

Pupil Premium Strategy Statement 2025-26

LYPPARD GRANGE PRIMARY SCHOOL

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-26 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
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	43/416 (10%)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	<i>Becky Thorp</i>
Pupil premium lead	<i>Hannah Brown</i>
Governor / Trustee lead	<i>Lucy Hodgson</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,230
Pupil premium funding carried forward from previous years	n/a
Total budget for this academic year	£64,230

Part A: Pupil premium strategy plan

Statement of intent (MAT and school)

MAT INTENT:

All schools within The Villages' Multi Academy Trust have prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND) during 2025-26.

Aims:

To improve outcomes for all disadvantaged pupils **so that:**

- The proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- The increased gap between disadvantaged and non-disadvantaged pupils in reading, writing and mathematics significantly closes.

To improve attendance for all disadvantaged pupils across the MAT **so that**

- Overall attendance improves and is, at least, in line with the national figure for all pupils.
- Persistent absence reduces significantly.

To ensure all disadvantaged pupils and their families engage well with our schools and have a strong sense of belonging **so that**

- They fully participate in school life and engage in their learning as well as additional enrichment opportunities and as a result attainment improves and they make at least good progress and their participation in the broader curriculum increases.

To ensure any language barriers faced by disadvantaged pupils, including those pupils who are categorised as EAL or who are pupils with SEND, are addressed with urgency from the start **so that**

- Outcomes for these groups of pupils are strong and compare favourably both with national figures and with their peer group in school.

LYPPARD GRANGE PRIMARY SCHOOL INTENT

At Lyppard Grange Primary School (LGPS) we aim for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning, whether they are categorised as disadvantaged or non-disadvantaged. We are committed to all pupils making good or better progress from their relative starting points and to most pupils attaining age related standards or greater.

As a result of small numbers of disadvantaged pupils in each cohort and the differences in their learning needs, progress and attainment is variable across the school and outcomes are very cohort dependent.

The percentage value of one disadvantaged pupil at LGPS can vary between 10% in Year 5 and 33% in Year 1, so caution must be exercised when comparing data to the national figures, whether they be for disadvantaged pupils or non-disadvantaged pupils.

Aims:

- ✓ To consistently improve outcomes for all disadvantaged pupils **so that** the proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- ✓ To improve attendance for all disadvantaged pupils **so that** attendance figures compare favourably to non-disadvantaged pupils both in-school and nationally.
- ✓ To provide all disadvantaged pupils with the knowledge and cultural capital they need **so that** they succeed in life.

Key principles of our strategy plan:

We will:

1. Promote our whole Villages MAT ethos of SEE – Empowering Children to be Secure, Engaged and Equipped for Life - with all pupils but **in particular, disadvantaged pupils.**
2. Promote our whole school drivers: learning values of adaptability, communication, courage, curiosity, independence, perseverance and teamwork with all pupils but **in particular, disadvantaged pupils.**
3. Assess the needs of all disadvantaged pupils.
4. Recognise, when assessing needs, that not all pupils in receipt of FSM will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this.
5. Ensure that the most vulnerable are our priority.
6. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils.

7. Design and implement individually-tailored extension and support programmes that accelerate academic progress, e.g. we will ensure that our plan meets the needs of our pupil premium pupils and as a result the PPG is spent appropriately.
8. Build in pastoral packages which ensure that all basic needs are met and that all disadvantaged pupils thrive and enjoy good health and mental well-being; pupils with the greatest need will be prioritised.
9. Provide mentoring support for all pupils to help them develop strong, life-long learning behaviours.
10. Enrich their educational and life experiences through educational visits that are either fully or partly funded through the PPG.
11. Utilise staff strengths so that planned action has the biggest impact.
12. Rigorously and frequently track their progress.
13. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils.

Challenges and Barriers to learning

This details the key challenges to achievement that we have identified among our disadvantaged pupils at Lyppard Grange Primary School

Challenge number	Detail of challenge
1	<p>Progress and Attainment 97% of Y1 to Y6 pupil premium pupils have made expected or better progress in Reading, 84% in Writing, and 87% in Maths. Attainment for our disadvantaged pupils is lower in writing than it is in reading and maths. Of our 38 PPG eligible pupils in Years 1 to 6, 73% are ARE+ in Reading, 55% in Writing, and 69% in Maths. In comparison to our 321 non-PPG pupils in Years 1 to 6 (84% ARE+ in Reading, 78% in Writing and 83% in Maths), the attainment gap is largest in Writing (a difference of 23%).</p> <p>Many of our disadvantaged pupils (45%) are weaker in areas of transcription and do not have the foundational skills or automaticity required to be effective writers and not enough pupils are attaining EXS or better in writing at the end of KS2. This then impacts on the proportions of pupils who attain RWM combined. The publication of the new writing framework has provided a springboard upon which to base writing improvement plans that focus on transcription and put writing automaticity at the heart of enabling pupils to be effective writers.</p>
2	<p>SEND A greater proportion of pupil premium pupils (44%) have special or additional needs than the proportion of non-pupil premium pupils (17%). This leaves them even more vulnerable to underachievement in relation to their peers.</p>
3	<p>Attendance and Punctuality Pupil premium pupils have, historically, lower attendance than their non-pupil premium peers. The gap between these two groups was 2.5% last year (93.7% compared to 96.2% of their non-disadvantaged peers), therefore attendance and punctuality of pupil premium pupils at our school is currently lower than that of their peers. Given the importance of attendance, promoting attendance and punctuality continues to be a challenge as the approach to promoting attendance and punctuality requires day-to-day embedding of culture.</p>
4	<p>Specific social, emotional and mental health needs which affect their learning 35% (15/43) of our pupil premium pupils experience poor mental health. Their emotional literacy limits their resilience and their capacity to learn. SEMH provision continues to target support for these pupils alongside a whole school approach to SEMH.</p>
5	<p>Access to extension and enrichment activities Many pupils eligible for pupil premium have a paucity of experience when compared to their non-pupil premium peers. This impacts on a range of elements from life skills, e.g., swimming, to academic progress – for example, having experiences on which to draw from when writing.</p>
6	<p>Variable support at home 56% pupils are less well supported at home with elements such as times table practice and regular reading. Some pupils do not have access to a calm, quiet space in which to study or adults with the time/capacity to support them.</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
Improved outcomes in RWM Combined for pupil premium eligible pupils by the end of Key Stage 2	50% (4/8) of disadvantaged pupils in Y6 make expected progress from KS1 and attain ARE RWM at the end of KS2.
Improved outcomes in Reading at the end of Key Stage 1 and Key Stage 2	67% (4/6) of disadvantaged pupils in Y2 make expected or better progress from the end of EYFS and are ARE in Reading at the end of KS1. 75% (6/8) of disadvantaged pupils in Y6 make expected or better progress from the end of KS1 and are ARE in Reading at the end of KS2.
Improved outcomes in Writing at the end of Key Stage 1 and Key Stage 2	67% (4/6) of disadvantaged pupils in Y2 make expected or better progress from the end of EYFS and are ARE in Writing at the end of KS1. 62.5% (5/8) of disadvantaged pupils in Y6 make expected or better progress from the end of KS1 and are ARE in Writing at the end of KS2.
Improved outcomes in Maths at the end of Key Stage 1 and Key Stage 2	83% (5/6) of disadvantaged pupils in Y2 make expected or better progress from the end of EYFS and are ARE in Maths at the end of KS1. 50% (4/8) of disadvantaged pupils in Y6 make expected or better progress from the end of KS1 and are ARE in Maths at the end of KS2.
Outcomes in EYFS	80% (4/5) of disadvantaged pupils in EYFS achieve GLD
Outcomes in the Year 1 Phonics Screening Test	100% (3/3) of disadvantaged Year 1 pupils pass the PSC.
Outcomes in the Year 4 Multiplication Times Table Check	67% (4/6) of disadvantaged Year 4 pupils score 25/25 on the MTC.
Attendance of disadvantaged pupils	Attendance of disadvantaged pupils is in line with or above the national average for disadvantaged pupils (target >96%) and the gap between all pupils and disadvantaged pupils at Lyppard Grange is no >2%.
Good mental-health and well-being	Our disadvantaged pupils are mentally strong and enjoy good health and well-being and this impacts positively on attendance and subsequently pupil outcomes.
High engagement in all aspects of school life and a sense of belonging	High percentages of our disadvantaged pupils engage in extra-curricular opportunities and are fully immersed in school life. Our disadvantaged families trust us and are fully invested in their child's academic and pastoral success.

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: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Explore additional writing practice opportunities that work alongside 'Talk for Writing' (and that align with the new writing framework) so that pupils' automaticity in writing improves i.e. introduce Writing Fluency/Magic</p> <p>3 days' supply cover for planning and monitoring £750</p>	<p>Repetitive practice that ensures pupils consolidate learning and practise for automaticity</p> <p>Master approach +5 Mastery learning EEF</p>	1, 2

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

Budgeted cost: £15,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to the provision of teaching assistant for EYFS to provide intervention activities</p> <p>EYFS: £1,919.50 towards a total cost of £16,798 Y1: £1,151.70 towards a total cost of £20,717</p>	<p>EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.</p>	1, 2, 4, 6
<p>Contribution to the provision of teaching assistant for Year 2 to provide intervention activities – afternoons only</p> <p>Y2: £1,919.50 towards a total cost of £9,693</p>	<p>EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a</p>	1, 2, 4, 6

<p>Y3: £1,535.60 towards a total cost of £10,714</p> <p>Y4: £2,303.40 towards a total cost of £8,974</p> <p>Y5: £3,455.10 towards a total cost of £8,081</p> <p>Y6: £3,071.20 towards a total cost of £9,681</p>	<p>more intense focus on a smaller number of learning goals.</p>	
<p>AJB sports provision – enabling targeted academic provision by teachers during PE curriculum time</p> <p>£0 (budgeted for below)</p>	<p>EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.</p>	<p>1, 2, 6</p>

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

Budgeted cost: £48,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of dedicated Emotional Literacy Support Assistant</p> <p>£28,702</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p>	<p>1, 4</p>
<p>AJB sports coaching providing sports coaching for pupils</p> <p>£3,495</p>	<p>The EEF argues that extracurricular activities are an important part of education in its own right. These approaches increase engagement in learning, but also provide children with a wider breadth of experiences on which to draw as well as providing them with opportunities for teamwork and communication, health and fitness.</p>	<p>4, 5</p>
<p>Relax Kids</p> <p>£3,150</p>	<p>EEF evidence shows the benefits of using a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p> <p>Self-awareness: expand pupils's emotional vocabulary and support them to express emotions.</p> <p>Self-regulation: teach pupils to use self-calming strategies and positive self-talk to help deal with intense emotions</p>	<p>1, 4</p>
<p>Single day visits – 100% subsidy for pupil premium pupils</p> <p>£2,797</p> <p>Residential visits 50% subsidy for pupil premium pupils:</p> <p>London £1,440</p> <p>Pioneer Centre £465</p>	<p>The EEF argues that extracurricular activities are an important part of education in its own right. These approaches increase engagement in learning, but also provide children with a wider breadth of experiences on which to draw as well as providing them with opportunities for teamwork and communication, health and fitness.</p>	<p>1, 3, 5</p>

Bikeability – 100% subsidy Level 1 (Year 4) £30 Level 2 (Year 6) £120	Bikeability is a Government funded programme which equips children with the skills and confidence to cycle safely on today's roads.	4, 5
After-school clubs - 100% subsidy £1,898	The EEF argues that extracurricular activities are an important part of education in its own right. These approaches increase engagement in learning, but also provide children with a wider breadth of experiences on which to draw as well as providing them with opportunities for teamwork and communication, health and fitness.	3, 4, 5
Music Tuition - first instrument 100% subsidy £6,027	The EEF argues that extracurricular activities are an important part of education in its own right. These approaches increase engagement in learning, but also provide children with a wider breadth of experiences on which to draw as well as providing them with opportunities for teamwork and communication.	3, 4, 5

Total budgeted cost: £64,230

Year group specific barriers to learning and planned programmes of support in detail 2025/6y

Year group	Barriers to learning	Planned programmes of support	Intended impact
Year 6	<p>62.5% of Year 6 pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning.</p> <p>62.5% of our Year 6 Pupil Premium pupils have had ACEs that can have an adverse effect on their learning.</p> <p>75% of our Year 6 Pupil Premium pupils have SEMH needs that can have an adverse effect on their learning. They have lower self-esteem, a lower sense of self-worth and low aspiration. Some lack the stamina and resilience required to do well in tests and sometimes their test results do not reflect their teacher assessments.</p>	<p>Plan and deliver interventions, adapted by level:</p> <p>Communication</p> <ul style="list-style-type: none"> • Language Link • Barrier games <p>Reading</p> <ul style="list-style-type: none"> • Reading Between the Lines (levels 1-4) • 1:1 reading fluency • 1-minute reads • SATs boosters • Pre-teach reading <p>Writing</p> <ul style="list-style-type: none"> • Stareway to Spelling • Bubble Writing • Spelling Rules • Touch typing • 1:1 coaching - editing <p>Maths</p>	<p>All Year 6 PP pupils are high-school ready.</p> <p>SEMH: All Year 6 PP pupils are confident and resilient, and are able to manage their own SEMH, seeking support as required.</p> <p>Progress: All Year 6 PP pupils make expected or better progress by the end of KS2 from their KS1 starting points.</p> <p>Attainment:</p> <ul style="list-style-type: none"> • 50% (4/8) of disadvantaged pupils in Y6 make expected or better progress from

	<p>37.5% of Year 6 Pupil Premium pupils are at risk of persistent absence (90%-95% attendance)</p> <p>For a variety of reasons, 75% of our Year 6 Pupil Premium pupils lack the support the majority of pupils receive at home.</p>	<ul style="list-style-type: none"> • Understanding multiplication • Multiplication 2x2-digit • Maths Bot - bridging gaps/consolidation • Pre- and post-teach maths • 1-minute maths • SATs boosters <p>SEMH</p> <ul style="list-style-type: none"> • Social interaction - Friendship Formula • Relax Kids • Targeted SEMH support with ELSA 	<p>KS1 and attain ARE RWM at the end of KS2.</p> <ul style="list-style-type: none"> • 75% (6/8) of disadvantaged pupils in Y6 make expected or better progress from the end of KS1 and are ARE in Reading at the end of KS2. • 62.5% (5/8) of disadvantaged pupils in Y6 make expected or better progress from the end of KS1 and are ARE in Writing at the end of KS2. • 50% (4/8) of disadvantaged pupils in Y6 make expected or better progress from the end of KS1 and are ARE in Maths at the end of KS2.
<p>Year 5</p>	<p>40% of Year 5 pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning.</p> <p>50% of our Year 5 Pupil Premium pupils have had ACEs that can have an adverse effect on their learning.</p> <p>60% of our Year 5 Pupil Premium pupils have SEMH needs that can have an adverse effect on their learning. They have lower self-esteem, a lower sense of self-worth and low aspiration. Some lack the stamina and resilience required to do well in tests and sometimes their test results do not reflect their teacher assessments.</p>	<p>Plan and deliver interventions, adapted by level:</p> <p>Communication</p> <ul style="list-style-type: none"> • Language Link • Language for Thinking <p>Reading</p> <ul style="list-style-type: none"> • Reading Between the Lines (levels 1-3) • 1:1 reading • Phonics consolidation • Pre-teach reading <p>Writing</p> <ul style="list-style-type: none"> • Stareway to Spelling • ACE spelling • Handwriting • Touch typing <p>Maths</p> <ul style="list-style-type: none"> • Pre- and post-teach maths 	<p>All Year 5 PP pupils are becoming high-school ready.</p> <p>SEMH: All Year 5 PP pupils are confident and resilient, and are able to manage their own SEMH, seeking support as required.</p> <p>Progress: All Year 5 PP pupils make expected or better progress by the end of KS2 from their KS1 starting points.</p> <p>Attainment:</p> <ul style="list-style-type: none"> • 50% (5/10) of disadvantaged pupils in Y5 make expected or better progress from KS1 and attain

	<p>20% of Year 5 Pupil Premium pupils are persistently absent (below 90% attendance) and 30% are at risk of persistent absence (90%-95% attendance)</p> <p>For a variety of reasons, 60% of our Year 5 Pupil Premium pupils lack the support the majority of pupils receive at home.</p>	<p>SEMH</p> <ul style="list-style-type: none"> • Social interaction - Friendship Formula • Relax Kids • Targeted SEMH support with ELSA • Meet and Greet in The Nest 	<p>ARE RWM at the end of KS2.</p> <ul style="list-style-type: none"> • 90% (9/10) of disadvantaged pupils in Y5 make expected or better progress from the end of KS1 and are ARE (10% (1/10) ARE+) in Reading at the end of KS2. • 60% (6/10) of disadvantaged pupils in Y5 make expected or better progress from the end of KS1 and are ARE in Writing at the end of KS2. • 70% (7/10) of disadvantaged pupils in Y5 make expected or better progress from the end of KS1 and are ARE (10% (1/10) ARE+) in Maths at the end of KS2.
Year 4	<p>67% of Year 4 pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning.</p> <p>33% of our Year 4 Pupil Premium pupils have had ACEs that can have an adverse effect on their learning.</p> <p>33% of our Year 4 Pupil Premium pupils have SEMH needs that can have an adverse effect on their learning.</p> <p>16.7% of Year 4 Pupil Premium pupils are at risk of persistent absence (90%-95% attendance)</p>	<p>Plan and deliver interventions, adapted by level:</p> <p>Communication</p> <ul style="list-style-type: none"> • Language Link • Language for Thinking • 1:1 SALT • Social skills - Socially Speaking <p>Reading</p> <ul style="list-style-type: none"> • Reading Between the Lines (levels 1-3) • 1:1 reading • Pre-teach reading <p>Writing</p> <ul style="list-style-type: none"> • Stareway to Spelling • Touch typing • GDS writing • Dictation 	<p>All Year 4 PP pupils are gaining the skills to become high-school ready.</p> <p>SEMH: All Year 4 PP pupils are confident and resilient, and are learning to manage their own SEMH, seeking support as required.</p> <p>Progress: All Year 4 PP pupils make expected or better progress by the end of KS2 from their KS1 starting points.</p> <p>Attainment:</p> <ul style="list-style-type: none"> • 67% (4/6) of disadvantaged

	<p>For a variety of reasons, 33% of our Year 4 Pupil Premium pupils lack the support the majority of pupils receive at home.</p>	<ul style="list-style-type: none"> • Editing – SPAG focus <p>Maths</p> <ul style="list-style-type: none"> • Pre- and post-teach maths • Addition 2x2-digits <p>SEMH</p> <ul style="list-style-type: none"> • Relax Kids • Targeted SEMH support with ELSA 	<p>pupils in Y6 make expected or better progress from KS1 and attain ARE RWM at the end of KS2.</p> <ul style="list-style-type: none"> • 67% (4/6) of disadvantaged pupils in Y4 make expected or better progress from the end of KS1 and are ARE (17% (1/6) ARE+) in Reading at the end of KS2. • 67% (4/6) of disadvantaged pupils in Y4 make expected or better progress from the end of KS1 and are ARE in Writing at the end of KS2. • 83% (5/6) of disadvantaged pupils in Y4 make expected or better progress from the end of KS1 and are ARE (17% (1/6) ARE+) in Maths at the end of KS2. • 67% (4/6) of disadvantaged Year 4 pupils score 25/25 on the MTC.
<p>Year 3</p>	<p>40% of Year 3 pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning.</p> <p>60% of our Year 3 Pupil Premium pupils have had ACEs that can have an adverse effect on their learning.</p> <p>40% of our Year 3 Pupil Premium pupils have</p>	<p>Plan and deliver interventions, adapted by level:</p> <p>Communication</p> <ul style="list-style-type: none"> • Language Link • Language for Thinking • 1:1 SALT (incl. Black Sheep Press) • Social skills - Socially Speaking <p>Reading</p>	<p>All Year 3 PP pupils are gaining the skills to become high-school ready.</p> <p>SEMH: All Year 3 PP pupils are confident and resilient, and are learning to manage their own SEMH, seeking support as required.</p> <p>Progress:</p>

	<p>SEMH needs that can have an adverse effect on their learning.</p> <p>20% of Year 3 Pupil Premium pupils are persistently absent (below 90% attendance) and 20% are at risk of persistent absence (90%-95% attendance)</p> <p>For a variety of reasons, 80% of our Year 3 Pupil Premium pupils lack the support the majority of pupils receive at home.</p>	<ul style="list-style-type: none"> • Reading Between the Lines (levels 1-2) • 1:1 reading • Guided reading • Pre-teach reading <p>Writing</p> <ul style="list-style-type: none"> • Stareway to Spelling • Handwriting <p>Maths</p> <ul style="list-style-type: none"> • Pre- and post-teach maths • TTRS <p>SEMH</p> <ul style="list-style-type: none"> • Relax Kids • Targeted SEMH support with ELSA 	<p>All Year 3 PP pupils make expected or better progress by the end of KS2 from their KS1 starting points.</p> <p>Attainment:</p> <ul style="list-style-type: none"> • 80% (3/5) of disadvantaged pupils in Y3 make expected or better progress from KS1 and attain ARE RWM at the end of KS2. • 80% (3/5) of disadvantaged pupils in Y3 make expected or better progress from the end of KS1 and are ARE in Reading at the end of KS2. • 80% (3/5) of disadvantaged pupils in Y3 make expected or better progress from the end of KS1 and are ARE in Writing at the end of KS2. • 80% (3/5) of disadvantaged pupils in Y3 make expected or better progress from the end of KS1 and are ARE (20% (1/5) ARE+) in Maths at the end of KS2.
<p>Year 2</p>	<p>33% of Year 2 pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning.</p> <p>33% of our Year 2 Pupil Premium pupils have had ACEs that can have an adverse effect on their learning.</p>	<p>Plan and deliver interventions, adapted by level:</p> <p>Communication</p> <ul style="list-style-type: none"> • Language Link • Language for Thinking • 1:1 SALT (incl. Black Sheep Press or Word Aware) • Small group SALT (incl. Black Sheep 	<p>All Year 2 PP pupils have strong foundations and are Key Stage 2 ready.</p> <p>SEMH:</p> <p>All Year 2 PP pupils are becoming confident and resilient, and are learning to manage their own</p>

	<p>17% of our Year 2 Pupil Premium pupils have SEMH needs that can have an adverse effect on their learning.</p> <p>17% of Year 2 Pupil Premium pupils are at risk of persistent absence (90%-95% attendance)</p> <p>For a variety of reasons, 50% of our Year 2 Pupil Premium pupils lack the support the majority of pupils receive at home.</p>	<p>Press or Word Aware)</p> <ul style="list-style-type: none"> • Social Skills – Time to Talk <p>Reading</p> <ul style="list-style-type: none"> • Small group phonics consolidation (green & orange level) – consolidation of taught alternative graphemes; consolidation of taught CEW • Reading Between the Lines (levels 1-2) • 1:1 reading • Pre-teach reading <p>Writing</p> <ul style="list-style-type: none"> • Stareway to Spelling • Letter formation – Fizzy Gross Motor/Fizzy Fine Motor/Penpals • Editing - SPaG <p>Maths</p> <ul style="list-style-type: none"> • Pre- and post-teach maths • Number formation – penpals • Place Value consolidation <p>SEMH</p> <ul style="list-style-type: none"> • Relax Kids • Cool Cat – sensory breaks • Targeted SEMH support with ELSA • Managing Worry group Y2 	<p>SEMH, seeking support as required.</p> <p>Progress: All Year 2 PP pupils make expected or better progress by the end of KS1 from their EYFS starting points</p> <p>Attainment:</p> <ul style="list-style-type: none"> • 67% (4/6) of disadvantaged pupils in Y2 make expected or better progress from EYFS and attain ARE RWM at the end of KS1. • 67% (4/6) of disadvantaged pupils in Y2 make expected or better progress from the end of EYFS and are ARE in Reading at the end of KS1. • 67% (4/6) of disadvantaged pupils in Y2 make expected or better progress from the end of EYFS and are ARE in Writing at the end of KS1. • 83% (5/6) of disadvantaged pupils in Y2 make expected or better progress from the end of EYFS and are ARE in Maths at the end of KS1.
<p>Year 1</p>	<p>66% of Year 1 pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can</p>	<p>Plan and deliver interventions, adapted by level:</p> <p>Communication</p> <ul style="list-style-type: none"> • Language Link 	<p>All Year 1 PP pupils are developing strong foundational skills and are</p>

	<p>have an adverse effect on their learning.</p> <p>33% of our Year 1 Pupil Premium pupils have SEMH needs that can have an adverse effect on their learning.</p> <p>33% of Year 1 Pupil Premium pupils are at risk of persistent absence (90%-95% attendance)</p>	<ul style="list-style-type: none"> • Language for Thinking • 1:1 SALT (incl. Black Sheep Press or Word Aware) • Listening and Attention group – Attention Autism (Bucket) • Social Skills – Time to Talk <p>Reading</p> <ul style="list-style-type: none"> • 1:1 phonics consolidation – specific phonemes and blending and segmenting and CEW (red, yellow, blue, green & orange level) • Small group phonics consolidation (yellow, blue, green & orange level) – consolidation of taught alternative graphemes; consolidation of taught CEW • Small group blending consolidation – real and alien words • 1:1 reading <p>Writing</p> <ul style="list-style-type: none"> • CEW consolidation – Bee words • Gross motor skills – Fizzy Gross Motor/Penpals • Fine motor skills – Fizzy Fine Motor • Letter formation – Penpals <p>Maths</p> <ul style="list-style-type: none"> • Number formation – Penpals • 1 more/1 less consolidation <p>SEMH</p> <ul style="list-style-type: none"> • Relax Kids • Sensory breaks – The Nest • Targeted SEMH support with ELSA 	<p>becoming Key Stage 2 ready.</p> <p>SEMH:</p> <p>All Year 1 PP pupils are becoming confident and resilient, and are learning to manage their own SEMH, seeking support as required.</p> <p>Progress:</p> <p>All Year 1 PP pupils make expected or better progress by the end of KS1 from their EYFS starting points</p> <p>Attainment:</p> <ul style="list-style-type: none"> • 33% (1/3) of disadvantaged pupils in Y1 make expected or better progress from EYFS and attain ARE RWM at the end of KS1. • 67% (2/3) of disadvantaged pupils in Y1 make expected or better progress from the end of EYFS and are ARE in Reading at the end of KS1. • 33% (1/3) of disadvantaged pupils in Y1 make expected or better progress from the end of EYFS and are ARE in Writing at the end of KS1. • 67% (2/3) of disadvantaged pupils in Y1 make expected or better progress from the end of EYFS and are
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			ARE in Maths at the end of KS1.
EYFS	<p>80% of EYFS pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs, particularly speech and language delay, which can have an adverse effect on their learning, particularly in language and communication, reading and writing.</p> <p>80% of our EYFS Pupil Premium pupils have had ACEs that can have an adverse effect on their learning.</p> <p>40% of EYFS Pupil Premium pupils are at risk of persistent absence (90%-95% attendance)</p> <p>For a variety of reasons, 60% of our EYFS Pupil Premium pupils lack the support the majority of pupils receive at home.</p>	<p>Plan and deliver interventions, adapted by level:</p> <p>Communication</p> <ul style="list-style-type: none"> • Language Link • 1:1 SALT (Black Sheep Press or Word Aware) • Listening and Attention group – Lola • Social Skills – Turn taking • Social Skills – Time to Talk • Vocabulary development <p>Reading</p> <ul style="list-style-type: none"> • 1:1 phonics consolidation – specific phonemes, cvc blending and segmenting and CEW • Small group phonics consolidation (pink & red level) - cvc blending and segmenting; consolidation of taught phonemes; consolidation of taught CEW • 1:1 reading <p>Writing</p> <ul style="list-style-type: none"> • CEW consolidation – Bee words • Gross motor skills – Fizzy Gross Motor/Penpals • Fine motor skills – effective pencil grip and control - Fizzy Fine Motor/Dough Disco • Name writing • Letter formation – Penpals <p>Maths</p> <ul style="list-style-type: none"> • 0-10 number recognition and ordering 	<p>All EYFS PP pupils are developing strong foundational skills and are Key Stage 1 ready.</p> <p>SEMH: All EYFS PP pupils are becoming confident and resilient, and are learning to manage their own SEMH, seeking support as required.</p> <p>Progress and Attainment:</p> <ul style="list-style-type: none"> • 80% (4/5) of disadvantaged pupils in EYFS achieve GLD

		<ul style="list-style-type: none">• 2D shape recognition SEMH <ul style="list-style-type: none">• Targeted SEMH support with ELSA	
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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.

**Progress data given for pupils for whom comparative data is available*

Where reference is made to progress this measures progress from the end of the prior year.

Quantitative and Qualitative measures (year group by year group):

Early Years Foundation Stage
<p>2 pupils benefitted from PPG – 2 x Service Premium 2 boys; 0 girls 1 SEND</p> <p>50% GLD (vs. 76.7% GLD all pupils; 77.6% non-PPG)</p> <p>1 child who did not attain GLD has SEND – they met 14 out of 17 ELGs not attaining Writing, Self-regulation and Managing Self, all of which are identified as targets on his PLP.</p> <p>Pupil Premium contributes to an additional full-time teaching assistant in EYFS, providing targeted intervention to support pupils benefiting from PPG. Pupil Premium will continue to fund intervention support for pupils working below age related expectations as they go into Year 1.</p>
Year 1
<p>6 pupils benefitted from PPG – 5 PPG; 1 PPG+ 4 boys; 2 girls 2 SEND</p> <p>Year 1 attainment at age related expectations: Reading 67% (vs. 89% non-PPG) reached age related expectations or above; 100% made expected progress Writing 50% (vs. 81% non-PPG) reached age related expectations or above; 83% made expected progress Maths 83% (vs. 89% non-PPG) reached age related expectations or above; 100% made expected progress Phonics 6 out of 6 met expected standard (100% vs. 94% non-PPG). 2 of those 6 scored 38/40 and above 2 out of the 3 children who did not reach age related expectations in either Reading, Writing or Maths have SEND needs, all of which are identified as targets on their PLPs.</p>

Pupil Premium contributes to an additional teaching assistant in Y1 every morning, providing targeted intervention to support pupils benefiting from PPG. Pupil Premium will continue to fund intervention support for pupils working below age related expectations as they go into Year 2.

Year 2

5 pupils benefitted from PPG – 3 PPG; 1 PPG+; 1 Service Premium

3 boys; 2 girls

1 SEND (with an EHCP application in progress)

KS1 attainment at age related expectations:

Reading: 80% (vs. 91% non-PPG); 100% made expected progress

Writing: 60% (vs. 78% non-PPG); 80% made expected progress

Maths: 80% (vs. 83% non-PPG); 100% made expected progress

The 1 pupil who didn't make expected progress in Writing is under assessment by the SENDCo.

Phonics: the 1 pupil eligible for PPG, required to take the phonics screening test in Year 2, did not meet the threshold but her score increase from 2 to 6. Therefore 80% (4/5) pupils eligible for PPG in this cohort met the threshold by the end of Year 2 in phonics. The pupil who did not meet the threshold has an EHCP application in progress and is working at Pre-Key Stage standards.

Pupil Premium contributes to an additional teaching assistant in Y2 every afternoon, providing targeted intervention to support pupils benefiting from PPG. Pupil Premium will continue to fund intervention support for pupils working below age related expectations as they go into Year 3.

Year 3

8 pupils benefitted from PPG – 8 PPG; 1 Service Premium

4 boys; 4 girls

5 SEND (2 with an EHCP) = 62.5% of pupils eligible for PPG have SEND; 25% have an EHCP

Year 3 attainment at age related expectations:

Reading: 50% (vs. 86% non-PPG); 12.5% are working above age related expectations; 100% made expected progress

Writing: 50% (vs. 73% non-PPG); 100% made expected progress; 12.5% made better than expected progress

Maths: 50% (vs. 86% non-PPG); 12.5% are working above age related expectations; 87.5% made expected progress

4 out of the 8 children who did not reach age related expectations in either Reading, Writing or Maths have SEND needs, all of which are identified as targets on their PLPs. The 1 pupil who didn't make expected progress in Maths is under assessment by the SENDCo.

Pupil Premium contributes to an additional teaching assistant in Y3 every afternoon, providing targeted intervention to support pupils benefiting from PPG. Pupil Premium will continue to fund intervention support for pupils working below age related expectations as they go into Year 4.

Year 4
<p><i>9 pupils benefitted from PPG</i> <i>3 boys; 6 girls</i> <i>3 SEND (1 with an EHCP)</i></p> <p>Year 4 attainment at age related expectations: Reading: 89% (vs. 84% non-PPG); 100% made expected progress; 56% made better than expected progress Writing: 56% (vs 76% non-PPG); 100% made expected progress; 22% made better than expected progress Maths: 78% (vs. 84% non-PPG); 100% made expected progress; 11% made better than expected progress</p> <p>Multiplication Tables Check: Average score: 23.3 (vs. 23.5 whole year group) Achieving full marks: 33% (vs. 67% whole year group)</p> <p>Pupil Premium contributes to an additional teaching assistant in Y4 every afternoon, providing targeted intervention to support pupils benefiting from PPG. Pupil Premium will continue to fund intervention support for pupils working below age related expectations as they go into Year 5.</p>
Year 5
<p><i>7 pupils benefitted from PPG</i> <i>3 boys; 4 girls</i> <i>3 SEND</i></p> <p>Year 5 attainment at age related expectations: Reading: 43% (vs. 82% non-PPG); 71% made expected progress Writing: 57% (vs. 81% non-PPG); 86% made expected progress Maths: 43% (vs. 78% non-PPG); 100% made expected progress One of the children who did not make expected progress in reading is expected to be age-related by the end of Year 6; this dip was due to significant SEMH. The one child not making expected progress in reading and writing has an EHCP application in progress.</p> <p>Pupil Premium contributes to an additional teaching assistant in Y5 every afternoon, providing targeted intervention to support pupils benefiting from PPG. Pupil Premium will continue to fund intervention support for pupils working below age related expectations as they go into Year 6.</p>
Year 6
<p><i>8 pupils benefitted from PPG</i> <i>2 boys; 6 girls</i> <i>3 SEND (1 with an EHCP)</i></p> <p>KS2 attainment at age related expectations: Reading: 75% (vs. 84% non-PPG); 87.5% made expected progress; 12.5% made better than expected progress Writing: 50% (vs. 73% non-PPG); 100% made expected progress; 25% made better than expected progress Maths: 50% (vs. 94% non-PPG); 75% made expected progress</p>

Pupil Premium contributes to an additional teaching assistant in Y6 every afternoon providing targeted intervention, as well as providing targeted teaching/booster sessions for focus groups during sports coaching afternoons for two terms, to support pupils benefiting from PPG.

Whole school

Attendance: 93.7% pupils eligible for PPG (45 pupils*) vs. 94.8% (national average for pupils eligible for PPG); 95.9% (average for our whole school); 96.2% (non-PPG)

Persistent absenteeism – 19.6% pupils eligible for PPG (9 pupils*) vs. 7.9% (whole school); 6.5% (non-PPG)

Attendance and persistent absenteeism of pupils eligible for PPG continues to be a priority.

Emotional and Mental Health Needs

Social, emotional, and mental health needs are a barrier to progress for a large percentage of pupils benefiting from Pupil Premium. School has an established programme of support for pupils with these needs. This includes access to: -

- Targeted Emotional Wellbeing Therapy sessions
- Small group work focused on
 - social skills
 - emotional literacy
 - transition to next stage of education
- Relax Kids (provides pupils with a range of tools and techniques to help calm their body and mind)
- Emotional Wellbeing Drop-ins
- Bereavement support
- Trauma support

Internal tracking information together with anecdotal evidence, including feedback from pupils, parents and staff, indicates that all of this activity is having a positive impact on pupils, supporting them to have positive mental health and emotional wellbeing. This has enabled these pupils to better access learning and make progress. Of the 50 pupils benefiting from Pupil Premium, 20 attended Relax Kids and received SEMH support and regular drop ins.

Programme	Provider
Relax Kids	Relax Kids
Sports Coaching	AJB Sports
Musical Instrument Tuition	Severn Arts
Rock Steady Band Tuition	Rock Steady

Further information (optional)

At Lyppard Grange, we frequently review and revise our provision for our disadvantaged pupils. We monitor their progress regularly and if planned action is not impacting on outcomes, we change planned actions immediately.

We include pupils who are not disadvantaged, but are not on track to meet expected outcomes, in our intervention groups if we think it will not have a detrimental impact on our disadvantaged pupils. These intervention groups are also part funded through our notional SEND allowance.

Glossary

Abbreviations	Meaning
MAT	Multi Academy Trust
ARE	Age Related Expectation
ARE+	Above Age Related Expectation
EXS	Expected Standard
GDS	Greater Depth Standard
RWM	Reading, Writing, Mathematics Combined
CEW	Common Exception Word (a word that cannot be sounded out phonetically)
SEND/SENDCo	Special Educational Needs and Disabilities/Coordinator
EHCP	Education Health Care Plan
PLP	Personalised Learning Plan (for children with SEND)
SALT	Speech and Language Therapy
SEMH	Social Emotional Mental Health
ACEs	Adverse Childhood Experiences
ELSA	Emotional Literacy Support Assistant
PP/PPG/PPG+	Pupil premium/ Pupil premium grant/ Pupil premium grant plus (funding provided individually for CLA)
CLA/CPLA	Child Looked After/ Child Previously Looked After
PEP	Personal Education Plan (for CLA)

SATs	Standard Assessment Tests
EYFS	Early Years Foundation Stage
ELG	Early Learning Goal
GLD	Good Level of Development
KS1	Key Stage 1
KS2	Key Stage 2
PSC	Phonics Screening Check
MTC	Multiplication Times Table Check
EEF	Education Endowment Foundation