

Pupil premium strategy statement 2024-2027

AUTUMN 2025 UPDATE



LUBENHAM ALL SAINTS CHURCH OF ENGLAND 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lubenham All Saints CE Primary
Number of pupils in school	106 (including 12 pre-school aged children)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Sarah Bishop
Pupil premium lead	Sarah Bishop
Governor / Trustee lead	D. Rimmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£7,575
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7,575

Part A: Pupil premium strategy plan

Statement of intent

The main aim of our Pupil Premium spending is to ensure that disadvantaged pupils are provided with effective teaching and support, that allows them all to make good or better progress and narrow the attainment gap. Some pupils may not be at the expected standard for their age which impacts on their ability to access the curriculum effectively.

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.

Other barriers for some of our pupils may include financial constraints in accessing a wide range of cultural experience. We are also keen to monitor pupil well-being and ensure that emotional support is provided, as we are aware that emotional difficulties can impact on a child's academic progress.

To ensure we 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	Phonics and speech and language development. Pupils are entering school with more speech and language difficulties as well as being less prepared for school.
2	In the current climate, continuing coaching and providing effective CPD to drive school improvement has been a challenge. Prioritising CPD to support all staff in meeting the needs of all learners to ensure that it remains a focus.
3	Individual learning barriers. Over half of our disadvantaged students also have additional SEND needs.
4.	For a number of our PP pupils, poor attendance at school due to family issues is having an impact on attainment and progress.
5.	Expectations and challenge for pupils continues to be a focus area for improvement.

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
<ul style="list-style-type: none"> • Quality first teaching is evident in all areas of the school and improves the attainment of all pupils. • Developing the highest quality EYFS provision with a focus on early language development, communication and language/vocabulary. • All staff will have a good understanding of inclusive teaching approaches and how the curriculum can be adapted to meet the needs of all pupils including SEND and those in receipt of pupil premium. • In all subjects there is a consistent culture of high expectations for teaching and learning • Good assessment for learning ensures highly focused learning opportunities. • Support staff are used effectively to meet the needs of all pupils. • To put the teaching of reading as a central school aim throughout the broader curriculum, as reading and word study improves the reading attainment of disadvantaged pupils. 	<p>Good teaching across the whole school means that all pupils make good progress from their starting points.</p> <p>Monitoring and evaluation activities provide evidence of adaptive teaching in all classrooms including in the environment, in teaching approaches and in activities/ tasks/ support.</p> <p>All staff have a clear understanding of the role of support staff and this is evident through monitoring and evaluation.</p> <p>Progress is made by disadvantaged pupils from their starting points through targeted support and adaptations made through QFT.</p>
<ul style="list-style-type: none"> • To develop and embed a knowledge rich curriculum that links learning for pupils in a sequential manner, with retrieval opportunities to secure learning. 	<p>All pupils have access to a well planned, knowledge rich curriculum.</p>
<ul style="list-style-type: none"> • To develop and embed a curriculum which supports high levels of pupil wellbeing, selfconfidence and enables all pupils to take part. 	<p>All pupils will have access to the same enrichment experiences as their peers</p>
<ul style="list-style-type: none"> • To support pupils and their families to improve attendance. 	<p>All pupils attend school to improve outcomes.</p>

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: £2614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued training and CPD for all staff that teach phonics throughout the school and further training to develop staff understanding across all key stages.	<p>Education Endowment Fund</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Phonics Toolkit Strand Education Endowment Foundation EEF (Education Endowment Foundation)</p>	1,2,3,5
<p>Collaboration time for teachers to receive quality CPD and undertake whole school/ phase development of meeting the needs of all pupils, curriculum planning, SEND and other priority areas as they emerge.</p> <p>(Developing an inclusive teaching approach CPD)</p>	<p>High quality teaching is pivotal in improving outcomes and narrowing the disadvantage gap. EEF 2021.</p> <p>EEF- SEN in Mainstream schools Recommendation 3: Ensure all pupils have access to high quality teaching. 'To a great extent, good teaching for pupils with SEND is good teaching for all.'</p> <p>Ensure all staff participate in professional development to support their expertise in all curriculum areas (using specialist teachers where necessary to provide a high-quality curriculum) in order to develop subject knowledge and review pedagogy. (Sutton Trust 2011, Quigley 2018, Beck et al 2013)</p> <p>Evidence that experienced teachers continue to progress in their effectiveness in environments where professional development culture is prevalent (Kraft and Papay, 2014)</p>	2,3,4,5
Professional Development opportunities for LSAs to ensure that they are used most effectively within lessons/ across lessons to meet the needs of the pupils.	<p>Making the Best Use of Teaching Assistants (EEF, 2018) – developing our LSAs to clear on their role within the classroom, pedagogy, subject knowledge and specific impact. Training is effective in allowing them to provide appropriate support to individuals and groups..</p> <p>Coaching opportunities provided from in school coaches and subject experts</p>	1,2,3
Behaviour management training Review of behaviour policy – all staff	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Education Endowment Fund</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent</p>	2,3,5

	or fixed period exclusion compared to those who do not.	
CPD focused on expectations & challenge (e.g., Ron Berger)	"If you're going to do something, I believe, you should do it well. You should sweat over it and make sure it's strong and accurate and beautiful and you should be proud of it" Ron Berger	5
Working within our small schools cluster in phase teams to raise expectations and share best practise	"participants in this study saw their collaborative work as leading to the achievement of personal and professional outcomes that result in or contribute to student learning and school improvement." (Chaman 1990) "The evidence points to a number of positive consequences of inter-school collaboration in relation to impacts upon students, teachers, school improvement and organisational efficiency" Effective school partnerships and collaboration for	1,2,3,5
Using standardised assessment resources to aid precision planning. (Effective use of PIXL – analysis and therapies)	Creating The School Our Children Need (William, 2018) – One element identified is the careful use of assessment to support planning and evaluation. Making Good Progress? (Christodoulou, 2016) – considers why outsourcing summative assessment to standardised testing resources and using comparative judgment instead of rubric based assessment are more beneficial.	2,3,5

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

Budgeted cost: £4311

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups based on precision teaching	Education Endowment Fund 1. Small group tuition has an average impact of four months' additional progress over the course of a year.	1,3
Precision teaching training for support staff	As above	1,2,3
Phonics and reading interventions	Sounds Write Phonics Interventions Additional 1:1 reading for underperforming children Teaching Assistant Interventions EEF	1,3,5
Classroom support for pupils to access learning	Education Endowment Fund 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	2,3,4,5

	Diagnostic assessment can be used to assess the best way to target support.	
Provide children with well-being support sessions and other emotional support from support staff/ other partners eg play therapy, Harborough Against Bullying/ Positive Impact etc	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2

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

Budgeted cost: £650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils to engage in the whole curriculum	Support for non-academic issues that impact success in school, such as attendance, behaviour, and social and emotional challenges.	1,2,3,4,5
Engagement of families	Education Endowment Fund Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1,2,3,4,5
Phonics and reading workshops to support parental engagement	See above	1,5
Support pupils and families to improve attendance.	Support for non-academic issues that impact success in school, such as attendance, behaviour, and social and emotional challenges. For example: <ul style="list-style-type: none"> • school breakfast clubs • counselling to support emotional health and wellbeing • help with the cost of educational trips or visits DFE (Department for Education) guidance	2,4
Provide opportunities for all pupils to have a role or responsibility within school	Roles and responsibilities within school give pupils a sense of worth and have a positive effect on their wellbeing, which in turn is reflected in attendance, behaviour and motivation to learn.	2,3,5

Total budgeted cost: £ 7,575

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have reviewed our strategy plan and made some changes to how we intend to use some of our budget this academic year. We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. When compared to national data these comparisons are to be considered with caution due to the size of the data sets as pupil cohorts are small.

It should also be noted that 37% of the pupil premium children last year were on the SEND register. There is a similar picture this year.

There were no children in EYFS who were eligible for pupil premium last year.

There were no children in Year 1 attending the school at the time who were eligible for pupil premium.

1 pupil in receipt of pupil premium in Year 2 passed the phonics screening check at the Year 2 retakes. They also achieved EXS in Reading and Maths at the end of KS1 which demonstrated good progress over time.

There were no children eligible for pupil premium in Year 4 taking the multiplication check.

1 pupil in receipt of pupil premium achieved EXS in Reading, Writing and Maths at the end of KS2.

Pupil progress meetings and consideration of the needs of the individual pupils has enabled us to be thinking about more bespoke support including ensuring the children are ready to learn.

Our main CPD focus is moving to how we can effectively support all learners and exploring adaptive teaching strategies to meet the needs of individuals in the classroom. We are developing the repertoire of approaches that teachers and support staff use in the classroom with the aim of improving outcomes and ensuring our most vulnerable pupils can access the learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Further information (optional)

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