2 maths.</li> </ul>
SEND	<ul style="list-style-type: none"> <li>Pupils with SEND and pupil premium will show progress using alternative measures where typical measures are not appropriate.</li> </ul>

Good level of development EYFS	<ul style="list-style-type: none"> <li>Disadvantaged pupils in EYFS, who have not been identified as having SEND, will meet a good level of development.</li> </ul>
High attendance	<ul style="list-style-type: none"> <li>Attendance of identified pupils is above 96% and, where attendance is an issue, clear plans will have positive impact and show improvement in % attendance.</li> </ul>
Pupil engagement in wider opportunities and enrichment to increase	<ul style="list-style-type: none"> <li>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>Access to and enjoyment of clubs reflected in pupil voice outcomes.</li> <li>Financial support provided for school trips and residential visits.</li> </ul>

## 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: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue instructional coaching cycles with a focus on writing with a	<ul style="list-style-type: none"> <li>Instructional coaching and deliberate practice has an impact on teaching technique and practice with a focus on quality teaching techniques that will improve quality first teaching using WalkThrus.</li> </ul>	1, 2, 3, 4, 5

<p>particularly sharp focus on Years 3 – 5 using <i>Teaching WalkThrus</i>, IRIS Connect and the Hales Valley Skills Builder (DR ICE). Focus on scaffolding extended writing, live modelling, and feedback.</p>	<ul style="list-style-type: none"> <li>▪ Goleman’s research on leadership styles highlights the positive effect of a coaching approach in comparison to other leadership approaches.</li> <li>▪ Builds on 2024–25 coaching duo approach</li> <li>▪ EEF: feedback and metacognition = +6–7 months.</li> </ul> <p>This will be achieved through the following:</p> <ul style="list-style-type: none"> <li>▪ Evidence informed Teacher WalkThrus.</li> <li>▪ The Hales Valley Trust Teacher Skills Builder –the Trust’s codified framework for effective teaching.</li> <li>▪ The principles of Adaptive Teaching.</li> </ul>	
<p>Maintain bespoke CPD for staff at different stages (ECT, subject leaders, PPA staff) with coaching and book clubs.</p> <p>Targeted approach:</p> <ul style="list-style-type: none"> <li>▪ Little Wandle Fluency Year 2 and Year 4</li> <li>▪ Maths Year 2- Year 4.</li> <li>▪ Writing Year 3 and Year 4</li> </ul>	<p>In summary:</p> <ul style="list-style-type: none"> <li>▪ Sustains last year’s staff capability strand and ties into Trust’s professional progression framework</li> <li>▪ New to leadership (AH overseeing)</li> <li>▪ Improving the quality of teaching of PPA staff (HA + AHT overseeing)</li> <li>▪ ECT programme – in addition to their Step Lab ECT entitlement (BR overseeing)</li> <li>▪ Staff working below proficient, who are not in one of the groups above (AH+HA overseeing)</li> <li>▪ Effective subject leadership – due to the number of new staff, the school will be focusing on effective subject leadership in the autumn term (AH+HA overseeing)</li> <li>▪ Book Club, where staffed are grouped, focusing on needs of the staff and for example: When the adults change, everything changes (behaviour); Leaders Eat Last (leadership); The Neurodiverse Classroom (Inclusive classrooms); The Power of Neurodiversity: Unleashing the Advantages of Your Differently Wired Brain (Inclusivity) ; Learning Theories Simplified: ...and how to apply them to teaching (adapted teaching - theories of learning accessible and practical).</li> </ul>	1 ,2, 3, 4, 5
<p>Deliver targeted CPD in Little Wandle fluency and comprehension teaching for Years 2 and 4 to close the widest attainment gaps.</p>	<ul style="list-style-type: none"> <li>▪ EEF: Reading comprehension strategies = +6 months progress.</li> <li>▪ HVT Teaching Skills Builder emphasises modelling, scaffolding, and questioning as key levers.</li> </ul>	1

<p>Embed mastery in Maths using “5 Big Ideas” and Power Maths <i>ready-to-progress</i> units.</p> <p>Target professional development and monitoring at Years 2, 3 and 4 where pupil premium progress and attainment is at its lowest.</p>	<ul style="list-style-type: none"> <li>▪ Extends 2024–25 focus on mastery.</li> <li>▪ EEF Maths guidance: mastery and fluency practice improve disadvantaged outcomes.</li> <li>▪ Adaptations at each stage of the maths lessons will ensure the lesson content is appropriately pitched for all pupils – maths leader CPD September 24 on ‘The 5 big ideas for mastery maths’.</li> <li>▪ Use of Power Maths ready to progress units which are designed to target gaps in pupil knowledge which underpin current / future learning.</li> <li>▪ Continuing focus on maths with strengthening/ deepening tasks to supplement curriculum. In addition, daily fluency opportunities will continue to be used in all year groups.</li> <li>▪ Pupil progress booklets and meetings ensure children who are not on track for expected attainment at the end of the year will be discussed in detail, as well as children not making expected progress. Staff will be asked questions to deepen understanding about the barriers and what ways provision can be changed or refined to accelerate progress of individuals further. See pupil progress booklets for individual pupil gaps.</li> </ul>	3
<p>Deploy an additional HLTA in Year 6 for focused Reading and Maths teaching, addressing below-expected progress.</p>	<ul style="list-style-type: none"> <li>▪ EEF: Small-group tuition = +4 months progress when linked to classroom content.</li> <li>▪ SIP priority: <math>\geq 70\%</math> PP below ARE to achieve ARE.</li> <li>▪ Pupil progress booklets and meetings ensure children who are not on track for expected attainment at the end of the year will be discussed in detail, as well as children not making expected progress. Staff will be asked questions to deepen understanding about the barriers and what ways provision can be changed or refined to accelerate progress of individuals further. See pupil progress booklets for individual pupil gaps.</li> </ul>	1, 3
<p>Strengthen Maths mastery and retrieval practice in Years 2, 3 and 4, embedding diagnostic assessments and variation theory.</p>	<ul style="list-style-type: none"> <li>▪ EEF Maths guidance: Mastery approaches improve disadvantaged outcomes.</li> <li>▪ SIP: Maths gaps <math>\leq 20\%</math> by end of year.</li> <li>▪ Pupil progress booklets and meetings ensure children who are not on track for expected attainment at the end of the year will be discussed in detail, as well as children not making expected progress. Staff will be asked questions to deepen understanding about the barriers and what ways provision can be changed or refined to accelerate progress of individuals further. See pupil progress booklets for individual pupil gaps.</li> </ul>	3
<p>Use Pupil Progress Booklets to track every PP child’s barriers and actions termly, reviewed in progress</p>	<ul style="list-style-type: none"> <li>▪ SIP: 100% PP pupils below ARE must have barriers/actions recorded.</li> <li>▪ EEF: Diagnostic assessment and responsive teaching are crucial for equity.</li> <li>▪ Pupil progress booklets and meetings ensure children who are not on track for expected attainment at the end of the year will be discussed in detail, as well as children not making expected progress. Staff will be asked questions to deepen understanding about the barriers</li> </ul>	1, 2, 3, 4, 5

meetings.	and what ways provision can be changed or refined to accelerate progress of individuals further. See pupil progress booklets for individual pupil gaps.	
Personalised and targeted homework for children who are 'off track' or not at ARE.	<ul style="list-style-type: none"> <li>▪ EEF research states that, set twice a week, homework has a positive impact on average 3+ months as long as it is purposeful.</li> <li>▪ This will be achieved through the use of Century learning platform powered by AI. To be used to set homework and create personalised pathways for each child.</li> <li>▪ This will be monitored by each phase assistant headteacher weekly to check that the Century nuggets link to targeted pupil gaps.</li> <li>▪ Implementation of pupil progress booklets and meetings will ensure children who are not on track for expected attainment at the end of the year are discussed in detail, as well as children not making expected progress. Staff will be asked questions to ensure that Century nuggets link directly to pupil gaps in foundational knowledge. See pupil progress booklets for individual pupil gaps.</li> </ul>	1, 2, 3, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>2 pupil premium child in Year 1 are currently not on track to pass the PSC.</p>	<ul style="list-style-type: none"> <li>▪ Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</li> <li>▪ Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</li> </ul> <p><u>Provision in summary</u></p> <ul style="list-style-type: none"> <li>▪ Daily keep up sessions.</li> <li>▪ Reading sessions 4 x a week.</li> <li>▪ Stickers and passwords (EYFS and Year 1)</li> <li>▪ Home learning sheets sent to parents with pupil gaps.</li> <li>▪ Pupil packs shared at Parents' Evening.</li> <li>▪ Two phonics lessons a day.</li> <li>▪ The Early Reading Lead provides IRIS lesson models and follow up team teaching support for staff who have spotlight children in their teaching groups.</li> </ul>	1

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

Budgeted cost: £32,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to provide 'in the moment' wave 1 intervention for pupil premium children focusing on stamina, fluency, vocabulary and comprehension. Staff will use AR Star Record Book to identify pupil gaps:</p> <p>Initial focus for monitoring based on data - Years 2 and 4 fluency lessons:</p> <ul style="list-style-type: none"> <li>▪ Checking reading records and spot-checking children have an appropriately pitched book that is changed often enough.</li> <li>▪ Targeted questioning in lessons.</li> <li>▪ Asking children to read aloud in class.</li> <li>▪ Echo or choral reading for pupils to immediately practise fluent delivery.</li> <li>▪ Pre-teach tricky vocabulary, then reinforce during the text.</li> <li>▪ Give immediate feedback on comprehension responses, prompting pupils to justify with evidence from the text.</li> <li>▪ Provide sentence starters to frame responses (<i>"I think this because..."</i>).</li> <li>▪ Break longer passages into chunks and check understanding before moving on.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EEF: reading/phonics interventions = +5 - 6 months progress.</li> <li>▪ Accelerating Progress: gap analysis drives rapid gains.</li> <li>▪ Wave 1 interventions in reading are about adaptive teaching, scaffolding, and immediate feedback within quality-first teaching. These prevent misconceptions from embedding, provide challenge at the point of need, and accelerate progress without waiting for separate intervention sessions.</li> <li>▪ Professional development will be provided to staff to model the ways wave 1 intervention can be carried out in lessons. Spotlight pupil premium children will be tracked fortnightly by DHT.</li> <li>▪ Teachers will be given scheduled time during phase meetings to look at Star Reader assessments on AR. They will cross-reference this with the children on pupil progress booklets. The English Leader will facilitate these sessions with the support of SLT.</li> </ul>	1

<p>Teachers to provide 'in the moment' wave 1 intervention for pupil premium children focusing on building stamina, sentence fluency and editing skills to improve writing. Staff will use Century AI SPaG courses to identify pupil gaps:</p> <p>Initial focus for monitoring based on data - Years 3, 4, and 5 in writing lessons and outcomes in books:</p> <ul style="list-style-type: none"> <li>▪ Use live modelling of sentence construction, grammar, or writing structures.</li> <li>▪ Use of dictation to address handwriting, spelling and grammar skills.</li> <li>▪ Ask targeted questions in lessons - encourage pupils to justify their choices and refine their writing on the spot.</li> <li>▪ Provide word mats, visual dictionaries, and sentence starters to support immediate improvements in writing Accelerating Progress Handbook</li> <li>▪ Pre-teach and reinforce key vocabulary, then prompt pupils to use it during drafting.</li> <li>▪ Use verbal feedback as pupils write, prompting instant redrafting.</li> <li>▪ Mark or highlight a phrase and ask: "<i>Can you improve this right now?</i>"</li> <li>▪ Give pupils immediate next steps – e.g., "add an adjective," "use a conjunction," or "check punctuation."</li> <li>▪ Work with a focus group during the lesson to rehearse</li> </ul>	<ul style="list-style-type: none"> <li>▪ EEF: Wave 1 writing interventions, modelling, and feedback improve outcomes.</li> <li>▪ Wave 1 interventions in writing rely on modelling, scaffolding, and immediate feedback. Teachers adapt in real time, prompting redrafting and improvement, ensuring misconceptions are caught quickly, and challenging all pupils to extend their writing</li> <li>▪ HVT Teaching Skills Builder emphasises scaffolding and feedback.</li> <li>▪ Professional development will be provided to staff to model the ways wave 1 intervention can be carried out in lessons. Spotlight pupil premium children will be tracked fortnightly by DHT.</li> <li>▪ Teachers will be given scheduled time during phase meetings to look at Century AI reports to identify SPaG pupil gaps. They will cross-reference this with the children on pupil progress booklets. The English Leader will facilitate these sessions with the support of SLT.</li> </ul>	<p>2</p>
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<p>and refine sentences before independent writing.</p> <ul style="list-style-type: none"> <li>▪ Encourage oral rehearsal of sentences (“say it before you write it”) to secure structure and flow.</li> </ul>		
<p>Teachers to provide ‘in the moment’ wave 1 intervention for pupil premium children focusing on arithmetic and fluency. Staff will use Century AI platform and Times Tables Rockstars to identify gaps:</p> <p>Initial focus for monitoring based on data - Years 4, 5, and 6 to accelerate progress of PP pupils:</p> <ul style="list-style-type: none"> <li>▪ Targeted questioning in lessons.</li> <li>▪ Provide manipulatives (e.g., counters, place value grids) to support conceptual understanding.</li> <li>▪ Use live marking/feedback during the lesson to address errors immediately.</li> <li>▪ Provide next steps verbally or as ‘feedback as action’ tasks for pupils to correct there and then.</li> <li>▪ Use success criteria and worked examples as scaffolds.</li> <li>▪ Break down multi-step problems into smaller chunks.</li> <li>▪ Provide sentence stems or structured</li> </ul>	<ul style="list-style-type: none"> <li>▪ SIP: ≥70% PP on track by end of year.</li> <li>▪ Wave 1 interventions in maths are about adaptive teaching, scaffolding, and immediate feedback within quality-first teaching. These prevent misconceptions from embedding, provide challenge at the point of need, and accelerate progress without waiting for separate intervention sessions.</li> <li>▪ Professional development will be provided to staff to model the ways wave 1 intervention can be carried out in lessons. Spotlight pupil premium children will be tracked fortnightly by DHT.</li> <li>▪ Teachers will be given scheduled time during phase meetings to look at Century AI and TTRS reports. They will cross-reference this with the children on pupil progress booklets. The Maths Leader will facilitate these sessions with the support of SLT.</li> </ul>	<p>3</p>

<p>frames to support mathematical reasoning and explanations.</p> <ul style="list-style-type: none"> <li>▪ Begin lessons with short reviews of prior knowledge (Rosenshine's principles, highlighted in the leaders' handbook - Accelerating Pupil Progress)</li> <li>▪ Revisit key facts (e.g., number bonds, multiplication tables) through mini-quizzes, flashbacks, or oral rehearsal.</li> </ul>		
<p>Oral language intervention for children within reception based on the Welcomm as well as encouraging children to read aloud and discussing books, modelling of inference through structured questioning, group or paired work that allows children to share thought processes and articulate their ideas.</p> <ul style="list-style-type: none"> <li>▪ Areas of priority for pupil premium children:</li> </ul> <p>Section 8</p>	<ul style="list-style-type: none"> <li>▪ Implementing a targeted language intervention can improve progress by +7 months in EYFS. These interventions need to take place over a sustained period - 3 x weekly or more for half a term to a term.</li> <li>▪ An action plan will be implemented based on data outcomes to ensure the learning environment and provision in EYFS targets areas of priority for individual pupils. This will be monitored daily by the EYFS Leader.</li> <li>▪ The quality of oral language interventions will be monitored fortnightly by the EYFS Leader. Spotlight pupil premium children tracked fortnightly by DHT.</li> <li>▪ Professional development will be facilitated for staff to ensure the very best members of staff are delivering these interventions. Interventions are fluid and children will exit these when they are ready, rather than remaining in the intervention for the duration of it.</li> </ul>	<p>1, 2</p>

<p>Use of Century AI platform to set personalised nuggets/teaching videos linked to AI.</p> <p>Staff training has been implemented in autumn 1 for this to ensure staff are fluent with the approaches, particularly new additions to the platforms – smart targets, which will ensure nuggets are</p>	<ul style="list-style-type: none"> <li>▪ Century tech is used to provide personalised homework and individualised instruction when children use it in school.</li> <li>▪ TT Rockstars supports children to learn times tables.</li> <li>▪ Accelerated Reader supports children and teachers by tracking how successful they are on quizzes and identifies next steps for the teacher to work on with the pupil.</li> <li>▪ Accelerated Reader – quizzes used for all pupils in KS2 to support progress and assessment of comprehension in response to star reader tests.</li> <li>▪ Homework and in-class activities linked directly to APDR barriers. SLT checks fortnightly that nuggets and ZPDs match spotlight needs.</li> </ul>	<p>1, 3</p>
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<p>personalised to what pupil premium children need.</p>	<ul style="list-style-type: none"><li>▪ This will be monitored weekly by the phase assistant headteacher to check that Century nuggets link specifically to targeted gaps and the impact of this on progress. Implementation of pupil progress booklets and meetings will ensure children who are not on track for expected attainment at the end of the year are discussed in detail, as well as children not making expected progress. Staff will be asked questions to deepen understanding about the barriers and what ways provision can be changed or refined to accelerate progress of individuals further.</li></ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed																																													
<p>Provide ELSA intervention for SEMH support, prioritising Years 3–6 where academic gaps widen. £5514</p> <ul style="list-style-type: none"> <li>▪ 7% of pupil premium children are currently accessing ELSA intervention</li> </ul>	<ul style="list-style-type: none"> <li>▪ EEF: Social and Emotional Learning (SEL) programmes = <b>+4 months progress.</b></li> <li>▪ HVT Teaching Skills Builder: relationships and behaviour for learning are core.</li> <li>▪ Professional development has been provided to those running interventions to ensure the best-placed members of staff provide these. The quality of these interventions will be monitored by SLT fortnightly. Interventions are fluid and children will exit these when they are ready, rather than remaining in the intervention for the duration of it.</li> </ul>	4, 5, 6																																													
<p>Maintain attendance clinics, contracts and Pastoral Leader work with weekly PP attendance monitoring across all year groups but a sharp focus on the bandings with greatest number of children to have the biggest impact on improving attendance.</p> <ul style="list-style-type: none"> <li>▪ Pastoral Leader liaison with focus on PA children and</li> </ul>	<table border="1" data-bbox="411 1167 1150 1451"> <thead> <tr> <th>Absence band</th> <th>Total number of pupils</th> <th>Total percentage of pupils</th> </tr> </thead> <tbody> <tr> <td>Absence from 0% to less than 5%</td> <td>37</td> <td>77.1%</td> </tr> <tr> <td>Absence from 5% to less than 10%</td> <td>5</td> <td>10.4%</td> </tr> <tr> <td>Absence from 10% to less than 15%</td> <td>2</td> <td>4.2%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 15% to less than 20%</td> <td>1</td> <td>2.1%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 20% to less than 25%</td> <td>0</td> <td>0.0%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 25% to less than 30%</td> <td>0</td> <td>0.0%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 30% to less than 35%</td> <td>1</td> <td>2.1%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 35% to less than 40%</td> <td>1</td> <td>2.1%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 40% to less than 45%</td> <td>0</td> <td>0.0%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 45% to less than 50%</td> <td>0</td> <td>0.0%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence greater than or equal to 50%</td> <td>1</td> <td>2.1%</td> <td>Severely absent</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>▪ Attendance monitoring, targeted support and monthly parent meetings will focus on the children in the following bandings: <ul style="list-style-type: none"> <li>○ 37 children in 0-5% banding.</li> <li>○ 5 children in the 5-10% banding.</li> <li>○ Remaining bandings have fewer children and individual approach is provided for these children.</li> <li>○ This approach will link attendance, pupil progress and deprivation – is referenced in termly raising attainment plan.</li> </ul> </li> <li>▪ Good attendance at school and good punctuality is necessary for education to be successful.</li> <li>▪ Work with school Pastoral Leader will build strong relationships with families and enable barriers to attendance to be broken down.</li> <li>▪ Support within school for SEMH needs in pupil premium pupils will also be implemented.</li> <li>▪ EEF Guidance about Wider strategies focusing on: S&amp;L,</li> </ul>	Absence band	Total number of pupils	Total percentage of pupils	Absence from 0% to less than 5%	37	77.1%	Absence from 5% to less than 10%	5	10.4%	Absence from 10% to less than 15%	2	4.2%	Persistently absent	Absence from 15% to less than 20%	1	2.1%	Persistently absent	Absence from 20% to less than 25%	0	0.0%	Persistently absent	Absence from 25% to less than 30%	0	0.0%	Persistently absent	Absence from 30% to less than 35%	1	2.1%	Persistently absent	Absence from 35% to less than 40%	1	2.1%	Persistently absent	Absence from 40% to less than 45%	0	0.0%	Persistently absent	Absence from 45% to less than 50%	0	0.0%	Persistently absent	Absence greater than or equal to 50%	1	2.1%	Severely absent	6, 7
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Absence from 0% to less than 5%	37	77.1%																																													
Absence from 5% to less than 10%	5	10.4%																																													
Absence from 10% to less than 15%	2	4.2%	Persistently absent																																												
Absence from 15% to less than 20%	1	2.1%	Persistently absent																																												
Absence from 20% to less than 25%	0	0.0%	Persistently absent																																												
Absence from 25% to less than 30%	0	0.0%	Persistently absent																																												
Absence from 30% to less than 35%	1	2.1%	Persistently absent																																												
Absence from 35% to less than 40%	1	2.1%	Persistently absent																																												
Absence from 40% to less than 45%	0	0.0%	Persistently absent																																												
Absence from 45% to less than 50%	0	0.0%	Persistently absent																																												
Absence greater than or equal to 50%	1	2.1%	Severely absent																																												

<p>families (5 hours x1 week) £5000</p> <ul style="list-style-type: none"> <li>▪ Identify the children in each band and their barriers/patterns of absence. What is the impact on learning? Are they pupil progress, SEMH, or SEND?</li> <li>▪ Strengthen parental engagement – leaders create attendance plan with contract for each child and arrange meetings with 5 families each month. Track parental engagement for this process. £5486</li> <li>▪ The attendance of <b>pupils eligible for free school meals</b> was 91.7% in summer 2 2024-25, which is lower than at least a quarter of similar schools. If we increase attendance for pupils eligible for free school meals to 94.2%, then our overall attendance would increase</li> </ul>	<p>Well-being and Mental Health.</p> <ul style="list-style-type: none"> <li>▪ Involving parents can support children to make up to 4+ months progress according to the EEF.</li> <li>▪ EEF: Parental engagement approaches = +4 months progress.</li> <li>▪ DfE: Early, targeted attendance support reduces persistent absence.</li> <li>▪ SIP: PP attendance target ≥94.2%, persistent absence ↓0.6pp</li> <li>▪ The leadership of attendance and, particularly, ways to improve persistent absence is monitored through regular HVT attendance audits.</li> </ul>	
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by 0.3 percentage points and overall persistent absence percentage would drop by 0.6 percentage points.		
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<p>Strengthen parental engagement further through APDR Pupil Premium update sessions with focus on families of PP pupils below ARE in Years 2–6. £2000</p> <ul style="list-style-type: none"> <li>▪ Pupil premium update sessions intent is communicated with parents, so it is clear we are working in partnership with them to raise attainment.</li> <li>▪ This is <b>in addition to</b> x2 yearly parents' evenings and x1 monthly meetings for 5 parents.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Involving parents can support children to make up to 4+ months progress according to the EEF.</li> <li>▪ Setting up of APDR pupil premium journals linked to individual pupil targets for those who are not on track to make expected progress.</li> <li>▪ Pupil Premium update sessions will be structured conversations to co-produce child's next steps to learning linked to specific needs with the input of parents.</li> <li>▪ All staff will received professional development on quality structured conversations prior to pupil premium update sessions with parents.</li> <li>▪ EEF: Parental engagement approaches = +4 months progress.</li> <li>▪ APDR journals are monitored fortnightly by the senior leadership team to check that work is targeted to pupil gaps and that this provision is mirrored across the curriculum for those children. See pupil progress booklets for individual pupil gaps.</li> </ul>	<p>1, 2, 3, 4, 5, 6</p>
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**Total budgeted cost:** £78,780

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 2024 – 2025 academic year.

## 2024-2025 Pupil Premium - Impact Statement – Lutley

Pupils Making Expected Progress – should be 6.00							
		Reading		Writing		Maths	
Year	Total	PP Children	Non-PP Children	PP Children	Non-PP Children	PP Children	Non-PP Children
1	7	5.43	6.03	6.57	6	7	6
2	7	6.50	6	6.62	6.16	6	6
3	14	6.31	6	7.12	6.18	6.75	6.04
4	11	6	6.24	6	6.00	6	6.09
5	9	6	6	6	6	6	6
6	15	6	6	6.76	6.12	5.25	6

Pupils Reaching Expected Standard (ARE)							
		Reading		Writing		Maths	
Year	Total	PP Children	Non-PP Children	PP Children	Non-PP Children	PP Children	Non-PP Children
1	7	57%	92%	57%	86%	71%	94%
2	7	38%	86%	63%	88%	38%	83%
3	14	50%	83%	44%	76%	56%	82%
4	11	36%	91%	36%	90%	45%	92%
5	9	67%	89%	56%	88%	67%	88%
6	15	69%	91%	75%	88%	69%	91%

### Evaluative statements

#### Reading

- **Progress:** Pupil premium pupils met or exceeded expected progress (6.00) in Years 2 and 3, with Year 2 outperforming non-pupil premium peers. However, progress was below expected in Years 1, 4, 5, and 6, with Year 6 showing the lowest pupil premium progress (5.50).
- **Attainment:** Pupil premium attainment in reading was consistently lower than non-pupil premium across all year groups, with the widest gaps in Years 2 and 4. Year 6 showed improvement, with 69% of pupil premium pupils reaching ARE compared to 91% of non-pupil premium.

**Summary:** Reading progress is variable across year groups, with notable strengths in Year 2 and 3. Attainment gaps remain significant, especially in lower KS2 and this will consequently be a focus for school improvement in 2025-26.

#### Writing

- **Progress:** Pupil premium pupils exceeded expected progress in Years 1, 2, 3, and 6, with Year 3 showing the strongest performance (7.12). Progress was below expected in Years 4 and 5.
- **Attainment:** Pupil premium attainment in writing was lower than non-pupil premium in all year groups, with particularly large gaps in Years 1, 2, and 4. Year 6 showed the strongest pupil premium performance (75% ARE).

**Summary:** Writing progress is strong in most year groups, especially Year 3 and Year 6. However, KS2 pupil premium pupils, particularly in Years 3, 4, and 5 are not making accelerated progress,

indicating that the gap with their peers is not closing. This is evidenced by 5 out of 11 Year 3 pupils, 4 out of 11 Year 4 pupils, and 3 out of 9 Year 5 pupils not being at expected levels. Attainment gaps persist, suggesting a need to translate progress into sustained outcomes. As a result, this will be a focus for school improvement in 2025-26.

## **Maths**

- **Progress:** Pupil premium pupils met or exceeded expected progress in Years 1, 2, and 3, with Year 3 again showing strong performance (6.75). Progress was below expected in Years 4, 5, and 6, with Year 6 being the lowest (5.25).
- **Attainment:** Pupil premium attainment in maths was consistently lower than non-pupil premium, with the most significant gaps in Years 2 and 4. Year 6 showed improvement, with 69% of pupil premium pupils reaching age-related expectations.

**Summary:** Maths progress is strong in lower year groups but declines in upper KS2. Attainment gaps are evident across all years, with Year 6 showing signs of closing the gap. This will therefore be a focus for school improvement in 2025-26.

## **Attendance of Pupil Premium pupils**

Persistent absence among pupil premium pupils has decreased from 26% at the start of the 2023/2024 academic year to 17% in 2024/2025, showing positive impact from targeted interventions such as attendance clinics and weekly monitoring. However, overall attendance remains below the 96% target, with current figures at 92%, and 11 out of 65 pupil premium pupils still classified as persistently absent. Continued focus on attendance strategies in 2025-26 will be a priority to further reduce absence rates and support pupil engagement.