Ladygrove Primary School and Nursery Pupil premium strategy statement Reception to Y6

2025-2026

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	Ladygrove Primary School and Nursery
Number of pupils in school	415
Number of pupils in school eligible for pupil premium at October census 2025	122
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommend.)**	2024/2025 2025/2026 2026/2027
Year in current PPG cycle	2nd of 3 years
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Kirsty Stewart
Governor lead	Colin Mahy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Reception to Year 6	**£184,480**
Pupil premium funding carried forward from previous years	**£0**
Total cost of delivery of the Pupil Premium strategy	**£193,576.67**

Part A: Pupil premium strategy plan

Statement of intent

Decisions made in regard to our Pupil Premium and Recovery Premium spend have been based mainly on the research of the Education Endowment Foundation. Our spend is targeting at narrowing gaps; both in terms of experiences provided for Pupil Premium Funded children and the progress they make and the levels of attainment they achieve.

We have based our rationale based on the barriers which our children face. These are listed in the sections below. Our biggest barrier relates to lower attendance rates for our PPG children; as if our children are not in school, we cannot work to reduce other barriers to learning.

Our ultimate objectives are:

- ✓ To provide equity for Pupil Premium children.
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For higher percentages of Pupil Premium children to achieve age-related expectations at the end of EYFS, KS1 and KS2.
- ✓ For higher percentages of disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To support our children and their families to ensure that disadvantaged children attend school on time every day with the equipment needed to access learning.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that reading is at the heart of the curriculum and that pupils from disadvantaged children are given every opportunity to master how to read and have regular opportunities to read to adults to develop their skills.
- To support children who are 'off-track' by targeted intervention; delivered by teachers and/ or teaching assistants either in a small group or on a 1:1 basis
- To ensure that children from disadvantaged backgrounds make at least expected progress from their starting points
- To ensure that children have the same experiences, so we support payment for activities, music lessons, educational visits and residentials.
- Emotional and behavioural support via our Inclusion and Wellbeing Manger and our pastoral team.
- Providing food for children via attendance at breakfast club or via our toast project.
- Providing children with the equipment needed for the day e.g., by providing children with swimming kit, PE and or clothing (e.g. shoes or coats).

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance rates/ more frequent lateness than non-PPG peer group.
2	Higher rates of persistent absence when compared to non-PPG children.
3	Higher percentages of children accessing the school Early Help offer
4	Some children do not eat breakfast in a morning.
5	Early Language skills are not as developed as all of their peer group.
6	Some children exhibit lower levels of self-esteem which impacts on emotional regulation and social skills.
7	Generally, in EYFS and KS1, children have less developed fine motor skills that their non-PPG peers.
8	Less phonological awareness in EYFS and KS1, resulting in lower numbers of PPG children passing the Year 1 phonic screen.
9	Higher numbers of PPG children have coupled SEND vulnerabilities.
10	Less PPG children achieve ARE at the end of EYFS, KS1 and KS2 in Reading, Writing, Maths and combined attainment than their non-PPG peers.
11	Less PPG children attain Greater Depth in Reading, Writing and Maths than their non-PPG peers
12	Some children do not complete homework or read at home.

13	Not as many PPG children take up offers of wider school activities e.g. attend after-school clubs offered by the school, music lessons, residential visits etc; even though these costs are met by school.
14	Parents can find it hard to fund experiences such as trips and visitors offered by the school
15	Some children do not have access to cultural capital experiences outside of school.

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
To improve attendance and punctuality of PPG children.	Ensure attendance of disadvantaged pupils is above 96.5%. Reduction in the number of late marks for PPG children. Reduction in the numbers of PPG children classed as persistently absent. Funded breakfast club places for identified families.
Impact 2024-2025 Attendance of disadvantaged pupils has increased from 93.55% 2023-2024 to 94.61% 2024-2025. Soft start has meant that lateness has decreased for children that have been targeted. Persistent Absence in 2023-2024 was 16%, decreasing to 6% in 2024-2025.	
To ensure that PPG are in a ready state to learn.	No PPG children disadvantaged by school uniform/ PE kit/ Swimming kit/ school coats/ lack of shoes. School staff working with families to ensure they can complete FSM forms. Free toast for all PPG children. Funded breakfast club places for identified families. Family Support worker identifying families in need of food parcel support. PPG children that require soft start using it to positively impact on school/learning readiness.
Impact 2024-2025 100% of our PPG children have access to free toast daily. This means that they all have breakfast. 54% of children accessing Soft Start are PPG children.	

To develop the speech and language skills of children in EYFS, KS1 and KS2.	PPG children to make accelerated progress in Speaking, Listening and Understanding in EYFS. Higher percentages of children achieving expected levels in Speech and Language at the end of EYFS. Year on year reduction in the number of PPG accessing Talk-Boost interventions in EYFS, KS1 and KS2.
Impact 2024-2025 EYFS end of year outcomes indicate an increase in children achieving Age Related Expectations in Speaking, listening and understanding, rising from 67% 2023-2024 to 85% 2024-2025. As children progress through school, the impact of intervention can be seen as less children needing Talk Boost intervention. This is also reflected in the reduction of Speech and Language referrals through KS1 and KS2. Parent voice also indicates the impact on pupils. Our Summer term 2025 parental survey included the following quote; *Q: What have we done well?* *A: " Worked on X's confidence via Talk Boost and supported at home regarding areas she struggled with more. Thank you. "*	
To develop the emotional regulation skills of PPG children.	Children better able to manage their emotions after accessing social and emotional intervention such as ELSA. Less behaviour incidents for key PPG children logged on CPOMS tracking system. Greater resilience in learning of PPG shown by higher percentages of children achieving in line with their peers in Reading, Writing and Maths.
Impact 2024-2025 Data shows that the interventions have ensured that children can better regulate their emotions. • EYFS end of year outcomes indicate an increase in children achieving Age Related Expectations in Personal, social and emotional development increased from 67% 2023-2024 to 85% 2024-2025. This is following interventions from staff such as social stories. • The impact of children accessing ELSA support can be seen, due to the number of children who can effectively manage their emotions. In the Autumn term 2024, 26 children were accessing this intervention, by the Summer term 2025, this has reduced to 11. • Children have also been able to better manage friendship incidents. At the start of the academic year 2024-2025 from 27 children accessed interventions for this, reducing to 2 in the Summer Term. There is also a decrease in PPG behaviour incidents across the 2024-2025 academic year, from 35 in the Autumn term to 16 in the Summer term.	

PPG children to have improved fine/gross motor skills.	PPG children to make accelerated progress, from their starting points, in Physical Development in EYFS. Higher percentages of children achieving expected levels in Physical Development at the end of EYFS. Higher percentages of PPG children achieving in line with their peers in terms of letter formation and handwriting by the end of KS1, measured against the Y2 writing standards. Higher percentages of PPG children achieving in line with their peers in terms of letter formation and handwriting by the end of KS2, measured against the Y6 writing standards. Higher percentages of children achieving in line with their peers in PE in KS1 and KS2. Tracked and monitored through the Get Set for PE assessment tool.
Impact 2024-2025 EYFS end of year outcomes indicate an increase in children achieving Age Related Expectations in Physical development from their Autumn term baseline of 67% rising to 92% end of year.	
PPG children to attain in line with their peers in the Year 1 Phonic screen.	PPG children achieve national average in the Year 1 Phonic Screen. PPG children making accelerated progress evidenced by Read, Write Inc assessment data.
Impact 2024-2025 Reception end of year data indicates that 86% of PPG children are on track to pass the Phonic Screen in June 2026. There is a higher percentage of PPG children at/ exceeding end of year expectations than we have historically seen. Year 1 phonics screen, although not at national for PPG children, shows good progress from baseline in terms of the number of sounds known. Out of the 5 PPG children who did not meet Age Related Expectations, 60% of these children have SEND needs.	
PPG children to make good progress in Reading.	PPG children heard read in school three times per week by an adult. PPG children making good progress from their starting points in EYFS. PPG children achieve national average progress scores in KS2 Reading. KS1 PPG children to make accelerated progress in reading from their starting points.
Impact 2024-2025 Reading data across school shows accelerated progress in reading for children in receipt of the Pupil Premium Grant.	

In Reception 46% of PPG children were at Age Related Expectations at baseline rising to 85% of children in the Summer Term. End of KS1 data indicates 37% of PPG children were at Age Related Expectations at baseline rising to 53% in the Summer Term. End of KS2 data indicates 19% of PPG children were at Age Related Expectations at baseline rising to 57% in the Summer Term.	
PPG children to make good progress in Writing.	PPG children making good progress from their starting points in EYFS. PPG children achieve national average progress scores in KS2 Writing. KS1 PPG children to make accelerated progress in writing from their starting points.
Impact 2024-2025 In Reception 46% of PPG children were at Age Related Expectations at baseline rising to 71% of children in the Summer Term. End of KS1 data indicates 37% of PPG children were at Age Related Expectations at baseline rising to 47% in the Summer Term. End of KS2 data indicates 46% of PPG children were at Age Related Expectations at baseline rising to 63% in the Summer Term.	
PPG children to make good progress in Mathematics.	PPG children targeted for Maths intervention to develop fluency. PPG children making good progress from their starting points in EYFS. PPG children achieve national average progress scores in KS2 Maths. KS1 PPG children to make accelerated progress in maths from their starting points.
Impact 2024-2025 In Reception 62% of PPG children were at Age Related Expectations at baseline rising to 71% of children in the Summer Term. End of KS1 data indicates 26% of PPG children were at Age Related Expectations at baseline rising to 87% in the Summer Term. End of KS2 data indicates 14% of PPG children were at Age Related Expectations at baseline rising to 87% in the Summer Term. The average point score for children in Year 4 who sat the multiplication screen, indicates that children in school in receipt of the Pupil Premium Grant achieved an average point score of 21.84. This is above the average point score for all children nationally in 2024 which was 20.6.	
More PPG children achieving combined attainment in Reading, Writing and Maths by the end of KS1 and KS2.	PPG children achieve national combined attainment in KS1 and KS2. Higher amount of PPG children achieving combined attainment.
Impact 2024-2025: Significant progress was made in Maths in the academic year 2024-2025, which is the area where our PPG historically achieved lower than their peers.	

<table>
<tr><td colspan="2">Combined attainment for PPG children is a central strand of the School Development plan for 2025-2026.</td></tr>
<tr><td>Higher percentages of PPG children achieving Greater Depth in Reading.</td><td>PPG children achieve national average for greater depth Reading in KS1 and KS2.</td></tr>
<tr><td colspan="2">Impact 2024-2025
In KS1 in the academic year 2023-2024, 13% of PPG pupils achieved greater depth, rising to 18% in the academic year 2024-2025.
The percentage of children achieving Greater Depth at end of KS2 who are entitled to the Pupil Premium Grant (26%) is in line for all children within school (27%).</td></tr>
<tr><td>Higher percentages of PPG children achieving Greater Depth in Maths.</td><td>PPG children achieve national average for greater depth Maths in KS1 and KS2.</td></tr>
<tr><td colspan="2">Impact 2024-2025
The percentage of children achieving Greater Depth at end of KS2 in Maths who are entitled to the Pupil Premium Grant (26%) is in line for all children nationally achieving Greater Depth.</td></tr>
<tr><td>Higher percentages of PPG children achieving Greater Depth in Writing.</td><td>PPG children achieve national average for greater depth Writing in KS1 and KS2.</td></tr>
<tr><td colspan="2">Impact 2024-2025
The percentage of children achieving Greater Depth at end of KS2 in Writing who are entitled to the Pupil Premium Grant (11%) is broadly in line for all children nationally achieving Greater Depth (13%).</td></tr>
<tr><td>More PPG children completing homework.</td><td>PPG children read with three times a week by an adult in school.
PPG children targeted for Maths fluency intervention e.g. Numbots/Times Tables Rock Stars and time given within this to complete tasks set as homework.
Homework activities completed with Out of School club staff when attending this provision.
Lunchtime homework club accessible by children.</td></tr>
<tr><td colspan="2">Impact 2024-2025
Homework clubs enable PPG children to complete homework within the school day, if necessary, by providing lunchtime homework clubs and time at afterschool clubs.
The increase in PPG children at the end of KS1 and KS2 achieving Age Related Expectations demonstrates the impact of this provision.</td></tr>
<tr><td>To ensure that PPG are given wider opportunities and experiences to develop their cultural capital.</td><td>PPG children attending at least one funded club per half-term.
PPG attending all school trips and having access to school visitors.
PPG children being able to attend funded residential visits.
PPG children having the opportunity to have funded music lessons.</td></tr>
</table>

	School to signpost PPG children to Healthy, Happy Holidays provision and low-cost activities in the school holidays.

Impact 2024-2025:

Approximately 60% of PPG children attended a funded after-school club. Of these children, 53% attended at least one per term, with some children attending one every half-term.

Our Spring term 2025 Parent voice survey – 98% of our parents agreed that there is a wide range of clubs for children to take part in.

98% also agree that their child has the opportunity to experience a range of enrichment activities.

35% of PPG children in Year 4 and Year 6 took up the offer of a funded or partially funded residential visit.

9 PPG children have taken up the offer of funded music lessons.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for phonics leader and staff who deliver phonics from Read, Write Inc trainer to ensure high standards in the teaching of phonics are present. Online CPD resources for staff to develop their own practice under the guidance and delivery of the Read, Write Inc leader within school. (Portal subscription and Oxford Owl) CPD session for all staff who deliver phonics with Read, Write Inc leader weekly. **£900 – Online CPD** **£600 – Development Day** **£3,000 - Read, Write Inc leader release** **Cost: £4,500**	**EEF (+ 5) Systematic phonic teaching** A systematic approach to synthetic phonics is key to ensuring that PPG children can read fluently by the time that they leave KS1 and are so able to access the next phase in their educational journey to KS2.	5, 8, 10, 11
Number sense subscription and courses EYFS - £135	**EEF (+5) Mastery Learning** As a school we purchased the Times Table element on the Number sense	10, 11

KS1 - £270 KS2 - £270 Courses to support delivery of Number Sense: £285 **Total: £960**	subscription last year and carried out CPD with the staff in Year 3 and 4. The impact on our Times Tables results was positive, as it was nationally. The Findings for Number sense Matsh demonstrated that: "Average MTC scores across those schools rose from 19.9 before using the programme to 22.8 for the cohort who had been taught the programme. In 2023 the national average was 20.2, so this represents a shift from around national average to well above". Our school score was 22.39 for all children and 21.25 for PPG children. This is a shift from 20 for all children the year before. As such we have decided to purchase the other elements of the scheme and carry out the associated CPD to further develop number fluency.	

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

Budgeted cost: £86,686.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language intervention in Reception. Identified via the Stoke Speaks Intervention tools. Then children to be given the Talk Boost intervention in R, KS1 and KS2. **Cost: £4,839.30** 3 Talk boost groups across school: Cost of a TA salary to deliver the intervention to children: 3 x per week for 30 minutes	**EEF (+6) Oral Language Intervention** Previous EYFS Speech and Language interventions in Nursery and Reception have been successful in ensuring that children's language is school ready. This has meant that key children understand far more what is going on within the classroom and are better able to interact with their peers. PPG research shows that PPG children generally are exposed to less language prior to starting school. Having a vocabulary focus ensures that children are exposed to rich language. School staff have been trained in Talk Boost, so this is why it is used to deliver the interventions.	5

EYFS Fiddly Fingers Intervention: TA intervention: 3 x 10 minute intervention a week: **Cost: £322.62**	**EEF (EYFS +5) Physical Development approaches** Children with lower than expected levels of physical development in fine/ gross motor skills, identified in Reception baseline. Targeted intervention put in place to develop skills through the use of Write Dance intervention (Fine and Gross motor skills), Dough Disco (Fine) and small group fine-motor intervention.	6, 7
Deployment of TA in a morning to take phonics groups in Year 1 and Year 2 and then provide 1:1 intervention for children from Year R-2 every afternoon. **Cost: £21,112** Level 2 TA salary + on costs Deployment of the Deputy headteacher for an hour day and a half a day for 5 half-terms to take phonics groups in Reception and then provide 1:1 intervention for children from Year R. **Cost:** £2,180	**EEF (+4) small group tuition &** **EEF (+ 5) systematic phonic teaching** Deployment of additional TA and the DHT to teach phonics groups ensure that children off track receive small groups tuition in a proven phonic scheme of Read, Write Inc.	5, 8, 10, 11
Deployment of TAs to ensure that every Pupil Premium child is heard read x 3 times per week to an adult. **Cost: £39,359.64** Cost of TA salary x 30 mins a week for every pupil premium child in school.	**EEF (+ 5) One to One Tuition** To ensure that our Pupil Premium children make the best possible progress in reading, we allocate Teaching Assistants to hear them read three times a week. This is done on a 1:1 basis by the classroom teaching assistant. Teaching assistants are trained in hearing children read and focus on phonics/ reading	8, 10, 11

	comprehension depending on the age and development of the children.	
HLTA allocated to Year 6 to target Pupil Premium children to quickly raise attainment of identified children in Maths by closing gaps in learning. Year 6 Maths x 5 mornings for 60 minutes moving to Year 5 after SATS. **Cost: £3,967.20**	**EEF (+5) One to one tuition** The EEF describes this as a teacher gives intensive 1:1 support to a child. We have used this approach to close gaps in lower ability children's learning in terms of fluency (inclusion Times Tables, number bond recall, doubling and halving). This aids children's fluency and ability to access the Arithmetic paper at the end of KS2.	10, 11,
1:1 Tuition for children in learning their Times Tables across Year 4. Level 2 TA – 2hours per day daily **Cost: £6,448.60**	**EEF (+ 5) One to One Tuition** To ensure that our Pupil Premium children make the best possible progress in Maths fluency, we allocate Teaching Assistants to work with them on unknown Times Tables This is done on a 1:1 basis. This TA has been trained by our Deputy headteacher in the use of Times Tables Rock Stars to identify the Times Tables that need to be worked on. Children are regularly assessed and their progress tracked on a heat-map. We know this strategy works as it is an approach which was taken on in the academic year 23-24 which resulted in our PPG children achieving well in the Multiplication Screen.	10, 11

1:1 Tuition for children in arithmetic Cost: £4,360 DHT salary costs	**EEF (+ 5) One to One Tuition** To ensure that our Pupil Premium children make the best possible progress in Maths fluency, we allocate our Deputy Headteacher to work with PPG children who are off-track in Year 2 in terms of arithmetic for one afternoon per week from the 2nd half of the Autumn Term onwards. This is done on a 1:1 basis. She is an experienced Y2 leader with a proven track record of success in interventions.	10, 11
Maths clubs at lunchtime for children to develop fluency in tables and recall. Year 4 – Times tables Rock Stars Club x 30 minutes sessions 1 times per week. (Level 2 TA) Year 5 – Times tables Rock Stars Club x 30 minutes sessions 1 times per week. (Level 2 TA) Year 6 – Times tables and fluency club x 30 minutes sessions 1 times per week. (Level 2 TA) **Cost: £763.80**	**EEF (+5) Homework** EEF findings cite that a homework club that is carried out twice a week has the most impact. This has been targeted at children from Year 4 onwards to support children in developing their fluency. This is ran from the second half of the Autumn term.	12
Deployment of Deputy Headteacher and Headteacher one afternoon per week in January, February, March and April to teach in Year 6 to allow class teachers to boost reading comprehension. **Cost: £2,936**	**EEF (+4) small group tuition** Deployment of DHT and HT to teach to Year 6 to release the class teachers to teach small groups under the direction of the teacher, to ensure that identified children make accelerated progress. Focussed on gaps in reading/ writing knowledge and understanding.	10, 11,

HLTA allocated to Year 6 to target PPG children in Writing. **Cost: £3,967.20**	**EEF (+4) small group tuition** Deployment of additional HLTA to Year 6 teach small groups under the direction of the teacher, to ensure that identified children make accelerated progress. Focussed on gaps in Writing knowledge and understanding.	10, 11,

Wider strategies (for example, related to attendance, behaviour, self-regulation and wellbeing)

Budgeted cost: £101,430.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Family Support worker is our attendance champion. She works as the school EWO and provides additional support for those families who require intervention due to low attendance levels. Tracking of attendance in line with National figures and breakdown according to vulnerable groups. Carrying out first-day absence home visits in line with school protocols. 0.5 day admin time to support parents who children are classed as a persistent absentee via attendance support plans from Family Support worker. **Cost: £37,917**	Without regular school attendance Pupil Premium children cannot close gaps in their learning. The EEF is currently running an assessment of attendance interventions for school, but the findings have yet to analysed and published. Their report evidences that even minimal improvements to attendance means that children make educational progress, although there is currently no month banding for this.	1, 2, 3
Inclusion and Wellbeing Manger appointed to work with vulnerable children and their families and improve parental engagement (support families through running EHAs, organising support from external agencies, attendance at professionals' meetings alongside parents such as Bee U and other professionals such as the school nursing team, organising ELSA provision and supporting children's mental health (SEMH SEND needs) and emotional wellbeing in 1:1 session or in small groups.)	**EEF (+4) Parental Engagement** We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills.	1, 2, 3, 6, 9

Cost: £37,516	• general approaches which encourage parents to support their children with, for example reading or homework. • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. Our Inclusion and Wellbeing supports families extensively throughout the day. **EEF (+4) Behaviour interventions/ EEF (+7) Metacognition and Self-regulation** Our Inclusion and Wellbeing Manager also works on small group and 1:1 intervention, to support children with managing their emotions and behaviours throughout the day. Starting with Soft-Start in a morning, lunch-club and then sessions with children throughout the day.	
2 x Pastoral TA (afternoons only) to support in the Pastoral Pod with the Inclusion and Wellbeing Manager in delivering programmes which supports children's emotional wellbeing and self-regulation one afternoon each per week. Staffing costs for ELSA sessions: **£1,612.15** (2 ½ hours weekly Scale 2 TA)	**EEF (+4) Social and Emotional Learning** Social and Emotional Interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This supports SEND children with SEMH needs. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, and community. These include specialised programmes which are targeted at students with particular social or emotional	3, 6, 9

	needs. We offer this to children via afternoon nurture provision for identified children.	
Family Support worker employed to support parents with self-help strategies within the home relating to bedtime routines, sleep patterns, home organisation to ensure that children are attending school on time every day and ensuring SEND needs are met. **Cost: Already costed above**	**EEF (+4) Parental Engagement** We define parental engagement as the involvement of parents in supporting their children's academic learning. The role of our Family Support worker is to specifically deliver: • more intensive programmes for families in crisis. This may involve work on routines within the family home.	1, 2, 3, 4, 6, 9, 12.
Funded breakfast club sessions for identified families. Children can be allocated a place on a short term or longer-term basis to provide periods of support to families. Breakfast club for 6 children throughout the academic year: **Cost: £3,990.00** Cost of in class breakfast club for Reception Children **Cost: £344.16** **Breakfast bagels costs**	**EEF (+2) breakfast club attendance** Data from the EEF 2019 indicates that attendance at Magic Breakfast clubs raises a KS1 child's attainment of an average of 2 months. We are targeting breakfast club provision at those PPG families with attendance below 95% and those who are persistently late. We also support families for short term interventions when things are difficult at home. We have used this strategy for the last 3 years and it impacted positively on attendance and outcomes for children.	1, 2, 3, 4, 6
Funded toast for children entitled to PPG. PPG parents to e-mail school so it as provided free of charge.	**EEF (+7) Meta Cognition and Self-regulation strategies**	3, 4, 6

122 PPG children funded at £1.25 per week x 38 weeks. **Cost: £5,795**	In school we noticed that children's attention during the second part of the morning dropped. During the Autumn Term of 2021 we instigated a trail where toast was provided as part of the morning break snack. We funded this for PPG children and other parents had the opportunity to purchase toast. We noticed that children's concentration improved during the second half of the morning and there were less behavioural incidents with children. Although not directly relating to the impact of toast, the EFF Self-regulation strategies add +8 months to children over the course of an academic year. Feeding our children with toast has improved children's ability to self-regulate.	
Staff CPD to ensure that children's mental health needs are met by funding the school's subscription to 'Future in Mind' and attendance at Emotional Literacy Support Assistant training by the Inclusion and Wellbeing manger **Cost: £384 Future in Mind**	**EEF (+ 4) Social and Emotional Support** for children who are accessing social and emotional support within the Primary School.	3, 6
Funded sessions for all children entitled to PPG so they can attend one club per term free of charge. This club is a free-choice club and can be taken from any of the clubs on offer. **Cost = £5,472** (Based on 72 children {approx. 60% of current PPG} x £4 per club x 19 weeks, as approximately 60% of	**EEF (+3 months) Arts Participation** **EEF (+1 month) Physical Activity** As a school we do not want any of our children to be excluded from attendance at any school activity due to cost. We know that the costs	13, 14, 15

children take up a funded club and not all attend a club every half-term.)	associated with after -school clubs can be a barrier for lower income families, and we therefore recognise this need. Although there is limited EEF research on the amount of progress that this brings to children and the impact can be described as minimal in terms of months academic progress, as part of our wider school ethos and the importance of children 'Belonging' to their school, this is funded for our children.	
Music lesson provision for Children in Care and children removed from Care for Pupil Premium purposes and those entitled to the PPG grant. **Cost: £2,400**	**EEF (+3 months) Arts Participation** Music is at the heart of the ethos at Ladygrove and funding music lessons ensures that this opportunity is open to all. EEF findings cite that: Art participation can have positive impact on other areas of the curriculum. It also indicates that the impact on children should be measured beyond the impact on English and Maths.	13, 14, 15
The funding of educational visits for PPG children based on one trip/ experience per term. The funding of most of the cost of residential visits such as PGL trips and Arthog trips. **Cost: £6,000**	Although there is no EEF findings detailing the impact of educational visits, ensuring that all children have the opportunity for cultural capital is part of our ethos. We aim to extend the range of experiences and activities that our children can experience. Ensuring that all children are treated equally and that children are not	13, 14, 15

	made to feel different because their parents cannot afford to fund trips is essential. Also, to allow trips to go ahead even where there is not a viable level of parental contributions, this is essential.	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the performance of disadvantaged pupils was lower than that of non-disadvantaged children.

We have also drawn on school data and pupil, parent and staff voice to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that there was a gap academically as well as how well pupil premium children attended school. On entry to school, our pupil premium children generally demonstrate lower levels of development socially and emotionally. We have therefore identified these children for pastoral and ELSA support and intervention.

<u>To improve attendance and punctuality of PPG children.</u>

Impact 2024-2025

Attendance of disadvantaged pupils has increased from 93.55% 2023-2024 to 94.61% 2024-2025.

Soft start has meant that lateness has decreased for children that have been targeted.

Persistent Absence in 2023-2024 was 16%, decreasing to 6% in 2024-2025.

<u>To ensure that PPG are in a ready state to learn.</u>

Impact 2024-2025

100% of our PPG children have access to free toast daily. This means that they all have breakfast.

54% of children accessing Soft Start are PPG children.

To develop the speech and language skills of children in EYFS, KS1 and KS2. PPG children to make accelerated progress in Speaking, Listening and Understanding in EYFS.

Impact 2024-2025

EYFS end of year outcomes indicate an increase in children achieving Age Related Expectations in Speaking, listening and understanding, rising from 67% 2023-2024 to 85% 2024-2025.

As children progress through school, the impact of intervention can be seen as less children needing Talk Boost intervention. This is also reflected in the reduction of Speech and Language referrals through KS1 and KS2.

Parent voice also indicates the impact on pupils. Our Summer term 2025 parental survey included the following quote;

Q: What have we done well?

A: " Worked on X's confidence via Talk Boost and supported at home regarding areas she struggled with more. Thank you. "

To develop the emotional regulation skills of PPG children. Children better able to manage their emotions after accessing social and emotional intervention such as ELSA.

Impact 2024-2025

Data shows that the interventions have ensured that children can better regulate their emotions.

- EYFS end of year outcomes indicate an increase in children achieving Age Related Expectations in Personal, social and emotional development increased from 67% 2023-2024 to 85% 2024-2025. This is following interventions from staff such as social stories.

- The impact of children accessing ELSA support can be seen, due to the number of children who can effectively manage their emotions. In the Autumn term 2024, 26 children were accessing this intervention, by the Summer term 2025, this has reduced to 11.

- Children have also been able to better manage friendship incidents. At the start of the academic year 2024-2025 from 27 children accessed interventions for this, reducing to 2 in the Summer Term.

There is also a decrease in PPG behaviour incidents across the 2024-2025 academic year, from 35 in the Autumn term to 16 in the Summer term.

PPG children to have improved fine/gross motor skills. PPG children to make accelerated progress, from their starting points, in Physical Development in EYFS.

Higher percentages of children achieving expected levels in Physical Development at the end of EYFS.

Higher percentages of PPG children achieving in line with their peers in terms of letter formation and handwriting by the end of KS1, measured against the Y2 writing standards.

Higher percentages of PPG children achieving in line with their peers in terms of letter formation and handwriting by the end of KS2, measured against the Y6 writing standards.

Higher percentages of children achieving in line with their peers in PE in KS1 and KS2. Tracked and monitored through the Get Set for PE assessment tool.

Impact 2024-2025

EYFS end of year outcomes indicate an increase in children achieving Age Related Expectations in Physical development from their Autumn term baseline of 67% rising to 92% end of year.

PPG children to attain in line with their peers in the Year 1 Phonic screen.

Impact 2024-2025

Reception end of year data indicates that 86% of PPG children are on track to pass the Phonic Screen in June 2026. There is a higher percentage of PPG children at/ exceeding end of year expectations than we have historically seen.

Year 1 phonics screen, although not at national for PPG children, shows good progress from baseline in terms of the number of sounds known. Out of the 5 PPG children who did not meet Age Related Expectations, 60% of these children have SEND needs.

PPG children to make good progress in Reading. PPG children heard read in school three times per week by an adult.

Impact 2024-2025

Reading data across school shows accelerated progress in reading for children in receipt of the Pupil Premium Grant.

In Reception 46% of PPG children were at Age Related Expectations at baseline rising to 85% of children in the Summer Term.

End of KS1 data indicates 37% of PPG children were at Age Related Expectations at baseline rising to 53% in the Summer Term.

End of KS2 data indicates 19% of PPG children were at Age Related Expectations at baseline rising to 57% in the Summer Term.

PPG children to make good progress in Writing

Impact 2024-2025

In Reception 46% of PPG children were at Age Related Expectations at baseline rising to 71% of children in the Summer Term.

End of KS1 data indicates 37% of PPG children were at Age Related Expectations at baseline rising to 47% in the Summer Term.

End of KS2 data indicates 46% of PPG children were at Age Related Expectations at baseline rising to 63% in the Summer Term.

PPG children to make good progress in Mathematics. PPG children targeted for Maths intervention to develop fluency.

Impact 2024-2025

In Reception 62% of PPG children were at Age Related Expectations at baseline rising to 71% of children in the Summer Term.

End of KS1 data indicates 26% of PPG children were at Age Related Expectations at baseline rising to 87% in the Summer Term.

End of KS2 data indicates 14% of PPG children were at Age Related Expectations at baseline rising to 87% in the Summer Term.

The average point score for children in Year 4 who sat the multiplication screen, indicates that children in school in receipt of the Pupil Premium Grant achieved an average point score of 21.84. This is above the average point score for all children nationally in 2024 which was 20.6.

More PPG children achieving combined attainment in Reading, Writing and Maths by the end of KS1 and KS2

Impact 2024-2025:

Significant progress was made in Maths in the academic year 2024-2025, which is the area where our PPG historically achieved lower than their peers.

Combined attainment for PPG children is a central strand of the School Development plan for 2025-2026.

Higher percentages of PPG children achieving Greater Depth in Reading.

Impact 2024-2025

In KS1 in the academic year 2023-2024, 13% of PPG pupils achieved greater depth, rising to 18% in the academic year 2024-2025.

The percentage of children achieving Greater Depth at end of KS2 who are entitled to the Pupil Premium Grant (26%) is in line for all children within school (27%).

Higher percentages of PPG children achieving Greater Depth in Maths.

Impact 2024-2025

The percentage of children achieving Greater Depth at end of KS2 in Maths who are entitled to the Pupil Premium Grant (26%) is in line for all children nationally achieving Greater Depth.

Higher percentages of PPG children achieving Greater Depth in Writing.

Impact 2024-2025

The percentage of children achieving Greater Depth at end of KS2 in Writing who are entitled to the Pupil Premium Grant (11%) is broadly in line for all children nationally achieving Greater Depth (13%).

More PPG children completing homework.

Impact 2024-2025

Homework clubs enable PPG children to complete homework within the school day, if necessary, by providing lunchtime homework clubs and time at afterschool clubs.

The increase in PPG children at the end of KS1 and KS2 achieving Age Related Expectations demonstrates the impact of this provision.

To ensure that PPG are given wider opportunities and experiences to develop their cultural capital.

Impact 2024-2025:

Approximately 60% of PPG children attended a funded after-school club. Of these children, 53% attended at least one per term, with some children attending one every half-term.

Our Spring term 2025 Parent voice survey – 98% of our parents agreed that there is a wide range of clubs for children to take part in.

98% also agree that their child has the opportunity to experience a range of enrichment activities.

35% of PPG children in Year 4 and Year 6 took up the offer of a funded or partially funded residential visit.

9 PPG children have taken up the offer of funded music lessons.