

Pupil premium strategy statement – Lawford Mead Primary & Nursery 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	404
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it was reviewed	November 2025
Date it will next be reviewed	November 2026
Statement authorised by	Matthew Poyton
Pupil premium lead	Sophie Wilson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£36,489
Total budget for this academic year <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>	£274,029

Part A: Pupil premium strategy plan

Statement of intent

At Lawford Mead Primary & Nursery School, our aim is that all pupils (irrespective of their prior experiences or the challenges that they face) make good progress and reach their potential across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including those with Special Educational Needs and Disabilities and those who are already high attainers.

We also carefully consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school. 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. To ensure that this is effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point 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

Disadvantaged pupils and their families were adversely affected by the pandemic, to a greater extent than non-disadvantaged pupils in general, and the impact of this is still evident today – both the adverse effect on the academic progress of disadvantaged pupils and also the adverse effect on mental health and well-being of disadvantaged pupils and their families. We have continued to develop our SEMH provision and capacity and have fully embedded the Trauma Perceptive Practice programme (with training for all staff) to provide high quality support to tackle these acute needs.

Challenges

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

Challenge number	Detail of challenge
1	<u>Speech, language and communication</u> There is a noticeable gap in language skills and vocabulary between disadvantaged and non-disadvantaged pupils, which is evident on entry in our Nursery provision and throughout the school into Key Stage 2. Disadvantaged pupils require additional support to improve their vocabulary and language skills, as they often enter school with a more limited vocabulary compared to their peers.
2	<u>Emotional wellbeing</u> Many of our disadvantaged pupils face a range of challenges related to their Social, Emotional, and Mental Health (SEMH), impeding their ability to engage with the curriculum, build relationships, or regulate their emotions in school. These challenges are often compounded by external factors, such as poverty, family stress, or trauma, which significantly hinder their development and educational outcomes.
3	<u>Phonics</u> Assessments, observations, and discussions with pupils show that disadvantaged pupils generally have greater difficulties with phonics and reading attainment than their peers, with limited opportunities to practise their reading at home. This negatively impacts their development as readers and writers throughout the school.
4	<u>Reading, Writing and Maths</u> Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at LMPS in all age groups (as it is nationally).
5	<u>Attendance and punctuality</u> Attendance of disadvantaged pupils is below that of non-disadvantaged pupils at LMPS (as it is nationally). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. This includes late arrivals in the mornings when key learning time can be missed.

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. To diminish the vocabulary and language gaps (use and understanding of) between disadvantaged and non-disadvantaged pupils.	Assessments and observations will show significantly improved vocabulary and language skills among disadvantaged pupils. This will be evident in discussions with pupils and also evidenced in their reading and writing attainment.
2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Disadvantaged pupils will continue to be effectively supported with all aspects of their wellbeing so that they experience high levels of enjoyment and engagement at school. This will be demonstrated by pupil voice, parent surveys and staff monitoring.
3. To diminish the gap in phonics attainment between disadvantaged pupils and their peers.	Attainment in phonics for all pupils will be raised to be in line with national, with the ambition for disadvantaged and non-disadvantaged pupils to be broadly in line. Pupils will have made expected or accelerated progress from their starting points.
4. To increase attainment and progress in reading, writing and maths in every year group, ensuring that the gap between disadvantaged pupils and their peers is significantly reduced over time.	Attainment for all pupils will be raised in reading, writing and maths with the ambition for end of KS2 data for disadvantaged and non-disadvantaged pupils to be broadly in line. Pupils will have made expected or accelerated progress from their starting points.
5. To continue to improve our school attendance data and persistent absentee data so that is in line with national data for both disadvantaged and non-disadvantaged pupils.	Attendance data and persistent absentee data will improve and be in line with national data. Gap in data for attendance and persistent absence will reduce annually between disadvantaged and non-disadvantaged pupils.

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: £ 84,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional class teacher in Year 6 to enable classes to be taught for English and Maths in groups of no more than 20.	Employing an extra teacher in Year 6 allows us to teach the children in smaller class sizes every morning. This helps to ensure that all pupils' progress and attainment is maximised and they are ready to begin their secondary education with confidence. More time is available for "higher quality interactions and additional opportunities to provide feedback on pupils" (EEF, 2021). Our school stability is well below average (IDSR 2024 64%) and only 46% of our current Year 6 have been with us since Reception. We choose to have smaller class sizes in Year 6 so that all children can benefit in their final year, including those who have recently joined the school. EEF Reducing class size	1, 2, 4
Increased release time for English lead to further develop the curriculum, deliver a programme of staff CPD and ensure consistency of approach, including work on promoting vocabulary development	Development of high quality teaching - shown through research that this is the most impactful way to 'close the gap'	2, 4
Elklan Speech, Language and Communication training for all staff to be completed and embedded.	Evidence shows that improved oral language skills will support disadvantaged pupils to catch up with their peers across the curriculum. EEF oral language	1
Continuation of ELS training and support provided by New Vision English Hub. Increased release time for Phonics Lead to develop teaching of phonics.	Evidence shows that phonics is crucial in the development of early reading skills particularly for disadvantaged pupils. EEF phonics	3
Contribute 60% of the cost of a full-time SENDCo and Inclusion Manager to ensure disadvantaged	Our full-time SENDCo and Inclusion Manager is also a Designated Safeguarding Lead. We have 96 children on our SEND register and 65% of pupils on our SEND	1, 2, 3, 4, 5

pupils receive high quality provision and support, including those with SEND and SEMH needs.	register are disadvantaged. 37% of our disadvantaged pupils have SEND.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 89,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased number of hours for HLTAs and LSAs to support pupils in classes from EYFS to Year 6, delivering a range of interventions and supporting SEMH needs.	Our LSAs work throughout the school in partnership with class teachers to deliver a wide range 1:1, paired and small group interventions in core subjects and as part of our SEMH provision. Evidence shows that tuition targeted at specific needs and knowledge gaps is an effective method to support low-attaining pupils or those falling behind, both one-to-one and in small groups. EEF phonics EEF Teaching Assistant interventions EEF social and emotional learning	1, 2, 3, 4
Teacher specialised in Speech and Language employed to work with children from EYFS to Year 6, delivering interventions 1:1 and in small groups.	Evidence shows that improved oral language skills will support disadvantaged pupils to catch up with their peers across the curriculum. EEF oral language	1, 3, 4
Small group tutoring sessions by phonics lead, with a focus on disadvantaged pupils	EEF small group tuition	3
Small group tutoring sessions by DHoS for more able pupils in Year 5 (English and Maths) with a focus on disadvantaged pupils	EEF small group tuition	4
Small group tutoring sessions by Year 6 teachers (English and Maths) with a focus on disadvantaged pupils	EEF small group tuition	4

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

Budgeted cost: £ 81,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Family Support, Wellbeing and Inclusion Officer to provide support to families, including parenting workshops, and lead emotional wellbeing interventions for identified pupils. This role also includes being our Attendance Officer – to monitor attendance and work with families to reduce absence and improve punctuality.	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) EEF Improving social and emotional learning in primary schools EEF parental engagement Evidence shows that poor attendance and punctuality has a negative effect on pupils' attainment and progress. DfE Improving School Attendance	2, 5
Funding to enable selected disadvantaged pupils to access Breakfast Club in order to improve attendance and punctuality and support the family when needed	DfE Improving School Attendance	5
KS1 and KS2 'Muddy Adventures' outdoor learning provision for small groups of pupils with SEMH needs to build self-esteem, resilience and problem-solving strategies. Led by sports coach.	"Evidence shows that physical activity has important benefits in terms of health, wellbeing and physical development and can lead to improvements in academic attainment. There is also evidence that involvement in sporting activities may increase pupil attendance and retention." EEF Physical Activity EEF Behaviour interventions EEF Social and emotional interventions	2, 5

‘Muddy Adventures’ outdoor learning activities for all children, led by Sports Coach	“Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. There is also evidence that involvement in sporting activities may increase pupil attendance and retention.” EEF Physical Activity	2, 5
Free sports clubs for KS1 and KS2 and lunchtime activities led by Sports Coach.		
Funding of holiday sports club places for selected disadvantaged pupils		
Financial support for families of disadvantaged pupils to enable them to attend Year 6 Residential	Our Year Six residential provides children with essential life skills and “opportunities to participate in activities that they otherwise might not be able to access” (EEF, 2021). The trip includes a range of activities but physical activity and outdoor adventure learning are a core part. “This has important benefits in terms of health, wellbeing, physical development, self-confidence and self-efficacy” (EEF, 2021). EEF Physical Activity	2, 5
Funding of Music tuition for selected disadvantaged pupils	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF arts participation	2, 5
Funding experiences and trips such as the Chelmsford Infant and Junior Music Festivals, Young Voices at the O2		
Contingency fund	We have identified a need to set a small amount of funding aside to respond quickly to needs that may arise throughout the year. This may include supporting parents with uniform or transport.	2, 5

Total budgeted cost: £ 255,411

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	National	School	School PPG
EXPECTED STANDARD OR HIGHER	2025	2025	2025 (2024)
*RWM Combined	62%	61%	38% (37%)
Reading (Test)	75%	76%	62% (54%)
Writing (TA)	72%	66%	45% (39%)
Grammar, Punctuation & Spelling (Test)	73%	74%	52% (63%)
Mathematics (Test)	74%	71%	48% (54%)

*RWM = Reading Test, Writing (TA) & Mathematics Test

	National	School	School PPG
HIGHER STANDARD	2025	2025	2025 (2024)
*RWM Combined	8%	15%	10% (4%)
Reading (Test)	33%	42%	31% (7%)
Writing (TA)	13%	15%	10% (4%)
Grammar, Punctuation & Spelling (Test)	30%	40%	21% (11%)
Mathematics (Test)	26%	40%	24% (11%)

Phonics Outcomes (2025) (2024)

Year 1

The table below shows the percentage of children reaching the expected standard in phonics by the end of Year 1.

Year	National	School	School PPG
2025	80%	76%	60% (56%)

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
Essential Letters and Sounds	Oxford Owl
Elklan training to support children's language and learning	Elklan