

# Pupil premium strategy statement- Lingfield 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	199 (Reception to Y6)
Proportion (%) of pupil premium eligible pupils	29 PP 2 PLAC 3 Service
Year	2025-2026
Date this statement was published	5 <sup>th</sup> December 2025
Date on which it will be reviewed	5 <sup>th</sup> December 2026
Statement authorised by	Mrs Nicola Padgett
Pupil premium lead	Mrs Nicola Padgett
Governor / Trustee lead	Mrs Emma Coupe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50, 245.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£50, 245.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Lingfield, our pupils remain at the heart of all that we do.

Our aim is to ensure that every pupil, regardless of background or the challenges they encounter, makes strong progress and achieves high standards across all subject areas. The core purpose of our Pupil Premium strategy is to enable disadvantaged pupils to reach these goals, including those who are already high attainers. We also recognise the needs of all vulnerable pupils, and the activities outlined in this statement are designed to support them, whether or not they qualify as disadvantaged.

High-quality teaching forms the foundation of our approach. Research consistently demonstrates that *“supporting high-quality teaching is pivotal in improving children’s outcomes”* and that *“high-quality teaching can narrow the disadvantage gap”* (EEF – *Effective Professional Development*). This is proven to have the greatest impact on closing the disadvantage attainment gap while simultaneously benefiting non-Pupil Premium pupils across the school. Implicit in the intended outcomes detailed below is the commitment to sustaining and improving attainment for non-Pupil Premium pupils alongside progress for their Pupil Premium peers.

Regular monitoring of pupil progress is embedded within our quality assurance processes and informs targeted interventions and academic support for individuals and groups. Our Pupil Premium strategy aligns closely with our broader plans for educational recovery and intervention.

We adopt a holistic approach, recognising the importance of social and emotional well-being in driving positive learning outcomes.

### Key Principles:

- A strong emphasis on quality-first teaching
- Staff have a clear understanding of disadvantaged pupils and their specific needs
- Gaps in attainment are identified and addressed promptly through early interventions, including attendance
- Progress and impact are rigorously tracked and evaluated
- High expectations and ambition for all pupils – that all pupils are challenged in the work that they are set
- Staff are equipped with the knowledge, resources, and training to support pupils’ well-being effectively

At Lingfield, our mission is:

*“Great minds grow here at Lingfield Primary School, be the best you can be.”*

Our strategic use of Pupil Premium funding is integral to achieving this vision for every pupil.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations of pupils entering school in nursery/Reception, indicate pupils are underdeveloped with their language skills and fine and gross motor skills.
2	Current observations and assessments highlight that disadvantaged pupils often start school with fewer life experiences and weaker social skills. To address this, we need to implement targeted strategies that enrich their vocabulary and broaden their understanding of the world.
3	Data suggests that disadvantaged pupils across the school generally have greater difficulties with phonics and reading as they move through school in comparison to their peers. This negatively impacts their development as readers and on the wider curriculum as reading is the key to learning.
4	Through observations and conversations with pupils and families, we have identified significant social and emotional challenges. These challenges are most pronounced among disadvantaged pupils and have impacted academic attainment. Our data shows that this can negatively impact disadvantaged pupils if it is not tackled.

## 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
Our objective is to improve the language and communication skills of pupils eligible for Pupil Premium across the school. This will be achieved through targeted interventions providing opportunities for oral language enrichment.	<ul style="list-style-type: none"> <li>Identify the concerns early – on entry to nursery</li> <li>Language assessments completed through NELI on entry to Reception</li> <li>Identify children needing support and targeted interventions.</li> <li>Monitor the gap between disadvantaged pupils and non-disadvantaged pupils - language development will reduce.</li> <li>Production of oracy curriculum which will underpin and support speech and language - children will talk openly and in completed sentences with understanding.</li> </ul>
Children have access to a range of extracurricular activities	<ul style="list-style-type: none"> <li>All disadvantaged pupils will have free access to extra-curricular activities out of school. Barriers of costings will be removed so any disadvantaged pupil can take part.</li> <li>Educational visits and residential that will positively impact on the education of a disadvantaged pupil will be school funded to ensure they have the life experiences as all other children.</li> </ul>
To improve reading outcomes for disadvantaged pupils across the school	<ul style="list-style-type: none"> <li>Clear fidelity to a scheme for phonics.</li> <li>Implementing the scheme from Nursery to ensure all children are exposed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Assessment will show an improvement in phonics and progress through the scheme at the expected rate</li> <li>• GAPs identified will be filled due to the rigorous monitoring system in place.</li> <li>• Phonics will show improved results term on term and end of year outcomes.</li> <li>• Reading across school will show continued progress at the expected rate</li> <li>• Pupils across the school will show an enjoyment for reading through pupil voice.</li> <li>• End of KS data will show good progress for disadvantaged pupils.</li> <li>• Half termly analysis will evidence improving trends in Phonics decoding, supported by the Early Reading Lead providing effective and strategic support to staff thus improving the quality of provision.</li> <li>• Pupil Progress meeting focus on disadvantaged pupils</li> </ul>
To support vulnerable pupils with the social, emotional health and wellbeing	<ul style="list-style-type: none"> <li>• The aim is for all families and pupils to feel supported and safe. This will be reflected in pupil voice and good attitudes and behaviour around school.</li> <li>• The Bungalow Partnership and The Junction will target vulnerable pupils who need the extra support to process and understand difficulties they face.</li> <li>• All after-schools clubs will be free of charge to remove this as a barrier to participation.</li> </ul>

## 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: £ 34,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will ensure that plans are effective and purposeful in all areas of the provision to support physical development within EYFS (Nursery and Reception)	<a href="#">EEF   Physical Development</a> The EEF toolkit outlines the importance of physical development especially for children from disadvantaged backgrounds. Targeted approach to physical development can support pupils in progressing at the expected rate through other areas of the curriculum such as writing.	1
Train specific members of staff in NELI to carry out the assessments needed.	The EEF Early Years Toolkit demonstrates that targeted communication and language	2

Release time for staff to complete assessments – Autumn Term	approaches can accelerate progress by up to seven months for disadvantaged children.	2
Staff to deliver small group interventions from the assessments carried out by NELI	Proven strategies include high-quality adult–child interactions, storytelling, and structured language activities—all of which require skilled practitioners and resources.	2
To continue with a use a validated scheme for phonics, ensuring fidelity across through a subscription started 2025	<p>However, research by Dr. Ioanna Bakopoulou and Prof. Liz Washbrook (<i>University of Bristol</i>) warns of a national <i>speech and language crisis</i>: 1.9 million UK children are currently behind in speech and language development.</p> <p>Without immediate action, these children face barriers that affect not only academic success but also future life chances.</p> <p>Investment now will create measurable, lasting impact.</p> <p><a href="#">Communication and language approaches   EEF</a> This document alongside the Supporting Communication and Language in the Early Years supports language developments and supports staff in ways they can implement this into effective classroom practice.</p> <p><a href="#">EEF   Communication and Language</a></p> <p>EEF supports oral language development interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2
To release staff to ensure they are trained in all areas, such as the interventions etc and fully conversant with the scheme to develop it effectively, including aspects related to		3

intervention and SEND provision.	EEF reports demonstrate the positive impact phonic has on the development of reading.  <a href="#">Phonics   EEF</a>  EEF reports highlight the importance of phonics and the that the main focus in an reading, but this does not develop comprehension. EEF reports that teaching comprehension skills has a high impact on learning outcomes.  <a href="#">Reading comprehension strategies   EEF</a> Therefore, through school it is important we develop comprehension alongside phonics to develop language and spelling. We need to teach reading comprehension strategies involving consciously modelling and applying the tools used by expert readers until they become automatic for pupils.	
Purchase up to date resources to continue the scheme effectively, this is to further enhance the funding already received from the English Hub.		3
To ensure pupils can catch up through planned adult interventions and support with reading beyond phonics.  Same day interventions delivered by staff to ensure gaps are filled quickly, along side pre-teaching methods.		3
Embed the curriculum planning for reading across the school, to further develop comprehension skills – providing consistency and bespoke training.		3
		3
To provide children with emotional support through external agencies to further enhance learning opportunities.	EEF have extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved attitudes, behaviour and relationships and improved academic performance).  <a href="#">EEF Social and Emotional Learning.pdf</a>  <a href="#">Life skills and enrichment   EEF</a> EEF reports that pupils from disadvantaged backgrounds are more likely not to attend clubs out of school due to financial costings therefore school provide free physical activities for pupils to access and benefit from which they otherwise may not be available.	4
To ensure all children have the same wider opportunities available to them. All clubs will be offered fully funded by school and residential.		1 & 4

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

Budgeted cost: £9200

Activity	Evidence that supports this approach	Challenge number(s) addressed
A commitment to providing the staffing needed to uphold a high-quality	According to the EEF, intensive individual support—delivered either one-to-one or in small groups—can significantly enhance	3

Systematic Synthetic Phonics programme throughout the school and to foster a language-rich Early Years environment, securing positive results.	pupil learning. Its impact is greatest when it complements and is clearly connected to regular classroom teaching. Schools are encouraged to plan tuition carefully, ensuring they identify learning gaps, select curriculum content thoughtfully, prepare staff effectively, and monitor the outcomes closely.	
To further enhance Reception to ensure it reflects Nursery's high quality language rich environment	<p>EEF reports that high-quality teaching remains the most powerful tool for improving pupil attainment, particularly for disadvantaged pupils. They recommend that schools prioritise developing teacher subject knowledge and pedagogical skill, strengthening curriculum design, and using assessment purposefully to inform learning. The EEF also notes that effective professional development should take a balanced approach, combining the building of knowledge, motivating staff, developing teaching techniques, and supporting the long-term embedding of practice.</p> <p>In addition, EEF reports emphasises that intensive individual support—delivered one-to-one or in small groups—can further enhance pupil progress. This support is most effective when it supplements and is clearly connected to everyday classroom teaching. Schools are encouraged to plan tuition carefully by identifying learning gaps, selecting curriculum content thoughtfully, ensuring staff providing tuition are well trained, and monitoring its impact closely.</p>	1 & 2
To use fluency blast as an intervention to develop fluency in KS2		
To release staff to ensure they are trained in fluency blast and fully conversant with the scheme to develop it effectively, including aspects related to intervention and SEND provision.		

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

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure all pupils have access to external support as and when required through the Bungalow Partnership or The Junction funded by school.</p> <p>SLA with The Bungalow Partnership in order to support children and families.</p>	<p>The EEF conclude that skills related to social and emotional aspects of learning are weaker for disadvantaged children. NICE also state that poor skills here can lead to both behavioural and health problems in later life.</p>	4 & 3

Subsidies for enrichment opportunities (eg. educational visits; visitors into school).	<p>The Ofsted Inspection Framework emphasises the importance of personal development and extending the curriculum beyond academic achievement.</p> <p>Report by EEF has also found a link between enrichment and higher attainment in reading.</p> <p>The EEF conclude that the impact is greater for vulnerable pupils in regard to the provision of outdoor learning and access to a 'wilderness' setting, with children making approximately four months of additional progress when allowed access to this type of environment. There is also evidence of impact on non-cognitive outcomes, such as self-esteem and confidence.</p>	
Gifting of books to all children at Christmas.		
CPD of staff member in regard to Trauma Informed Schools.		
Vulnerable register of families and level of support required.		
PP families receive a call off HT/Class Teacher when there are concerns or worries and offers of support.		
Monitoring different groups within PP to further support and direct to professionals for support to overcome some of the barriers.		
HT/SENDco to meet with all new parents to ensure a full picture of the family and the history are obtained to ensure the correct support is put in place.	<p>The EEF conclude that the impact of educational psychologists can have on vulnerable pupil outcomes as 'metacognition and self-regulation' as a high-impact, low-cost approach to improving the attainment of disadvantaged learners.</p> <p><a href="#">Metacognition and Self-Regulated Learning   EEF</a></p> <p><a href="#">(PDF) Supporting the Use of Evidence-based Teaching Strategies in Schools: The Role of Educational Psychologists</a></p>	1 & 3
Bespoke support for targeted children who require assessments to support their learning further – e.g Educational Psychologist		
Implement staff training in the PACE approach to build expertise in supporting disadvantaged pupils, thereby improving their experiences, engagement, and understanding.	<p>The EEF's research indicates that supporting children and young people to manage their emotions effectively is valuable in its own right, even if it does not directly raise outcomes. Their findings show that social and emotional learning (SEL) interventions have a clear and positive impact on pupils' attitudes to learning and their social relationships within school.</p>	4



**Total budgeted cost: £ 50, 245.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### 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

## Service pupil premium funding (optional)

*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**

**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.*