

# Pupil premium strategy statement – Lethbridge 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   | 476           |
| Proportion (%) of pupil premium eligible pupils  | 8.3%          |
| 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> ) | 2025-2026     |
| Date this statement was published  | November 2025 |
| Date on which it will be reviewed  | January 2026  |
| Statement authorised by  | L Mayes       |
| Pupil premium lead   | L Mayes       |
| Governor / Trustee lead  | I Fernow      |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £65, 825 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £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> | £65, 825 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our commitment at Lethbridge Primary School is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal whilst experiencing a rich school experience that ensures children achieve, belong and thrive at our school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and those living with other adverse experiences or disadvantage. The activity we have outlined in this statement is also intended to support their needs.

High-quality teaching is at the heart of our approach, with a focus on ensuring those children who face disadvantaged achieve as well as all other children in our school. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside excellent attainment for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our school data shows a great deal of strength for children experiencing disadvantage in both attendance and attainment. We are committed to using this as a strong basis on which to build attainment at the highest levels.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>Achieve</b></p> <p>Our disadvantaged pupils achieve well at expected attainment levels at end of Year 6 across all subjects. Over the last 3 years, their attainment at EXS level in maths has been significantly above national averages – 24% above disadvantaged national average and 4% above non-disadvantaged averages. We would like to build on this strong foundation to ensure disadvantaged pupils are represented within our greater depth attainers in maths.</p> <p>At end of EYFS, 73% of our cohort met expected for number against a national of 78.7% although our 'numerical patterns' outcomes were 9% above national. We need to narrow this discrepancy to ensure children do not enter KS1 at a disadvantage.</p> |
| 2                | <p><b>Achieve</b></p> <p>At end of EYFS our cohort were at 81% expected for 'speaking'. National outcomes were 82.3%. We need to narrow this discrepancy to ensure children do not enter KS1 at a disadvantage.</p>  |
| 3                | <p><b>Thrive</b></p> <p>Pupil voice shows us that children feel less safe on the playgrounds than any other place in school. Difficulties at lunchtimes can lead to school absence. Although school attendance for all pupils is 1% above national and FSM 6 attendance is 1.5% above the national for the same group, we aim for all groups' attendance to be 97%.</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  |
|---|---|
| High quality teaching in mathematics ensures disadvantaged children achieve well.                           | Building on prior attainment for this group, disadvantaged children will be represented in our greater depth maths attainment data and expected data for these children will remain well above national for the same group and above national compared to all pupils. |
| Implicit teaching of Tier 2 vocabulary will ensure our children leave EYFS having attained ELG in Speaking. | ELG Speaking outcomes are above national, ensuring as few children as possible begin KS1 with a vocabulary deficit.   |

|   |   |
|---|---|
| OPAL project ensures all children feel safe and included at playtimes | Pupil voice data shows a marked increase in the number of children who feel safe on our school playgrounds. |
|   |   |

## 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: £ 50, 000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Embedding and enhancing of Mastery approach to mathematics through Mobius Maths Project</i> | Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. (EEF Guide to the Pupil Premium)   | 1                             |
| <i>Effective and implicit teaching of Tier 2 vocabulary in the Early Years</i>                 | High quality adult child interactions are one of the most powerful tools we have for language development.<br>Children will only acquire certain types of language, particularly Tier 2 and Tier 3 vocabulary, if it's intentionally introduced and used across contexts.<br>Vocabulary is strongly linked to reading comprehension, later attainment, and social mobility. (EEF Preparing for Literacy) | 2                             |

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

Budgeted cost: £ [insert amount]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|                                      |  |  |
|--------------------------------------|--|--|
| <i>Add or delete rows as needed.</i> |  |  |
|                                      |  |  |

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

Budgeted cost: £ 15, 825

| Activity                 | Evidence that supports this approach   | Challenge number(s) addressed |
|--------------------------|--|-------------------------------|
| <i>OPAL play project</i> | <p>Play is how children connect with others, how they make sense of their environment, experiences and feelings, how they develop new skills, imagination and confidence, and how they learn. (Save the Children International)</p> <p>Article 31 (leisure, play and culture)<br/>Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. (UN Convention on the Rights of the Child)</p> | 3                             |

**Total budgeted cost: £ 65, 825**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### FSM6 - Attendance

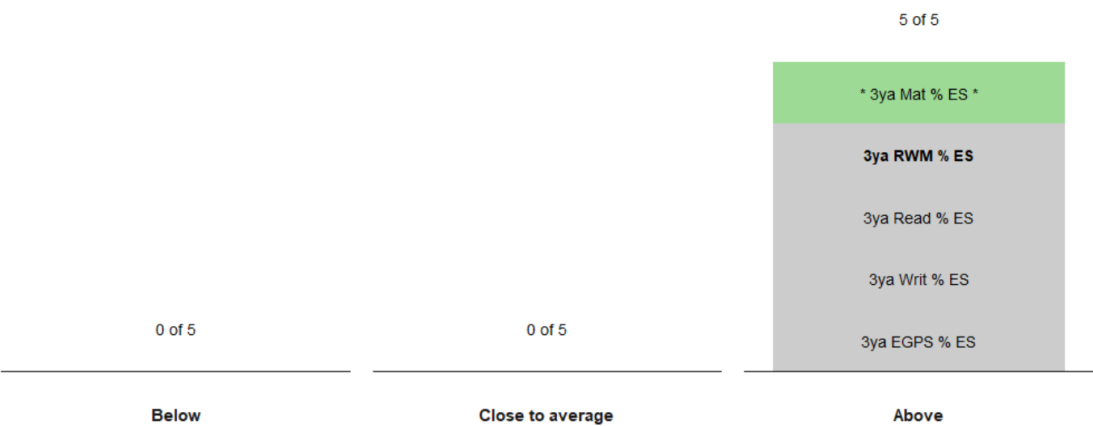
| Year    | Cohort | School | National | National distribution banding |
|---------|--------|--------|----------|-------------------------------|
| 2024/25 | 39     | 94.1%  | 92.6%    | Above                         |

### FSM6 - 1 or more suspensions

| Year    | Cohort | School | National | National distribution banding |
|---------|--------|--------|----------|-------------------------------|
| 2023/24 | 44     | 0.00%  | 2.33%    | Below (non-sig)               |

## Disadvantaged

### Multi-year average



### Disadvantaged pupils - Writing expected standard

| Year   | Cohort | School disadvantaged compared to national disadvantaged |          |                               |
|--------|--------|---|----------|-------------------------------|
|        |        | School  | National | National distribution banding |
| 3-year | 25     | 68%   | 59%      | Above (non-sig)               |

### Disadvantaged pupils - Reading expected standard

| Year   | Cohort | School disadvantaged compared to national disadvantaged |          |                               |
|--------|--------|---|----------|-------------------------------|
|        |        | School  | National | National distribution banding |
| 3-year | 25     | 72%   | 62%      | Above (non-sig)               |

### Disadvantaged pupils - Mathematics expected standard

| Year   | Cohort | School disadvantaged compared to national disadvantaged |          |                               |
|--------|--------|---|----------|-------------------------------|
|        |        | School  | National | National distribution banding |
| 3-year | 25     | 84%   | 60%      | Above (sig+)                  |