

Pupil premium strategy statement 25-28

School overview

Detail	Data
School name	Lawford CE Primary School
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	19 th December 2025
Date (s) on which it will be reviewed	Dec 2026, Dec 2027, and Dec 2028
Statement authorised by	AJE Fairbairn
Pupil premium lead/Disadvantaged champion	M Cemil
Governor	D Waggett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39705
Services Pupil Premium	£700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7000
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	£47405

Part A: Pupil premium strategy plan

Statement of intent

Our intention is underpinned by our school Vision:

‘Our children know they are blessed and a blessing. We strive to be ambitious for each other and ourselves, have integrity and nurture all.’

All our children will be supported and challenged to discover their talents enabling them to be successful in school and throughout their lives. They will have opportunities to develop an enhanced cultural capital beyond that which they may encounter outside of school.

High-quality teaching is at the heart of our approach, based on the evidence of EEF; this has the greatest impact in closing the disadvantage gap. Therefore, there will be a focus on access to high quality training and the associated resources. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside the more rapid progress for their disadvantaged peers.

Our strategy will include targeted support using tutoring (previously through NTP) for pupils whose education has been worst affected, including non-disadvantaged pupils (where groups are made from those with similar needs to the disadvantaged children).

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. It should be noted The numbers of disadvantaged are small and vary by class with data a stark as 100% at expected standard or none. The highest percentage in any one class of PP children is 10% (25-26) and some there are none. In many cases our PP children also are SEND.

Challenge number	Detail of challenge
1	Assessments using standardised materials, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than in their non-disadvantaged peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading fluency than their peers do. This negatively impacts on their development as readers.
3	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

4	In line with national studies, our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures more than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.
5	Our assessments (including internal wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due poor social skills, and a lack of enrichment opportunities during school closure and subsequently due to the cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment. Over 85% of our disadvantaged children have attended a wellbeing hub, a therapist or have had some level of small group or additional adult support.
6	Our disadvantaged children are far less likely to have a strong cultural capital than their non-disadvantaged peers are. They have been to fewer places and generally been exposed to less historical, geographical and musical knowledge and as well as less exposure to arts and crafts and a knowledge of artists.
7	Looking at attendance trends, lateness and attendance (while improving) remain lower than their non-disadvantaged peers do.

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	Achieve national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve national average progress scores in KS2 Writing (0)
Phonics	Pass the phonics screening check in year in year 1 or as a minimum by the time they leave year 2 (where attendance is not PA or worse).
Attendance	Improve attendance disadvantaged pupils to 95% from 90.6 (93.5 with part time timetable removed) in 24-25.

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) – EFF Tier 1 strategies

Budgeted cost: £ 9400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to receive training in ‘Teaching Walkthrus’ by Tom Sherrington et al. and relevant texts and modelling https://www.walkthrus.co.uk/ (£300)</p> <p>Adaptive teaching train the trainer training (£750) via local hub</p>	<p>EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2,3,4,6</p>
<p>English lead to receive writing framework training linked to ‘Talk for Writing’.</p> <p>Other ‘talk for writing’ training for new staff</p> <p>External White Rose maths courses to be attended by those new to school and not yet familiar with the WRM approach (£650)</p>	<p>EEF -Consistency in teaching strategies in all classrooms to ensure consistency of expectations and high quality practice through skilled sequencing, modelling and questioning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1,2,3,4</p>
<p>SLs and all staff have use of National College resources to maintain access to good quality training resources for all subjects and use to support staff. £2000</p>	<p>EEF – Highly skilled practitioner effectively leaving subjects to ensure clear progression and correct scaffolding in all subjects. Building sustainable leadership within school. Staff trained to deliver curriculum and subject knowledge informed by OFSTED subject reviews</p> <p>https://www.gov.uk/government/collections/curriculum-research-reviews</p>	<p>6,</p>
<p>‘Grammarsaurus’ subscription to support all staff with the preparation of high quality teaching materials linked particularly to maths mastery and</p>	<p>EEF -Consistency in teaching strategies in all classrooms to ensure consistency of expectations and high-quality practice through skilled sequencing, modelling and questioning.</p>	<p>1, 2, 3</p>

<p>reading and writing resources. £700</p> <p>Spelling Shed to support structured spelling and encourage the disaffected through the gamification elements/</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
<p>Learning by questions subscription for years 4-6 to support overlearning and detailed analysis of understanding to ensure effective use of interventions (including the SATs diagnostic tool). £2500</p>	<p>EF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2
<p>Consistency of approach in managing behaviour through training of Essex STEPS (£500)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	5
<p>Winbooks (4-6) to support the use of AI e.g. Immersive reader and enhance digital skills to reduce digital divide. Devices as required to support learning in lower year groups. £2000</p> <p>IPADs to support use of S&L programmes and dyslexia and dyscalculia interventions £7,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	

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

Budgeted cost: £ 24855

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional TA hours to support resilience and wellbeing interventions - £3000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4,
Support staff training for Talk Boost, NELI, WELCOM, Speech and language Link Primary and Speech and language Infant and Junior overtime payments for staff running tuition beyond school day, (£2000),	Nationally recognised interventions and screening tools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3,4,5,
Language link screening and intervention to improve S&L based on Language Link. Clicker subscriptions for those that need it to support writing process and reduce cognitive load. (£1500)	EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3,4
Additional Classroom support (£11,355)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants?utm_source=/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants&utm_medium=search&utm_campaign=site_searchh&search_term	1,2,3,4,5,

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

Budgeted cost: £ 13150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve self-regulation – Forest School (£500) Provision of food as required for breakfast on arrival at school (£300) and support with older children to get to school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast And to support attendance in line with the latest DfE guidance:	5,7

independently (£300) e.g. cycle helmets access to cycle safety training.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
Increase range of communication and language interventions to support mental wellbeing and resilience through staff training and delivery e.g. Drawing and Talking £1000	https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	
Ensure access to wider cultural opportunities enabling them to have similar cultural experiences as their more affluent peers through attendance on residential trips or similar (£3000) and online resources, which give detailed filmed and curated knowledge of cultural sites and authors – e.g. LGfL subscription (£1000). Provision of music lessons (£1000)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6
Increase range of books that are accessible, diverse and are high quality to improve cultural capital and reflect success from ‘people like them’ and underpin the development of a love of reading (section 1) and support wellbeing and self-regulation (£500)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	6
Increase attendance at clubs to support over all wellbeing and self-efficacy (£1550)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6
Mental Health Hub access and support. Counselling as needed (£3500)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.llse.org.uk/uploads/datahub/4567ceb%5E03in-03/2017-10-02-DfE%20-%20Supporting%20Mental%20health%20Case%20study%20report.pdf	5

Purchase of branded school uniform items to support self-esteem and wellbeing £500	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.llse.org.uk/uploads/datahub/4567ceb%5E03in-03/2017-10-02-DfE%20-%20Supporting%20Mental%20health%20Case%20study%20report.pdf	
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Total budgeted cost: £ 47405

Resources:

EEF - Guide to Pupil Premium, Toolkit, MITA project evaluation, early Years Toolkit

Marc Rowlands – Addressing Educational Disadvantage in Schools and Colleges – The Essex Way

Tendring project led by Marc Rowlands commencing December 25.

DfE – Working together to improve School Attendance

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 2025 to 2026 academic year.

Aim	Outcome
Progress in Reading	
Progress in Writing	
Progress in Mathematics	
Phonics	
Attendance	

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
Nessy – dyslexia support	
Numberstacks - Maths	
Speech and language	
Learning by Questions LbQ	