



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Lympsham CofE Acadmey
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2023-Summer 2026
Date this statement was published	16.12.25
Date on which it will be reviewed	2.12.26
Statement authorised by	Local Partnership Board
Pupil premium lead	Katie Whiting
Partner/ Trustee lead	Pat Payton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16979
Recovery premium funding allocation this academic year	£/
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	£16979

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant introduced in April 2011 is provided by the Government in addition to main school funding, to address the current underlying inequalities between children eligible for free school meals (FSM) and their more affluent peers.

Schools also receive funding for children who have been looked after continuously (LAC) for more than six months, and children of service personnel. It is for schools to decide how their Pupil Premium allocation is spent as they are best placed to assess what additional provision should be made for individual pupils.

At Lympsham CofE Academy the percentage number of pupils in receipt of pupil premium funding is below the national average. The school is located within a small, rural village with the majority of children living within the village catchment or in nearby villages.

The percentage size of Pupil Premium children being so low, in turn raises challenges for teachers to consider when comparing data outcomes of PP and non-PP children on roll. PP children make up 7% of the whole school cohort compared to 93% non-PP.

Quality first teaching is pivotal to our school aims and ambitions: we know from research that a lack of quality first teaching has the biggest impact on our most vulnerable learners and so our commitment is to ensure all teachers are teaching at least good lessons effectively each day. We are committed to a regular intervention timetable combatting the wider barriers to disadvantaged children's academic and wider success. This will be delivered through bespoke programmes drawing a wide range of professionals and community services where this is possible. It is our intention that all pupils make good progress and attain well in all subjects and have access to all extra-curricular school opportunities. The main driver of our pupil premium strategy is to support all disadvantaged pupils to achieve in line with peers who are not in receipt of PP funding.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in knowledge and understanding of curriculum content Our assessments and observations indicate that the education, mental health and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. A lack of
	resilience and self-efficacy are preventing a number of our disadvantaged pupils from fully engaging with their learning, particularly in Key Stage 2.

2	<p>Attendance</p> <p>Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a range of factors, but negatively impacts attainment and progress.</p>
3	<p>Home-School Engagement</p> <p>Through observations and discussions with children it is felt that generally, our disadvantaged children have less success in completing tasks away from school site i.e. daily reading, multiplication recall and homework tasks.</p>
4	<p>Phonics</p> <p>Assessments, observations, and discussions with children indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>

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
1.Narrow the gap in Attainment between PP and Non-PP in reading, writing and maths	Data is analysed and fed back to the head teacher and governing Body Detailed termly tracking and data analysis shows gap narrowing
2.Attendance is at least 95% and above National Expectation	Attendance of PP children is at least 95%
3.Children with PP and/or SEND (Special Educational Needs and Disability) make good progress and at least 3 tracking points per year	All children including those considered disadvantaged have access to extra-curricular tasks and support in school to complete essential tasks such as daily reading, spelling practice and phonics reviews. Progress of children to be at least 3 points across the academic year with positive upward trend in Reading and Spelling outcomes by the end of Summer 2023.
4.Children in Y1 pass the Phonic Screening Check and Year 4 National average -MTC	School maintain above national average phonics pass rate and target ambitiously linked to baseline assessments

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: £ 4350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the effectiveness of our Phonics programme (Unlocking Letters and Sounds) through training and the use of high quality resources (including books) to secure stronger phonics teaching for all pupils but especially those who are disadvantaged.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	1 and 4
CPD- Fund continuing training and supervision for 2 x ELSA trained staff members	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,2 and 3
CPD- Develop a 'Mastering Number' approach to the teaching of Number fluency in EYFS and KS1. Including additional training and curriculum adaptations to include Number fluency lessons as part of curriculum intent.	Fully Funded Government project lead via the national Maths Hub. This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	1 and 3
CPD- Embed new Spelling programme through Essential Spelling programme across the school to	ESSENTIALspelling is a whole class approach to teaching spelling that enables all children to succeed and gives teachers the unique tools to make that happen. The resource comprises: a year's worth of detailed planning sequences;	1 and 4

include additional support for those who need pre-teach strategies.	full explanations of the learning behind the teaching; ideas for activities; resources to help teachers deliver the sessions. Every sequence tracks back to review prior linked learning, enabling children to build on the foundations of previous year groups, and assisting teachers to identify gaps in learning. Every sequence shows teachers how to support the children who have gaps, as well as how to provide challenge and build new skills where needed.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class Interventions 1 X part-time TA per class All classes have at least one teaching assistant every morning to enable booster groups and priority readers/support for PP children to take place	EEF & Sutton Trust: When intervention is targeted to support next steps it will accelerate progress.	1,3 and 4
ULS/ILI 5-6 x children per week 1:1 ULS/ILI intervention used to support reading and writing progress and attainment	EEF & Sutton Trust: When intervention is targeted to support next steps it will accelerate progress.	1
Emotional Literacy Support Assistant (ELSA) 2 x children per term (anticipated 3 per year)	EEF & Sutton Trust: When intervention is targeted to support next steps it will accelerate progress.	1,2 and 3

Mastering Number-Boolean Intervention Small group intervention- twice weekly to include disadvantaged children as a priority factor	EEF & Sutton Trust: When intervention is targeted to support next steps it will accelerate progress.	1
PP children know their strengths and areas for development – Pupil Passport	PP children able to take ownership of their own progress. Staff ensure termly tracking take place and parents and children informed of targets.	1,2,3 and 4

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

Budgeted cost: £ 3100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lunchtime Sports Club</i>	Children have positive experiences at school that promote healthy life styles and well-being. Children are not disadvantaged due to the cost of opportunities.	2 and 3
<i>After School Club Support</i>	Children have positive experiences at school that promote healthy life styles and well-being. Children are not disadvantaged due to the cost of opportunities	2 and 3.
<i>Uniform & Extra Curricular (Off site trips and residential) Subsidiary</i>	Children's attendance at school remains in line with peers and above the national average, contributing towards positive progress and children feedback through peer voice.	2 and 3

Total budgeted cost: £ 16950

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.

All PP funding was carefully targeted at narrowing the gap and to benefit children across all areas of well-being and learning. School improvement focused on the delivery of quality first teaching and precise intervention to help accelerate learning.

Pupil well-being continues as a focus for transition through the Wessex Learning Trust and nurture provision at lunchtimes has supported the moral and well-being of our PP children. Our educational enrichment opportunities have made a positive impact for our PP children as well as extended activities run through breakfast and after school provision.



PP Data Outcomes-Summer 2025

Reading: PP ARE+ 86%

Writing: PP ARE+ 79%

Maths: PP ARE+ 85%

PP Progress 2024-2025:



Reading: PP 100% Expected or better

Writing: PP 100% Expected or better

Maths: PP 86% Expected

School Analysis

Strengths:

- PP progress at the end of 2024/2025 academic year were in excess of Non PP for Writing and in line with Reading.
- 15% PP better than expected progress (above 3 points) in Reading and Writing.
- Above national attainment outcomes in reading, writing and maths

Next Steps:

- Whole school attendance was 94% and below national average. Whole school attendance target of 95+% for 2025-2026.
- Review likely attainment achievement for disadvantaged children with respect of GD in Writing and Maths. Where possible- targeted support and careful planning given to all children who are currently working at ARE but aspirational target could reach GD by the end of the year.
- Plan Maths intervention (Mastering Number & Ashley Down Pre-teach) to support Key Stage 2 children identified with gaps in knowledge.
- Track participation at lunchtime and after school events, encouraging increased take up for our disadvantaged learners.

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
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/	

