

Pupil premium strategy statement – *Lingey House 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	437
Proportion (%) of pupil premium eligible pupils	34.42% (111)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Chloe Wilkinson
Pupil premium lead	Joanne Jackson
Governor / Trustee lead	Karen Crozier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£600
Total budget for this academic year <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>	£164,880

Part A: Pupil premium strategy plan

Statement of intent

At Lingey House, we are committed to supporting all pupils and our goal is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want all pupils to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that objective, including progress for those who are already high attainers.

Our simple, over-arching aim is to provide the highest possible quality educational experience for all our pupils, and nurture and support them to be the kindest, happiest and most academically successful versions of themselves that they can be!

We use a range of data sources to identify the main challenges affecting the progress and attainment of our pupils. The main aim is to address these challenges through high-quality teaching for all pupils, which is proven to have the strongest impact on those pupils eligible and also for those who are not.

Experienced, highly-skilled staff are used to close identified gaps (for targeted academic and mental / emotional support). We develop a culture of high expectations at Lingey House where all staff think deeply about the support of disadvantaged pupils. They strive to identify need at the earliest possible time and provide challenge in the work they set. We truly believe that supporting disadvantaged pupils is built upon a strong partnership between family and school.

Our recent Ofsted (February 2024) stated that: The school has high expectations of all pupils. The school is highly inclusive. Pupils, including those with special educational needs and/or disabilities (SEND), are supported effectively. Pupils achieve well. The school's curriculum is ambitious for all pupils, including pupils with SEND. Pupils study a broad curriculum. The curriculum is planned clearly from early years to Year 6

Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-disadvantaged pupils.

In order for our children to grow and do well the key principles of this plan are to:

- Use EY Pupil Premium funding to provide EYFS children with the best start to their education so that they are able to achieve their Early Learning Goals.
- Narrow the gap for those pupils not on track to achieve the expected standard at the end of EYFS, KS1 and KS2 especially in writing and maths.

- Identify additional needs and promote early and effective intervention to secure basic skills.
- Ensure there is support available to facilitate emotional and social development in addition to academic support.
- Continue to improve the attendance and punctuality of those children eligible for pupil premium funding.
- Work with families so that they feel more able to support their child.
- Enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences.

The activities outlined in this strategy are an integral part of our School Improvement Plan and other school action plans and is not an exhaustive list. Our strategy aims to support pupils deemed to be vulnerable, regardless of whether they are disadvantaged or not. This may include those who have a social work involvement and young carers.

Challenges

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

Challenge number	Detail of challenge
1	Data shows that pupils enter our EYFS below the expected developmental age and stage, especially in communication and language maths and literacy.
2	Internal data and Ofsted (Feb 24) identified writing as a school priority. This also links with the facts that many of our disadvantaged pupils have limited experiences which impacts their use of vocabulary and the development of writing skills.
3	Internal data and discussions with staff show that there are gaps in pupil's basic skills in maths. White Rose Maths includes many strategies for each calculation and concept which can be overwhelming for pupils.
4	Our attendance data shows that at the end of summer 2024 that disadvantaged pupil's attendance is lower compared to non-disadvantaged pupils. This trend has continued into autumn term 2024. We would like to reduce our persistent absentees so that children do not miss out on learning opportunities.
5	Observations and discussions with pupils' evidence that the majority of our pupils have limited experiences beyond their immediate environment

	and very limited cultural capital. This impacts on pupils understanding of elements of the curriculum: especially reading, writing and language and communication
6	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention to support their emotional well-being. This includes families facing financial difficulties. This can have an impact on parental engagement with school.

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
<p>To improve oral language skills and vocabulary amongst disadvantaged pupils by the end of Reception.</p> <p>To improve attainment in maths and literacy by the end of Reception.</p>	<p>Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils.</p> <p>Early Learning Goal data shows that the gap is narrowing between disadvantaged and non-disadvantaged pupils.</p>
<p>To improve and sustain writing attainment across the school for all pupils especially disadvantaged pupils.</p>	<p>KS2 writing results are at least in line with LA and NA at the expected standard by 2026/2027.</p> <p>The attainment gap between disadvantaged pupils and non-disadvantaged pupils is closing.</p>
<p>To improve basic skills in maths across the school especially for disadvantaged pupils.</p>	<p>KS2 maths results are at least in line with LA and NA at the expected standard by 2026/2027.</p> <p>The attainment gap between disadvantaged pupils and non-disadvantaged pupils is closing.</p>
<p>To achieve and sustain improved attendance for all pupils.</p> <p>To reduce the number of persistent absentees (PA) particularly disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> - The attendance gap between disadvantaged pupils and non-disadvantaged pupils being narrowed - Reduced number of persistent absentees
<p>To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> -pupil voice, surveys and observations -reduction in behaviour incidents -increase in participation in enrichment activities (after school clubs) particularly amongst disadvantaged pupils

	-increase in families being financially supported, signposted etc
To improve and sustain good levels of parental engagement especially with our disadvantaged parents. To be able to continue signpost and support families to receive emotional and financial support.	Data to show that there is a year-on-year improvement in the levels of parental engagement from Nursery up to Year 6.

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: £53,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD including LA training, peer observations, coaching, staff meeting time.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF) Supporting continuous and sustained professional development is crucial to developing teacher practice. (EEF) Providing training to the staff that deliver small group support is likely to increase impact. (EEF) Effective Professional Development Guidance Mentoring and Coaching of Teachers Research Report (EEF)	1,2,3
SLT and English Lead monitoring of writing across the school, to ensure there is high quality of teaching and learning.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (EEF)	1,2

Consistent approach to marking and feedback across the school which is having an impact on pupil progress.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies. (EEF)	1,2,3
Strengthen Cultural Capital opportunities throughout school: -visits and visitors -curriculum and enrichment opportunities	It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. (TES)	5
Effective use of NFER tests including the development of tracking tools.	Standardised tests can provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support. (EEF)	3
Strengthen the use of Number Sense and 10 town in EY and KS1.	Create opportunities for extended discussion of mathematical ideas with children. It is important to assess what children do, and do not, know in order to extend learning for all children. (EEF) Early Years Toolkit (EEF)	1,3
Improve mathematics curriculum to ensure that pupils are secure in the basic skills and can use standard method efficiently.	There must be a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. (EEF) Improving Mathematics in Key Stage 2 guidance (EEF)	3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>TAs to lead a range of 1:1 and small group interventions to address gaps in learning and basic skills.</p>	<p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed. (EEF)</p> <p>Low attaining pupils particularly benefit from small group tuition. (EEF)</p> <p>Small group tuition has an average impact of 4 months additional progress over the course of a year. (EEF)</p> <p>Making a difference with Effective Tutoring Guide</p> <p>Making the Best Use of Teaching Assistants guidance</p> <p>(EEF)</p>	1,2,3
<p>Continue to run end of Key Stage 2 booster classes in the spring term to consolidate skills, identify any misconceptions and increase pupil confidence.</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF)</p>	3
<p>Writing tool kits to be introduced to each year group to improve the writing process.</p>	<p>Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. (EEF)</p>	2
<p>Continue to use online resources such as: Times Table Rock Stars, Accelerated Reader etc to impact on pupil progress.</p>	<p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. (EEF)</p> <p>Using Digital Technology to Improve Learning Guidance (EEF)</p>	3
<p>Monitor the impact that Lexia is having on</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	2

pupils across the school.	method to support low attaining pupils or those falling behind. (EEF)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 61,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide well targeted and timely support for our vulnerable and disadvantaged children.</p> <ul style="list-style-type: none"> -Free Breakfast Club -Signposting for emotional and financial support -Food, uniform and other financial support 	<p>Research in the US has shown that food insecurity in low-income households is linked with reductions in both cognitive and socio-emotional skills. (The Sutton Trust)</p> <p>There is some evidence that providing free, universal before school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. (EEF)</p>	4,5,6
<p>Continue to track and monitor the attendance of all pupils especially our disadvantaged pupils:</p> <ul style="list-style-type: none"> - Explore the issue by going beyond the headline data - Build strong relationships to understand pupil context 	<p>Poor attendance at school is linked to poor academic attainment across all stages. (EEF)</p> <p>Although poverty and material deprivation are core factors perpetuating the attainment gap, research has also shown that other aspects of family background including parental values and attitudes are also important factors. (The Sutton Trust)</p>	4,6
<p>Develop the tracking of disadvantaged pupils including impact of well-being interventions, attendance, subject specific interventions.</p>	<p>Intensive support either 1:1 or small group can support pupil learning if provided in addition to and explicitly linked with normal lessons. (EEF)</p>	1,2,3,4,5,6
<p>Improve and track parental engagement across the school</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes, (EEF)</p>	5,6

<p>-Develop Long Term Plan (LTP) for parental engagement.</p>	<p>Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. (EEF)</p>	
<p>Continue to support pupils in school through them accessing a range of interventions: ELSA, Kalmer Counselling, The Nest, BU, Relax Kids etc</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes in later in later life. (EEF) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. (EEF)</p>	<p>5,6</p>

Total budgeted cost: £ 164,880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024 - 2024

Quality First Teaching

Staff demonstrate a strong understanding of pupils' individual needs, enabling them to effectively differentiate within lessons. This ensures that all learners, including those eligible for pupil premium, are supported and challenged appropriately. Teachers use a range of strategies including scaffolding, targeted questioning, and adaptive teaching to meet diverse learning needs.

Ongoing professional development is prioritised, with staff attending training on current pedagogical approaches such as metacognition, retrieval practice, and inclusive teaching. This ensures that teaching remains evidence-based and responsive to pupil needs.

During the previous academic year, Kagan cooperative learning structures were trialled in Years 5 and 6. These structures promoted active engagement, peer collaboration, and inclusive participation. Disadvantaged pupils particularly benefited from peer support, which enhanced their confidence and deepened their understanding.

Standardised assessments have been implemented across the school, allowing staff to accurately identify gaps in learning. These assessments inform targeted interventions, ensuring timely and effective support for pupils falling behind.

Daily retrieval practice sessions in English and maths, along with embedded opportunities across the wider curriculum, help pupils consolidate prior learning and strengthen long-term memory. Displays in classrooms are designed to support learning without causing cognitive overload, using visual aids and key vocabulary.

Regular assessment checkpoints in phonics and multiplication tables allow for close monitoring of progress. Pupils not meeting expected milestones receive focused interventions, such as small group support or one-to-one tutoring.

Lexia is used to support phonics, spelling, and reading. Year 3 pupils engage with Lexia for approximately 40 minutes per week, while pupils in Years 4–6 access it through intervention groups. The programme tailors learning to individual needs, and teachers monitor progress using built-in analytics.

Reading Theatre was trialled in Year 4 to improve reading fluency, confidence, and performance skills. Following its success, it has been rolled out across Key Stage 2. Pupils demonstrate improved expression, intonation, and comprehension.

Staff continue to identify appropriate interventions to close learning gaps. These include same-day interventions and longer-term support delivered by teachers or teaching assistants.

Mental health and wellbeing interventions are embedded across the school. These include Anxiety Gremlins, Drawing and Talking Therapy, and Red Beast. Interventions may be planned or delivered as needed through daily check-ins.

Raising Standards Across School

The Sounds Write phonics programme continues to be used consistently across the school. New staff receive training to ensure fidelity to the programme. Monitoring shows consistency in delivery across different staff members and timely interventions for pupils who struggle.

Teachers identify appropriate interventions and collaborate across phases to ensure continuity and effectiveness. Interventions are tailored to address specific gaps and are regularly reviewed.

Reading is promoted through whole-class reading sessions, daily and priority readers, Readers Theatre, and Accelerated Reader. These strategies enhance comprehension, vocabulary, and reading fluency.

In Year 4, 56% of pupil premium pupils improved their reading age by over 1 year due to reading interventions. Observations noted increased fluency, expression, and punctuation awareness. Pupils gained confidence and demonstrated improved cooperation and discussion around characters and emotions.

Whole-class texts are carefully selected and adapted to meet the needs of each cohort. This ensures relevance, engagement, and accessibility for all pupils.

Writing remains a key area for development. Staff are exploring strategies to improve sentence structure, vocabulary use, and writing stamina across all key stages.

Early Years and Key Stage 1 Outcomes

EYFS			
GLD	LHPS	LA	National
	63%	66%	68%

Although the Good Level of Development (GLD) was below national and local authority averages, two areas—Communication and Language, and Personal, Social and Emotional Development—were above average. This reflects the school’s focus on early language development and emotional wellbeing.

KS1			
	LHPS	LA	National
Phonics Year 1	78%	77%	81%
Phonics Year 2 re-sit	55%		

In Key Stage 1 Phonics, Lingey House achieved 78% in Year 1, compared to 77% for the local authority and 81% nationally. This demonstrates strong phonics teaching and effective interventions.

Key Stage 2 outcomes

KS2 SATs	EXS+			GDS		
	LHPS	LA	National	LHPS	LA	National
Reading	62%	75%	75%	27%	31%	33%
Writing	57%	72%	72%	5%	11%	13%
GPS	63%	74%	73%	25%	31%	30%
Maths	58%	75%	74%	15%	24%	26%
RWM Combined	47%	63%	62%	5%	7%	8%
Science	68%	80%	82%	-	-	-
Average Scaled Scores	Maths		102.34	Reading		102.93

Targeted Academic Support

Formative and summative assessments are used to identify gaps in knowledge at individual, group, and class levels. Staff develop cohort improvement plans to address these gaps through targeted teaching and interventions.

SEND plans are reviewed termly, with progress against specific targets monitored. Interventions are planned and delivered based on pupil needs.

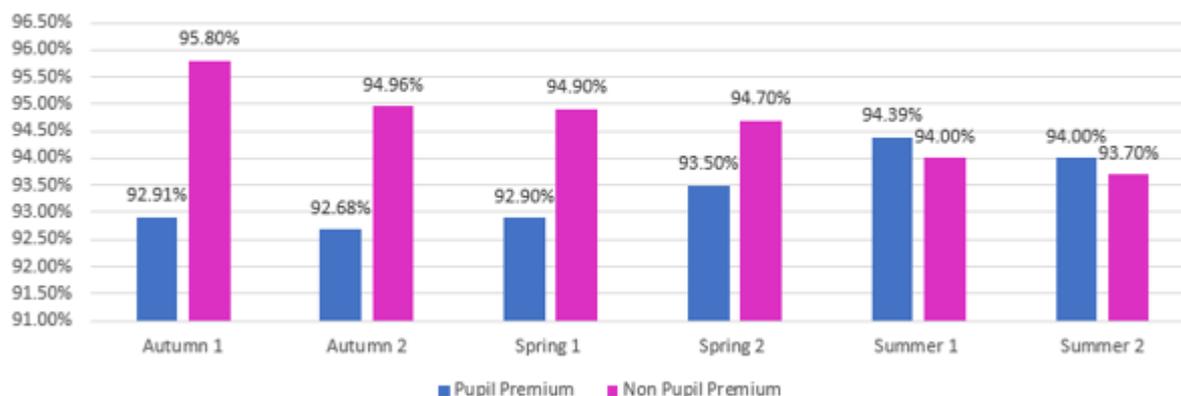
Step trackers are used to monitor pupil progress and ensure timely interventions. Staff use these tools to identify trends and respond proactively.

Emotional wellbeing is supported through a range of strategies, including free breakfast clubs for targeted pupils, ELSA support, Drawing and Talking Therapy, and Anxiety Gremlins. Staff are trained to support pupils experiencing bereavement.

Accelerated Reader promotes a love of reading. Pupils choose books of interest and complete quizzes. Rewards such as Golden Book recognition and house tokens encourage engagement. Progress is tracked, and daily and priority readers are identified for additional support.

Year 6 booster classes are offered to all pupils. These sessions target specific gaps in reading and mathematics and are delivered by experienced staff.

2024- 2025 Attendance - Comparison Pupil Premium and Non Pupil Premium



Attendance figures show that by the end of the summer term, the attendance of pupil premium pupils was higher than that of non-pupil premium pupils.

A Star Attendance continues to rigorously monitor and track the attendance of all pupils, with a specific focus on those eligible for Pupil Premium. This targeted approach enables early identification of patterns and supports timely intervention.

The Family Support Officer has played a key role in engaging with families of disadvantaged pupils. Through relationship-building and personalised support, barriers to punctuality and regular attendance have been addressed. This has contributed to improved attendance figures and strengthened home-school partnerships.

Wider Strategies

The Family Support Worker plays a crucial role in supporting pupils and families. She offers a free breakfast club for pupils struggling with punctuality and morning routines. Pupils receive a nutritious breakfast and engage in wellbeing activities.

She conducts home visits and welfare checks for families with concerns around health or attendance. She also signposts families in need or crisis to appropriate services.

Parental communication is maintained through weekly newsletters, Arbor updates, and Facebook posts. This ensures parents are informed and engaged in their child's education.

The Nest has been effectively utilised to support pupils, including those eligible for Pupil Premium, who may have experienced emotional dysregulation. Access to a calm space and a trusted adult enabled these pupils to regulate more quickly and return to learning with minimal disruption. Staff observations and pupil feedback indicate improved emotional resilience and readiness to learn.

Pupil Premium funding was allocated to subsidise educational visits, ensuring equitable access for all pupils. These experiences have enriched the curriculum and supported the development of cultural capital, particularly for pupils who may not otherwise have had such opportunities.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Jigsaw	Jigsaw PSHE Ltd
Lexia	Lexia Learning Systems
Times Tables Rock Stars	Maths Circle
Accelerated Reader	Renaissance Learning
Seesaw	Seesaw
Kalmer Counselling	Kalmer Counselling
Arbor	Arbor
Number Sense	
10 Town	10 Town
Literacy and Spelling Shed	Ed Shed

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.