

# Pupil premium strategy statement – Laneshaw Bridge 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   | 205           |
| Proportion (%) of pupil premium eligible pupils  | 14.6%         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024– 2027    |
| Date this statement was published  | December 2025 |
| Date on which it will be reviewed  | December 2026 |
| Statement authorised by  | John Tarbox   |
| Pupil premium lead   | Gaynor Canty  |
| Governor / Trustee lead  | Grace Barritt |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £45,315 |
| Pupil premium funding carried forward from previous years<br>( <i>enter £0 if not applicable</i> )   | £0      |
| <b>Total budget for this academic year</b><br><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> | £45,315 |

# Part A: Pupil premium strategy plan

## Statement of intent

### Pupil Premium Strategy Statement 2025–26

#### Statement of Intent

This statement outlines our approach to using Pupil Premium funding to improve outcomes for disadvantaged pupils and ensure equity for all. At Laneshaw Bridge Primary, we are committed to ensuring every pupil—regardless of background or barriers—achieves strong academic progress and high standards across all subjects.

#### School Context

Laneshaw Bridge Primary is a one-form entry school with a below-average proportion of pupils eligible for Pupil Premium (14.6%). Our school community is predominantly White British. We place a strong emphasis on early intervention, particularly in language development, recognising that language is foundational to all learning.

#### Current Outcomes

Disadvantaged pupils at Laneshaw Bridge consistently outperform national averages:

- **83%** of Pupil Premium pupils met the expected standard in reading, writing, and maths combined (compared to **47% nationally** for disadvantaged pupils and **69% for non-disadvantaged pupils**).
- **100%** achieved the expected standard in reading.
- Attendance for Pupil Premium pupils was significantly above national figures, with persistent absence well below average.
- Progress measures show strong outcomes in reading and maths, though writing progress remains an area for development.

#### Our Approach

We prioritise:

- **Vocabulary expansion, speaking, and reading skills**
- **Tailored support for pupils struggling to meet expected standards**, especially in early reading and foundational maths
- **Inclusive education**, ensuring all pupils engage fully in school life

- A **broad curriculum** that extends beyond the National Curriculum, enriching experiences and broadening perspectives

Our Pupil Premium strategy:

- Supports disadvantaged pupils to meet and exceed potential
- Helps high-achieving disadvantaged pupils reach greater heights
- Addresses the needs of vulnerable pupils, whether or not officially classified as disadvantaged

### Looking Ahead to 2025–26

1. **High-Quality Teaching** – Embed instructional coaching and metacognitive strategies across classrooms to improve writing progress in KS2.
2. **Targeted Academic Support** – Deliver structured small-group tuition focused on writing fluency and stamina for pupils not on track.
3. **Emotional Wellbeing** – Implement a structured programme for pupils with SEMH needs, building resilience and self-regulation.

All actions are evidence-based (EEF guidance) and designed to sustain high attainment and close gaps

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Writing attainment remains a significant area for development across the school. Internal data and progress measures show that pupils eligible for Pupil Premium, particularly in Key Stage 2, make slower progress in writing compared to reading and maths. |
| 2                | Performance at Greater Depth remains an area for improvement, particularly for pupils eligible for Pupil Premium. While most disadvantaged pupils meet expected standards, fewer achieve GDS compared to their peers nationally.                              |
| 3                | SEMH barriers impact engagement, resilience, and confidence.  |

## 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   |
|---|--|
| By the end of the academic year, disadvantaged pupils will show improved writing fluency, stamina, and vocabulary, narrowing the gap with other subjects. Progress will be supported through high-quality teaching, metacognitive strategies, and targeted small-group tuition.                                 | Pupils show greater fluency and stamina in writing tasks.<br>Internal assessments confirm improved writing outcomes.<br>Teachers observe pupils using metacognitive strategies independently.  |
| Disadvantaged pupils who are already meeting expected standards will receive increased stretch and challenge, leading to more pupils achieving Greater Depth in reading, writing, and maths. Pupils will develop higher-order reasoning, creativity, and independence through targeted teaching and enrichment. | More disadvantaged pupils demonstrate GDS-level skills in assessments and classroom work. Evidence of deeper reasoning and sophisticated writing in books.<br>Pupils show independence and confidence in tackling challenging tasks. |
| Pupils with SEMH needs will develop greater resilience, emotional literacy, and self-regulation, enabling them to engage positively with learning and reduce barriers to progress   | Pupils demonstrate improved emotional regulation and coping strategies in school.<br>Reduced incidents of emotional dysregulation recorded in behaviour logs.<br>Increased engagement and participation in classroom activities.     |

## 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: £ 15,105

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| High-quality CPD for staff focused on writing fluency, stamina, and vocabulary, using EEF | EEF Literacy Guidance recommends explicit teaching of vocabulary and structured writing approaches to improve outcomes (+6 months impact). | 1,2                           |

|  |  |      |
|--|--|------|
| Literacy Guidance Reports.   |  |      |
| Instructional coaching for teachers to embed evidence-based strategies consistently across classrooms. | EEF evidence shows that sustained professional development and coaching improve teacher practice and pupil attainment. | 1,2  |
| Implement metacognitive and self-regulation strategies in writing lessons.                             | EEF Toolkit: Metacognition and self-regulation approaches have a high impact (+7 months) when explicitly taught.       | 1, 2 |
| Use high-quality feedback strategies to improve writing and reasoning skills.                          | EEF Toolkit: Small-group tuition can accelerate progress (+4 months impact).   | 1, 2 |

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

Budgeted cost: £15,105

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>Structured writing intervention groups</b> for KS2 pupils eligible for Pupil Premium, focusing on sentence | EEF Literacy Guidance and EEF Toolkit: Targeted interventions in writing improve attainment, especially when linked to classroom learning (+4 months impact). | 1, 2                          |
| <b>One-to-one or small-group tutoring</b> for pupils below expected   | EEF Toolkit: One-to-one tuition (+5 months) and small-group tuition (+4 months) have strong evidence for accelerating progress.                               | 1, 2,                         |
| <b>Use of high-quality, structured programmes</b> (e.g., Talk for Writing or similar)                         | EEF Literacy Guidance recommends structured approaches to writing and oral language interventions (+6 months impact).   | 1, 2                          |
| <b>Targeted vocabulary and grammar sessions</b> to strengthen   | EEF Toolkit: Oral language interventions (+6 months impact) improve writing and comprehension.  | 1, 2                          |
| <b>Social, Emotional and Mental Health</b>  | EEF Toolkit: Social and emotional learning approaches (+4 months  | 3                             |

|   |  |     |
|---|--|-----|
| <b>(SEMH) support</b> integrated into interventions (e.g., resilience coaching  | impact) improve engagement and attainment.   |     |
| <b>Metacognitive strategies embedded in tutoring sessions</b> to help pupils plan, monitor, and evaluate their writing. | EEF Toolkit: Metacognition and self-regulation (+7 months impact) are highly effective when explicitly taught. | 1,2 |

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

Budgeted cost: £15,105

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>Targeted SEMH interventions</b> (e.g., resilience coaching, emotional literacy groups, Zones of Regulation.                    | EEF Toolkit: Social and emotional learning approaches have a positive impact (+4 months) on attainment and engagement when delivered consistently | 3                             |
| <b>Access to counselling and mentoring</b> for pupils with significant emotional barriers.  | EEF evidence shows that mentoring and counselling can improve relationships, behaviour, and readiness to learn.                                   | 3                             |
| <b>Whole-school approach to emotional wellbeing</b> , including staff training on trauma  | EEF and DfE guidance highlight that improving emotional wellbeing supports academic progress and reduces behavioural barriers.                    | 3                             |
| <b>Enrichment activities</b> (arts, sports, outdoor learning) to promote resilience, creativity, and engagement for disadvantaged | EEF Toolkit: Arts participation (+3 months) and outdoor learning improve confidence and motivation, indirectly supporting attainment.             | 3                             |

|  |   |   |
|--|---|---|
| <b>Parental engagement initiatives</b> to strengthen home-school relationships | EEF Toolkit: Parental engagement approaches (+4 months) can improve pupil outcomes when focused on learning and wellbeing | 3 |
|--|---|---|

**Total budgeted cost: £** £45,315

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

## PART B: Outcomes for disadvantaged pupils

### Successes

- KS1 attainment for disadvantaged pupils was strong at Expected Standard (EXS): Reading 100%, Writing 67%, Maths 100%.
- KS2 attainment for disadvantaged pupils at EXS remained high: Reading 83%, Writing 83%, Maths 83%, SPAG 83%.
- SPAG performance improved at Greater Depth (GDS) for disadvantaged pupils (33%).
- Structured teaching and targeted interventions contributed to strong EXS outcomes across most subjects.

### Gaps and Areas for Development

- Phonics outcomes declined sharply for disadvantaged pupils (0% pass in 2025), though this represents only one pupil and should be interpreted with caution.
- Greater Depth (GDS) attainment remains low across KS1 and KS2, particularly in Writing and Maths (0% GDS in KS2 Maths).
- Year 5 writing attainment is notably weak (37% EXS, 0% GDS).
- Persistent SEMH barriers continue to affect engagement and resilience for some disadvantaged pupils.
- Parental engagement strategies were implemented but impact remains inconsistent and requires more targeted, measurable actions.

### Priorities for 2025–26

- Recover phonics outcomes through targeted early reading support and fidelity to Little Wandle SSP.
- Increase Greater Depth attainment in Writing and Maths through structured interventions and challenge activities.
- Embed metacognitive strategies and high-quality feedback to accelerate progress for disadvantaged pupils.
- Strengthen SEMH provision with resilience coaching and emotional literacy programmes integrated into academic support.
- Enhance parental engagement with focused workshops and home-learning strategies linked to Writing and Maths.

### Pupil Premium Autumn 25

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|--------|--------|--------|--------|--------|--------|
| 0         | 1      | 3      | 6      | 8      | 8      | 6      |

| RECEPTION PP         | Reading | Writing | Maths | GLD |
|----------------------|---------|---------|-------|-----|
| No of pupils 1       |         |         |       |     |
| <b>National 2024</b> |         |         |       |     |

|           |   |   |   |   |
|-----------|---|---|---|---|
| Autumn 24 | 0 | 0 | 0 | 0 |
| Spring 24 | 0 | 0 | 0 | 0 |
| Summer 25 |   |   |   |   |

| <b>YEAR 1 PP</b> | <b>Reading</b>      |                     | <b>Writing</b>      |                     | <b>Maths</b>        |                     | <b>Phonics</b>         |
|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|------------------------|
| No of pupils 1   | <b>On track EXS</b> | <b>On track GDS</b> | <b>On track EXS</b> | <b>On track GDS</b> | <b>On track EXS</b> | <b>On track GDS</b> | <b>% Pass National</b> |
| Autumn 24        | 0                   | 0                   | 0                   | 0                   | 0                   | 0                   | 0                      |
| Spring 24        | 0                   | 0                   | 0                   | 0                   | 0                   | 0                   | 0                      |
| Summer 25        | 0                   | 0                   | 0                   | 0                   | 0                   | 0                   | 0                      |

| <b>Year 2 PP</b>     | <b>Reading</b>      |                     | <b>Writing</b>      |                     | <b>Maths</b>        |                     |
|----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| No of pupils 3       | <b>On track EXS</b> | <b>On track GDS</b> | <b>On track EXS</b> | <b>On track GDS</b> | <b>On track EXS</b> | <b>On track GDS</b> |
| <b>National 2024</b> |                     |                     |                     |                     |                     |                     |
| Summer 24 Y1         | 67                  | 33                  | 100                 | 33                  | 67                  | 0                   |
| Autumn 24            | 100                 | 33                  | 67                  | 0                   | 100                 | 33                  |
| Spring 24            | 100                 | 33                  | 67                  | 0                   | 100                 | 33                  |
| Summer 25            | 100                 | 67                  | 67                  | 0                   | 100                 | 33                  |

| <b>Year 3 PP</b> | <b>Reading</b>      |                     | <b>Writing</b>      |                     | <b>Maths</b>        |                     |
|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| No of pupils 6   | <b>On track EXS</b> | <b>On track GDS</b> | <b>On track EXS</b> | <b>On track GDS</b> | <b>On track EXS</b> | <b>On track GDS</b> |
| Summer 24 Y2     | 67                  | 33                  | 100                 | 33                  | 67                  | 0                   |
| Autumn 24        | 100                 | 40                  | 100                 | 20                  | 100                 | 20                  |
| Spring 24        | 83                  | 33                  | 83                  | 17                  | 83                  | 17                  |
| Summer 25        | 83                  | 33                  | 83                  | 17                  | 83                  | 17                  |

| <b>Year 4 PP</b> | <b>Reading</b>          |                         | <b>Writing</b>          |                         | <b>Maths</b>            |                         |
|------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| No of pupils 8   | <b>On track for EXS</b> | <b>On track for GDS</b> | <b>On track for EXS</b> | <b>On track for GDS</b> | <b>On track for EXS</b> | <b>On track for GDS</b> |
| Summer 24 Y3     | 88                      | 25                      | 63                      | 13                      | 75                      | 13                      |
| Autumn 24        | 88                      | 25                      | 50                      | 13                      | 88                      | 25                      |
| Spring 24        | 88                      | 25                      | 50                      | 25                      | 88                      | 25                      |
| Summer 25        | 88                      | 25                      | 63                      | 25                      | 88                      | 25                      |

| <b>Year 5 PP</b>  | <b>Reading</b>          |                         | <b>Writing</b>          |                         | <b>Maths</b>            |                         |
|-------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| No of pupils<br>8 | <b>On track<br/>EXS</b> | <b>On track<br/>GDS</b> | <b>On track<br/>EXS</b> | <b>On track<br/>GDS</b> | <b>On track<br/>EXS</b> | <b>On track<br/>GDS</b> |
| Summer 24<br>Y4   | 88                      | 13                      | 38                      | 0                       | 63                      | 0                       |
| Autumn 24         | 75                      | 13                      | 38                      | 0                       | 63                      | 0                       |
| Spring 24         | 75                      | 25                      | 38                      | 0                       | 63                      | 13                      |
| Summer 25         | 63                      | 25                      | 37                      | 0                       | 63                      | 13                      |

|                          | <b>Reading</b> |            | <b>Writing</b> |            | <b>Maths</b> |            | <b>SPAG</b> |            |
|--------------------------|----------------|------------|----------------|------------|--------------|------------|-------------|------------|
| <b>Year 6 PP</b>         | <b>EXS</b>     | <b>GDS</b> | <b>EXS</b>     | <b>GDS</b> | <b>EXS</b>   | <b>GDS</b> | <b>EXS</b>  | <b>GDS</b> |
| No of pupils<br>6        |                |            |                |            |              |            |             |            |
| <b>National<br/>2024</b> |                |            |                |            |              |            |             |            |
| Summer 24<br>Y5          | 83             | 17         | 83             | 0          | 67           | 17         | 82          | 29         |
| Autumn 24                | 86             | 14         | 86             | 14         | 86           | 0          | 86          | 14         |
| Spring 24                | 86             | 14         | 86             | 14         | 86           | 0          | 86          | 14         |
| Summer 25                | 83             | 33         | 83             | 33         | 83           | 0          | 83          | 33         |