

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lubbins Park Primary Academy
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	01.12.2025
Date on which it will be reviewed	21.07.2026
Statement authorised by	Epsilon Star MAT Board of Trustees
Pupil premium lead	Ms S Marable
Governor / Trustee lead	Mr Alex Cadogan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51,625



Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (31%) is above the national average of 24.6% (The percentage of pupils eligible for free school meals at January 2024. Includes all state-funded primary, secondary and special schools, non-maintained special schools and state-funded alternative provision schools). Lubbins Park Primary Academy is aware of a constantly changing demographic, exacerbated by the long reaching effects of Covid 19 and the current cost of living crisis. For this reason, we aim to encompass all children who might be experiencing any form of disadvantage. This includes pupils that have English as an Additional Language, those with medical needs and pupils who have some form of Special Educational Need or Disability.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. It is our intent at Lubbins Park Primary Academy to eradicate the gap between disadvantaged pupils and their non-disadvantaged peers.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

As part of our commitment to supporting the long term needs of vulnerable pupils, such as those who have a social worker or are a young carer, we pledge to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our school ethos of 'Ready, Respectful and Safe' sums up our whole school approach to supporting all learners to achieve and make progress. By using a rich and diverse curriculum, our aim is to close the disadvantage attainment gap and at the same time enrich the experiences of all our pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach, using nurture and kindness, will be responsive to common challenges and individual needs, rooted in carefully considered assessment, not assumptions



about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point additional need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

'If you get it right for the most disadvantaged and vulnerable, you get it right for everyone.' Sir Martyn Oliver, Ofsted's Chief Inspector, 2025

Challenges

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

Challenge number	Detail of challenge
1	To raise the attendance of all pupils to the national average of 96%.
2	To identify gaps in learning in order to ensure that all pupils make accelerated progress through rigorous monitoring, observation and assessment.
3	To develop cultural and social capital for disadvantaged pupils by ensuring that they have every opportunity and are actively encouraged to participate in extra-curricular clubs, trips and activities.
4	To support the development of reading and oracy among disadvantaged pupils. To quickly identify those pupils who struggle with reading and/or phonics and provide timely and effective support.
5	To develop and support pupils' emotional well-being and self- esteem enabling them to reach their full potential.
6	To always maintain an understanding of economic hardship, emotional well-being and parental support that may be needed, ensuring that pupils have access to school uniform, visits and/or trips, which provide memorable and enjoyable experiences, which enrich the curriculum.



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
Improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance will be demonstrated by: The overall attendance rate for all pupils being at least 97% (the national target is 95%) and the attendance gap between disadvantaged pupils and their peers being no more than 2%
Early identification and intervention for those pupils that have significant gaps in their knowledge and are significantly behind their peer group.	Quality first teaching, rigorous assessment and holistic knowledge of the child along with other sources of evidence such as engagement in lessons, book scrutiny and ongoing formative assessment will highlight gaps and any lack of knowledge or skills that require support. Quality, research based intervention will be provided to close these gaps and develop new learning and skills.
Increased cultural and social capital for disadvantaged pupils by actively supporting them to access and participate in extra-curricular clubs, trips and activities.	Information to be shared at the earliest opportunity via both electronic and paper based communication. Parents/carers will be contacted via telephone to discuss any issues or concerns. Priority places given to pupils that are disadvantaged.
Improved reading attainment, language and literacy skills in order to support a love of reading among all pupils. The development of pupil's speech, language and oracy skills in order to promote higher levels of conversation, greater understanding of teaching and improve social relationships.	With a systematic, synthetic phonics programme, all pupils will be taught how to blend and segment phonemes and graphemes in order to develop whole word reading skills. Whole class teaching of sight words (Common Exception Words and High Frequency Words) to support reading and writing. This programme will also support speech and language resulting in improved oracy, reading and literacy.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> ● qualitative data from Pupil and Parent Questionnaires as well as teacher observations ● improved attendance



	<ul style="list-style-type: none"> a significant reduction in wellbeing concerns being recorded
To promptly identify economic hardship and offer support where possible in order to mitigate worry and stress within the family.	<p>Through a joined up, holistic knowledge of the child and family to be aware of economic issues that might affect family relationships and the emotional wellbeing of all involved.</p> <p>To provide financial assistance where necessary for:</p> <ul style="list-style-type: none"> Clubs and trips School uniform Other expenses at the discretion of the Head teacher

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continual development of a diverse and rich curriculum across the school in order to engage and enthuse all learners. This will provide opportunities to learn using a collaborative learning approach and to experience learning opportunities that may not	<p>Engagement in a well thought out and planned curriculum will develop a love of learning, metacognition skills and knowledge. By encouraging a collaborative learning approach, learning becomes more effective and embedded with peer to peer instruction and ready feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1, 2, 3, 4, 5



<p>have been previously experienced.</p>		
<p>Continued embedding and further resourcing of Read Write Inc (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 3, 4, 5</p>
<p>Development of our school library in order to support decoding and reading comprehension. The purchase of new, additional texts to supplement our existing stock and to complement the online library provided by myON.</p> <p>The provision of online reading programme, tracker and assessment to support pupils at home and school.</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3, 4, 5</p>
<p>The maintenance of an oral language intervention scheme (Talkboost)</p>	<p>The average impact of oral language interventions is approximately an additional six months' progress over the course of a year.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p>	<p>1,2,3,4,5</p>



	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
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Targeted academic support (for example, tutoring, one-to-one support, structured intervention)

Budgeted cost: £6,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension strategies (Reading Eggs)	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3,4,5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salaries for Wellbeing/Pastoral Staff who provide support for the emotional wellbeing by using the Trauma Perceptive Practice, metacognition and self-regulation strategies, support of financial needs and attendance of all pupils,	Funding for Wellbeing/Pastoral Staff who prioritise the wellbeing needs of pupils in receipt of the PPG. Wellbeing staff available to provide emotional support to both pupils and families in addition to providing a vital link to families in need of financial support. This enables them to build enduring, trusting relationships in order to ascertain and respond to requests for financial support. Wellbeing staff also support and encourage the attendance of all pupils, focusing on those in receipt of PPG. They provide essential support, advice and resources to encourage and improve attendance across the school.	1, 2, 3, 4, 5



<p>prioritising those in receipt of PPG by embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £51,625

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.

End of key stage 2 data for the year 2024-25 is comparable for pupils in receipt of PPG and those that are not. In reading, GPS and maths, 80% of pupils in receipt of PPG achieved ARE compared with 87%, 91.3% and 90.9% respectively. In key stage 1, 42.9% of pupils in receipt of PPG passed the phonics screener.

This data is testament to the successful use of funding. This has enabled us to upskill our staff; enabling every child to access an inclusive, high quality curriculum that engages and motivates all learners. The success of our focus on interventions, particularly phonics and communication is evident through the improved numbers of children receiving the Pupil Premium Grant that achieved ARE in all core subjects at the end of Key Stage 2. Our younger pupils continue on a robust programme of daily phonics, which will increase the pass rate for of the phonics screener.

Overall attendance of 91% in 2024-25 was similar when compared to the previous year's data. Whilst attendance remains lower than expected, it is reassuring to note that it has remained stable, evidence that our work in this area is having an impact. This does, however remain a priority area to improve.



We are aware that many of our disadvantaged pupils, along with their families, are experiencing a cost of living crisis. We are aware that this may affect our pupils and their families and we therefore closely monitor pupil behaviour, wellbeing and mental health. With the use of a robust behaviour policy that clearly sets out expectations, interventions that support the emotional wellbeing of children and a golden thread of kindness and mutual respect, we aim to give our pupils every opportunity in life, to develop resilience and effective mental health strategies. We continue to build on this approach with the activities detailed in this plan.

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