



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	Lambley Primary
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lee Christopher Headteacher
Pupil premium lead	Rebecca Shardlow
Governor	Rachel Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695 FSM £11,390 LAC/PLAC £700 Forces Total: £31,785
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	£31,785

Part A: Pupil premium strategy plan

Statement of intent

At Lambley Primary School our intention is that all pupils, irrespective of their background or the challenge 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 and those who are young carers. The activity we have outlined in this statement is 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 of their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, where pupils' education has been worst affected, including non-disadvantaged pupils.

Our response will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the disadvantage. The approaches we have adopted complement each other and help pupils to excel.

To ensure we are effective we will:

- Ensure that children who are disadvantaged are challenged in the work they are set.
- Intervene at early opportunities when the point has been 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	Home issues having an impact on readiness to learn. This is evidenced by communications from parents, SEND Meetings, MH Lead discussion, staff conversations and pupil voice.
2	Assessments and monitoring of our pupils and families have shown an increase in social and emotional challenges. Noticeable increase in staff and parents looking for support.
3	Involvement and interaction with home learning (reading, engagement in creative homework or competitions and attendance at SEN meetings, monitoring meetings or Parents' Evenings).
4	Evidence across different year groups of limited vocabulary, general knowledge and comprehension. These issues have a significant impact on writer, reading and the application of these skills across the broad and balanced curriculum. As such, these children are not achieving age related expectation in core areas.

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 writing attainment among disadvantaged pupils, in line with national average.	KS2 writing outcomes continue to improve, with a greater number of children reaching the GDS standard
Improved reading attainment among disadvantaged pupils, exceeding national average.	KS2 reading outcomes continue to rise (already ahead of NA but looking to improve still further) and increase in number of pupils achieving combined EXS in writing and reading.
Improved mental health and wellbeing of disadvantaged pupils.	Higher levels of wellbeing from 2026-27. This will be demonstrated by: parent and teacher observations, an increase in participation in enrichment activities, fewer referrals to MH Lead (or evidence of referrals resulting in support which has impact), and pupil voice.
Improved engagement with home learning.	Improved attendance at Parents' Evening, increased reading at home and more involvement with wider learning opportunities.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for PP lead	EEF Effective PD EPI	1-4
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed.' EE	1-4
PP lead to attend network meetings	EEF Effective PD EPI High Quality PD	1-4
Phase books purchased to support teaching of phonics in FS2 and Year 1, and additional reading books to be purchased for Years 2-6.	EEF Phonics Impact +5 months	2-4
PP lead monitoring PP throughout school	EEF Effective PD EEF Improving Literacy	1-4

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one reading with TAs	EEF 1:1 Tuition Impact + 5 months	1-4
TA supporting comprehension in small groups	EEF Oral language Impact + 6 months EEF Comprehension strategies Impact +6 months EEF Small group tuition Impact +4 months EEF TA intervention Impact +4 months EEF Making best use of TA	1, 2, 4
TA supporting phonics in small groups	EEF Phonics Impact +5 months EEF Making best use of TA	1, 2, 4
TA supporting fine motor skills/handwriting in a small group	EEF Small group tuition Impact +4 months EEF TA intervention Impact +4 months EEF Making best use of TA	1, 2, 4

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support from/with MH Lead and/or SENCO	EEF Social and emotional learning	1, 2, 3
Enrichment: trips, clubs, fruit/milk, instrumental tuition, nurture provision, forest schools	EEF Arts participation Impact +3 months EEF Parental engagement Impact +4 months New Direction Cultural Education Cultural Learning Alliance EEF Life-skills enrichment	1, 2
MH Lead supervisions	EEF Effective PD EEF Social and emotional learning	1, 2, 3
ELSA Training	EEF Social and emotional learning	1, 2

Total budgeted cost: £29,000 + further CPD/Training costs

+ further interventions/enrichment

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 to 2025 academic year.

Pupil Premium Impact Summary 2024–2025

During the 2024–2025 academic year, Pupil Premium funding at Lambley was used effectively to support pupils academically, socially and emotionally. All PP and PP+ pupils were closely tracked and monitored, with termly progress meetings informing targeted support matched to each child’s individual stage of development.

Funding enabled personalised academic interventions, small-group and 1:1 teaching, and the provision of physical resources that removed barriers to learning. Pupils made good progress from their individual starting points as a result of focused, responsive support.

To strengthen social, emotional and mental health, pupils accessed “Time to Talk” sessions, calm small-group lunchtimes, and specialist external services where needed. Many children demonstrated improved emotional regulation, confidence and readiness to learn.

Wider opportunities—including after-school clubs, Forest School provision and Bridging Swimming—were also supported through Pupil Premium funding. These experiences helped build resilience, social skills and wellbeing.

Overall, the funding had a positive impact on academic progress, emotional development and access to enrichment activities. Provision was flexible and adapted throughout the year to meet emerging needs, ensuring pupils in receipt of Pupil Premium were well supported and able to thrive.

Externally provided programmes

Programme	Provider
Mentoring Coaching	SouloFitness
White Rose Maths	White Rose
TT Rockstars	TT Rockstars
Mathletics	3P Learning

Purple Mash	Purple Mash
Write like a ninja	Vocabulary Ninja

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Children eligible for service Pupil premium were allocated resources as and when required. At Lambley we appreciate that service men and woman are able to be deployed at any given time during the year. We therefore ensure that resources are available when they are needed. Support from our MH Lead is available to talk about feelings
What was the impact of that spending on service pupil premium eligible pupils?	Children are able to feel safe and listened to. Children are aware that they have someone to talk to about their concerns or worries. Specific resources are purchased to meet individual circumstances and need.