

Pupil premium strategy statement

This statement details our school's use of pupil 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 | Lord Blyton Primary School |
| Number of pupils in school | 223 |
| Proportion (%) of pupil premium eligible pupils | 40% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Jo Atherton |
| Pupil premium lead | Jo Atherton |
| Governor / Trustee lead | Edward Malcolm Malcolm |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £150520-00 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £131 285-00 |

Part A: Pupil premium strategy plan

Statement of intent

At Lord Blyton Primary School we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Some of our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Lord Blyton, we are determined to provide the support and guidance they need to help them overcome these barriers. Tackling disadvantage is not only about supporting low attainers, just as much emphasis is placed upon middle and high disadvantaged attainers by looking at individual classes and groups and how we can best support pupils..

Our most recent IDSR shows that the percentage of FSM6 is well above average at 46.07%. The Local area % FSM6 is 55.80 also well above average.

The percentage of SEN support is well above average 23.79 which means some of our pupils are disadvantaged in more than one way.

School responds to the complexity of disadvantaged pupils' needs by tackling the challenge at three levels in a tiered approach:

1. A whole-school approach promoting learning which sets high aspirations for all pupils (High Quality Teaching)
2. Strategies to identify and support all underperforming pupils (Targeted Academic Support)
3. Strategies specifically targeted at supporting pupils and their families from disadvantaged backgrounds. (Wider Strategies)

The curriculum is now well designed and carefully delivered to ensure that all pupils have the best opportunities to thrive and succeed. The strong focus on Quality First Teaching is key to ensuring that all pupils make progress within lessons and have access to high quality teaching. The importance of the acquisition and application of key skills is understood by all and there is a strong focus to ensure that all pupils develop key life skills of numeracy, literacy and oracy throughout the curriculum.

The use of assessment is rigorous in order to ensure that pupils make progress from their differing starting points. The use of Pupil Premium Funding is used to support these identified pupils in order to ensure that issues linked to their disadvantage do not become (or cease to be) a barrier to their success as learners.

Staff at Lord Blyton understand that pupils from disadvantaged backgrounds may present with a variety of barriers to learning and are adept at not only identifying these but working alongside the child and their families to support them in the best way possible in order to allow learners to thrive. The wider support available is varied and extensive with a true understanding of each child from a holistic perspective.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Our internal and external observations, assessment and data tells us that lower attainment and slow progress rates are made by some pupil premium and disadvantaged children. They have gaps and misconceptions in their learning and find it difficult to retain and recall prior knowledge. |
| 2 | Our Baseline data and assessments tell us that there is lower attainment on entry to the Early Years Foundation Stage in all areas but particularly communication and language. Children lack the experiences and vocabulary requirements of the current curriculum. This can be a direct result of low income. |
| 3 | Pupils and families tell us that they can have social and emotional difficulties including mental health and medical health issues. Questionnaires, meetings with parents/carers and pupils voice evidences this. |
| 4 | Pupils and families tell us that they can have social and emotional difficulties including mental health and medical health issues. Questionnaires, meetings with parents/carers and pupils voice evidences this. |
| 5 | Pupils home circumstances can negatively affecting their school performance and attendance (such as children caring for sick family members, children neglected or facing violence at home, lacking basic needs, or burdened by labour, whether domestic or productive) |
| 6 | School has an Additional Resource Base (ARB) where some pupils, who have a diagnosis of ASD, ADD, SEMH are unlikely to achieve ARE. ARB data is reported as part of school data and therefore affects the overall attainment of the school performance. Pupils within these settings are PP pupils. There is a correlation between PP and SEND. |
| 7 | Our attendance figures tell us that attendance for some of our pupils, particularly pupil premium and FSM is below non pupil premium. For some families attendance presents challenges. |

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 |
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| High quality teaching for all through Quality First Teaching. Sustained high quality teaching of phonics through Early Years, Key Stage 1 and | Staff provide high quality teaching, evidenced through lesson observations, learning walks, and pupil progress data and ongoing assessments and achievement . |

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| Key Stage 2 where required for all pupils including disadvantaged. | Proportion of year 1 pupils reaching the national standard will be sustained. % Pupil Premium pupils who reach the required standard will be inline with National Average Pupils will transferring their phonic skills to their written work. |
| Planned opportunities to develop speaking and listening skills and a wider understanding and use of language for all pupils including disadvantaged. | Pupils have wider vocabulary choices that are applied to their writing. Pupil Voice shows the use of relevant vocabulary is improving. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Increased opportunities for Cultural Capital and curriculum visits / experiences funded by school for Pupil Premium pupils. | Enrichment opportunities (capital culture) across all key stages will be planned across the year to ensure trips and themed school environment experiences for all pupils to increase learning and vocabulary development. |
| Ensure assessment is accurate and used effectively to inform next steps in learning especially for Pupil Premium pupils to close the gap. | All teachers are able to effectively plan for the next steps in children's learning and children can articulate how to improve their own learning. Progress is accelerated and the majority will reach age related expectations by the end of each Key Stage. |
| Children requiring additional support and intervention receive bespoke intervention to accelerate learning so that all PP pupils continue to make progress in line with their peers. These are delivered by highly skilled and trained practitioners. | Bespoke interventions are developed to close the gaps in pupils learning. The progress will be accelerated due to better access to the wider curriculum, recognising associated skills as life skills. Teaching Assistants deployed to each class. |
| Provide additional support for identified families so that all PP pupils continue to attend in line with their peers. | Attendance gaps between PP and non-PP pupils close. |
| Provide additional support for identified families with strategies for parenting, behaviour management, and safeguarding. | Identified pupils are ready to and able to access quality teaching and academic work and accelerate their progress. |

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:45 285.00

| Priority | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--|-------------------------------|
| <p>High quality teaching for all following prior learning assessments. Pin point gaps in prior learning. Sustained high quality teaching of phonics through Early Years, Key Stage 1 and Key Stage 2 where required. SIP Link-Teaching and Learning Increased number of pupils achieve at both expected and greater depth in reading, writing and maths and in the combined</p> | <p>Embed Sounds Write phonics scheme. Track whole school phonics using phonics tracker. Identify gaps. CPD for additional staff.4 days training through Sounds Write or the online option Decodable phonics reading books used by pupils. Work with St Michael's English Hub 3 days throughout 25/26.</p> | <p>EEF Guidance Report Improving Literacy in KS 1 and 2 Phonics Teaching and Learning Toolkit EEF</p> | 1 2 5 6 7 8 |
| <p>Planned opportunities to develop speaking and listening skills and a wider understanding of language. SIP Link- All pupil particularly those with SEND or from disadvan-</p> | <p>CPD for staff on oracy. Part of the Voice 21 project starting this academic year. Create oracy rich classroom practice ensuring disadvantaged pupils benefit from structured talking opportunities to develop communication and language skills.</p> | <p>EEF Guidance Report Oral language interventions Teaching and Learning Toolkit EEF Preparing for Literacy Trained adults support and model to develop- pupils oral skills and vocabulary,</p> | 1,2 ,7 |

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| <p>taged groups articulate the knowledge associated with a specific subject and know more and remember more</p> | <p>Improve reasoning, language development and written outcomes. Subject plans show specific vocabulary taught for each subject in each year group.(Progression in subject vocabulary can be seen)</p> | | |
| <p>Embedding effective, purposeful wider reading opportunities across the curriculum, in order to further develop children's knowledge and breadth of vocabulary SIP Link-Curriculum and Teaching All pupil particularly those with SEND or from disadvantaged groups articulate the knowledge associated with a specific subject and know more and remember more -</p> | <p>Text based learning linked tightly to the curriculum with cross curricula links to plan purposeful writing in English. Ensure the curriculum has planned vocabulary outcomes for each subject for each year group. Daily reading for pleasure in each class to broaden pupils access to literature Planned reading events throughout the year to tie in with The Year of Reading.</p> | <p>EEF Guidance report Improving Literacy at KS 1</p> | <p>1,2,5 7</p> |
| <p>Teaching should be supporting pupils to develop their metacognitive skills and knowledge. SIP Link- Curriculum and Teaching All pupil particularly those with SEND or from disadvantaged groups articulate the knowledge</p> | <p>To provide quality CPD through The National College. Eg Adaptive teaching, metacognition. Embed the classroom practice and systems of delivery that all staff are trained in. (Check in, check out) Use cognitive and metacognitive practices, particularly focussed on supporting children to recall their</p> | <p>EEF Guidance Report – Metacognition and Self regulated Learning https://educationendowmentfoundation.org.uk/news/updated-eef-guide-to-metacognition-and-self-regulation</p> | <p>1,2,3,4</p> |

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| associated with a specific subject and know more and remember more | learning. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [82000.00]

| Priority | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|---|-------------------------------|
| Children requiring additional support and intervention in addition to Quality First Teaching. Children receive bespoke intervention to accelerate learning. | Baseline assessments/ongoing assessment identify children for interventions. Talk Boost structures language programme to improve communication skills. Doodle Maths to support Timetables in yr 4. Phonics-Sounds Write- keep up and catch up groups. Provision Maps drawn up identifying interventions with timescales and SC. | EEF Improving Literacy at KS 1 Preparing for Literacy One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF Tutoring: guidance for education settings | 1 2 |

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

Budgeted cost: £32190.00

| Priority | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---|-------------------------------|
| Provide additional support for identified families so that all PP pupils and others continue to attend | Child and Family Manager to offer support to parents/families identified such as Breakfast club, Early Help. | EEF Guidance Report Working with Parents to Support Learning | 3,7 |

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| <p>school in line with their peers.</p> <p>SIP Link- Attendance and Behaviour</p> <p>Reduce the number of pupils who are deemed persistently absent</p> | <p>Incentive vouchers and treats purchased.</p> <p>Improve attendance and reduce PA through personalised support.</p> <p>Identify pathways for pupils experiencing barriers.</p> | <p>DfE's guidance on working together to improve school attendance</p> | |
| <p>Provide additional support for identified families with strategies for parenting, behaviour management, and safeguarding</p> <p>SIP Link-Personal development</p> <p>Children understand and are prepared for life in modern Britain (Afl3)</p> | <p>Child and Family Manager to offer support to parents/families identified.</p> <p>Parents signed posted to Family Hubs</p> | <p>EEF Guidance Report Working with Parents to Support Learning</p> <p>EEF RESEARCH-Social and emotional learning interventions seek to improve pupils' decision making skills, interactions with others and their own self management.</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p> | 3,7 |
| <p>Provide additional social and emotional support for PP pupils to improve learning behaviours, social skills, confidence and independence.</p> <p>SIP Link- Personal Development</p> <p>Children understand and are prepared for life in modern Britain (Afl3)</p> | <p>Child and Family Manager to offer support to parents/families identified.</p> <p>Pupils identified for Nurture groups.</p> <p>Mindfulness clubs offered over lunchtime.</p> <p>ELSA support</p> <p>Forest School –Spring and Summer term</p> | <p>EEF Guidance Report Improving Social and Emotional Learning in Primary School</p> <p>EEF RESEARCH-Social and emotional learning interventions seek to improve pupils' decision making skills, interactions with others and their own self management.</p> | 3,4,5, 6 |
| <p>Family Learning (External and internal delivery arrangements)</p> | <p>Targeted year groups for family learning including reading cafes.</p> <p>Stay and play sessions for EYs.</p> <p>Reading/Book Club for EYs.</p> <p>Parent workshops such as First \words</p> | <p>EEF Guidance Report Working with Parents to Support Learning</p> | 3 4 |
| <p>Parental curriculum workshop</p> | <p>At the start of academic year and Spring 2.</p> | <p>EEF Guidance Report Working with Parents to Support Learning</p> | 3 4 |

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| meetings to increase parental involvement in children's learning. | Engagement activities for parents to support learning each term. | | |
| Funding provided to ensure disadvantaged pupils do not miss out on character development and able to access experiences along with their peers. SIP Link- Personal Development Children understand and are prepared for life in modern Britain (Afl3) | Outdoor Adventurous Activity Residential Trips Cultural experiences | EER research- Social and Emotional Learning . Improve decision making skills and interactions with others. Support self management skills. Improving Social and Emotional Learning in Primary Schools EEF | 1,2, 4, 7 |

Total budgeted cost: £159 475.00

Part B: Review of outcomes in the previous academic year 2024-2025

Year 1 Phonics Screen 2024

| Year | % passed | % boys passed | % girls passed | National Average |
|------|---------------------|---------------|----------------|------------------|
| 2024 | 81.8% (22 children) | 67 | 100 | 80.2% |
| 2025 | 79% | 67 | 100 | 80 |

2024 Pupil Premium pass rate 75% for Pupil Premium pupils National Average 68%

2025 Pupil premium pass rate 67% for Pupil premium pupils National Average 52%

Pupils who did not pass have targeted intervention planned.

2025 retakes. 3 pupils retook and 2 pupils passed. 1 pupil has specific SEND needs.

Disadvantaged pupils usually perform well in phonics, due to specifically targeted children that receive specific intervention, extra tuition and close monitoring by English Lead, Phonics Lead and class teacher. Further specific training and advice has been obtained this year again through the St Michael's English Hub.

Year 4 Multiplication Test 2024

| | Mean Average Score School | National Average |
|-------------|---------------------------|------------------|
| 2024 | 21.3 Close to average | 20.6 |
| 2025 | 21.76 | 21 |

43% Pupil premium pupils achieved full marks.

End of Year 6 2023-2024

| | 2025 Expected School | National 2025 EXS | 2025 GD School | National GD 2025 | Disadvantaged 2025 | Disadvantaged NA |
|----------------|----------------------------|-------------------------|----------------------|---------------------|-----------------------|---------------------|
| Reading | 75 | 75 | 43 | 33 | 64 | 63 |
| Writing | 75 | 72 | 0 | 13 | 64 | 59 |
| Maths | 71 | 74 | 15 | 26 | 57 | 61 |

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|--------------|-----------|-----------|-----------|-----------|-----------|-----------|
| R/W/M | 68 | 62 | 0 | 8 | 57 | 47 |
| GPS | 79 | 73 | 12 | 30 | 64 | 60 |

School disadvantaged is close to average

Compared to non-disadvantaged in reading a narrowing gap.

In writing a narrowing gap

In maths a narrowing gap

EGSP a widening gap. Changes to the way we approach the teaching of EGPS this academic year should mean that the gap is narrowed.

| Intended outcome | Success criteria |
|---|--|
| Sustained high quality teaching of phonics through Early Years, Key Stage 1 and Key Stage 2 where required. | The proportion of year 1 pupils reaching the national standard decreased slightly. We can see that pupils are transferring their phonic skills to their written work. Assessments are in line with national averages. See above table. Above average for our disadvantaged pupils Working with and will continue to work with English Hub to make further improvements where required. |
| Planned opportunities to develop speaking and listening skills and a wider understanding and use of language. Subject Leaders identify the vocabulary to be taught in long-term plans for their subjects. | The Curriculum Leaders have all developed their subjects Knowledge Organisers with the key vocabulary identified and refined. Teaching and Learning in each subject includes a focus on vocabulary. Pupil Voice evidences that pupils are using more subject specific vocabulary. We have voice 21 project roll out through 2026 to further improve this. |
| Increased opportunities for Cultural Capital and curriculum visits / experiences funded by school for PP, impact positively on pupil achievement for this group. | Enrichment opportunities (Capital Culture) across all key stages. There have been an increased amount of experiences planned across the year to ensure trips and themed events happen within or external to the school environment for all pupils to increase and embed learning and extend vocabulary development.(See lists of visits) Theatre trip for the whole school was a highlight of the year. |
| Ensure assessment is accurate and used effectively to inform next steps in learning. | All teachers are able to effectively plan for the next steps in children's learning and the majority of pupils can articulate how to improve their own learning. Progress is accelerated and the majority reach age related expectations by the end of each Key Stage expected is in line with national averages. Further work will be undertaken to ensure more pupils achieving at the higher levels throughout this year 25-26. |
| Children requiring additional support and intervention receive bespoke intervention to accelerate learning. These are delivered by highly skilled and trained practitioners. | Interventions particularly in phonics have been tailored to meet the needs of the pupils across the school with a phonic intervention lead identified. Progress tracked on the phonics tracker. |

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| Provide additional support for identified families so that all PP pupils continue to attend school in line with their peers. | Attendance gaps between PP and non-PP pupils close. 24-25 data shows still a gap with non PP pupils and PP pupils in some areas but in other areas the gap has closed. Further work will continue to address this throughout 2026. |
| Provide additional support for identified families with strategies for parenting, behaviour management, and safeguarding. | High needs families supported by Child and Family Manager successfully throughout the year. Successful parenting programmes and support which will be continued in 25-26 strategy |

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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 |
|----------------------|----------------------|
| Sounds-Write Phonics | Sounds Write Phonics |
| Doodle Maths | |
| Reading Eggs | |

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? | Not applicable |
| What was the impact of that spending on service pupil premium eligible pupils? | Not applicable |