



Lady Bay Primary School Pupil Premium Strategy Statement 2025-2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lady Bay Primary
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Steve border
Pupil premium lead	Tracey Keane
Governor / Trustee lead	Debbie White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,634
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,056
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,690

Part A: Pupil premium strategy plan

Statement of intent

The DfE recognises that,

'There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school.'

At Lady Bay Primary School, we aim to deliver innovative and inspirational learning, enabling high achievement for all. We recognise that barriers to achievement can take a variety of forms. Our aim is to support every child, both in and out of the classroom in order for them to reach their full potential. We will make additional provision for each pupil who is in receipt of Pupil Premium Funding and ensure it is used effectively so that each child has an equal opportunity to become an empowered learner and to attain as highly as possible. Every child entitled to funding will receive personalised support, regardless of ability. We recognise that we are accountable for expenditure of the Pupil Premium funding and the strategies we employ to support pupils are underpinned by research (which is referenced in the 'activity' section)

To ensure PP grant is focused on effective approaches to raising the educational attainment of eligible pupils, schools (including local authority virtual schools) must spend their PP grant on evidence-informed activities in line with the 'menu of approaches' set by the Department for Education (DfE).

The menu aligns with the Education Endowment Foundation's (EEF's) evidence-informed tiered approach, which helps schools allocate spending across 3 key areas:

- developing high-quality teaching, for example through professional development and recruitment and retention*
- providing targeted academic support, such as one-to-one or small group tuition*
- tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing,*

At Lady Bay Primary, our provision for supporting pupils in receipt of the Pupil Premium Funding is based on these three areas, further guidance is outlined in the document 'Using pupil premium: guidance for school leaders' (DfE. 2025).

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment in phonics and early reading, writing and maths skills in EYFS and KS1
2	Slow progress or low attainment in core subjects compared to peers with similar starting points.
3	Special Educational Needs
4	Limited support with homework and reading for some pupils due to home circumstances.
5	Emotional, attachment or anxiety related needs leading to not wanting to attend school.
6	Engagement in reading and access to books. (library, lit volunteers, books provided by school).
7	Access to enrichment activities including sport and music (possibly due to family financial challenges).
8	Limited access to technology.
9	Mixed aspirations and knowledge about higher education.
10	Access to music and sports activities beyond the curriculum.
11	Persistent absenteeism
12	Language barriers due to children having English as an additional language.

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
Every PP child in EYFS and KS1 will 'catch-up' on missed learning in phonics. We aim for some children to make accelerated progress so that they reach the phonics threshold.	All children will make good progress. PP children will attain as well as their peers from similar starting points in the phonics threshold. Some PP children will make accelerated progress, so that meet the phonic threshold.
All children receive quality first teaching and interventions support their needs. Teachers receive effective CPD	All teaching is judged as at least good across the subjects and in the Early Years. Teachers subject knowledge is secure and they are able sequence learning effectively.

<p>Every child in receipt of PP funding will attain in line or better in core subjects with their peers with similar starting points.</p>	<p>All children will make good progress in core subjects and will attain in line with their 'prior' attainment. Some PP children will make accelerated progress so that they attain 'ARE' or 'GD.'</p> <p>Every</p>
<p>Children in receipt of PP funding who also have SEN will be supported effectively with provision that allows them to make progress on their individual targets.</p>	<p>Children attain their termly targets. Adaptive teaching happens across the curriculum so that children can access the full curriculum. Children with SEN will be tracked closely using BSquared, and provision maps will record interventions and progress. Where required, children will have additional 1:1 support for a TA to support adaptive teaching. All PP children will have individually tailored targets and additional interventions regardless of their ability.</p>
<p>All PP children have additional reading opportunities in school. They have homework support if necessary so that they are not disadvantaged through missing out on additional learning opportunities.</p>	<p>All PP children complete homework and have additional opportunities to read in school. Spelling will improve through extra practising at school. Their oracy and reading skills will improve.</p>
<p>All PP children with emotional, anxiety or attachment needs have support with these needs so that they are able to learn. Support may come from 1:1 tutors, the ELSA or external specialists (SFSS). Teachers will become trauma aware and will extend their knowledge about children with autism and anxiety.</p>	<p>Children are happy and feel secure so that they can access the curriculum. Negative behaviour does not impact on learning.</p>
<p>Children will have access to books at home to support reading. A love of reading will be promoted (school, library and books to own).</p>	<p>Children will enjoy reading and will have access to books at home, especially ones that match their interests. LAC and ex LAC children will have access to education programmes if additional support with literacy is required.</p>
<p>Access to enrichment activities including sport and music.</p>	<p>Children will be able to access trips, residentials and after school clubs so that their enjoyment of learning enhances and they are not disadvantaged compared to their peers because of financial reasons.</p>
<p>Access to technology.</p>	<p>Children will have the same skills as their peers and will have access to educational Apps at school. A computing specialist will support with the delivery of</p>

	the computing curriculum so that all children have the necessary skills to become IT literate.
High aspirations.	All children will have high aspirations for themselves and will learn about the possibilities that higher education has to offer. The school will promote aspirations through visitors and trips. Additional learning challenges will be included across the curriculum to extend the most able.
Opportunities beyond the curriculum.	Children who do not attend additional clubs or activities outside of school will be identified through Pupil Voice. These children will be prioritised for places in school clubs. The school will also cover the cost of clubs from outside providers if a child expresses an interest in attending a particular club.
Improved attendance of children who are persistently absent.	We will work with parents of children who are persistently absent to improve their attendance. The school will work with the Education and Attendance team to promote good attendance for all of our children.
EAL barriers to achievement.	An EAL teacher will support children (and their parents) who have little or no English on entry to school so that they learn the basic language skills needed to settle well into school. Therefore, all children and families will feel welcome. We will work with the LA Diversity team to improve children's sense of belonging in school and ensure resources are representative of the children we teach.

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: £5,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through CPD (INSET, staff meetings), planning teaching and learning in all curriculum subjects is highly effective and that we promote every child's personal development.</p>	<p>Our SDP 2025-2026 focuses on: Ensuring the highest quality of provision for every child's personal development; ensuring effective and targeted provision for children with SEND and quality first teaching in every curriculum subject.</p> <p>CPD is planned for ensuring good teaching is balanced across subjects to promote enjoyment in every area, and we are using the Rosenshine Principles to underpin this. The EEF (2021) states that: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching</p>	<p>1,2,3</p>

<p>Through coaching subject leaders, subjects are well led across the curriculum and monitored. Children are taught the requirements of the National Curriculum. Learning is sequenced in the most effective way possible.</p>	<p>Evidence from EEF (2018) highlights the importance of curriculum design and teachers subject knowledge. In particular, studies on curriculum design demonstrate the long term effects on achievement and success a carefully designed curriculum can have on pupils (Bieta, 2009 and Young, 2013).</p> <p>CPD is also planned to support children with SEND.</p> <p>Evidence indicates that high quality teaching can have a significant impact on pupil's performance. For example, a disadvantaged pupil can gain an extra year's learning overall, by the time they complete statutory education by having highly effective teachers rather than average teachers (Sutton Trust, 2011).</p>	<p>1,2</p>
<p>Teachers are given time to make accurate assessments of children's learning. Staff will have CPD focussing on effective assessment strategies. Teachers will refine and improve assessment practices across all subjects to ensure children have long term retention. Termly progress meetings will take place. Pupil voice will be carried out in all subjects to check on long term retention.</p>	<p>Effective feedback has been shown to make a positive difference of 8 months to pupils' progress (EEF) In their Guide to Supporting School Planning (2021), the EEF state, "Assessment can sometimes be considered onerous. However, understanding the part assessment plays within all interactions in the classroom, can support teachers to recognise the importance of each small piece of information which contributes to a bigger picture of the child" and, "It will be important to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice. Such assessment may include the use of verbal questions, short answer quizzes and multiple-choice questions etc. These low stakes approaches have the benefit of more precisely di-</p>	<p>1,2,3</p>

	<p>agnosing gaps in learning and informing teaching than broader, time intensive mock exam.”</p> <p>Through staff meetings and INSET days assessment will be developed and embedded across the Foundation subjects.</p>	
<p>Reading is promoted throughout school so that pupils read more and develop reading for pleasure. Reading skills improve.</p>	<p>Quality First Teaching by the EEF for reading is shown to have the greatest impact to children’s reading ability. The National Institute of Child Health and Development (USA) highlight the importance of early reading skills and the teaching of reading skills to pupils’ success in life. Sparks et al (2014) state that if children lag behind in their early years, evidence suggests they will continue to do so throughout their schooling. Therefore, we will prioritise the learning of reading skills in EYFS and KS1.</p> <p>Reading skills will also be promoted throughout KS2 so that all pupils have the skills necessary to succeed when they leave primary education. Additional reading sessions for children in Year 6 who have not secured the age expected standard, will be offered.</p> <p>In addition, we will continue to promote the love of reading and curiosity, as reading for pleasure is a skill that supports life-long learning. Pupil voice will be sought when improving our library areas.</p>	<p>1, 4, 6</p>

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 tuition for every Pupil Premium child in the school in receipt of Pupil Premium Funding from qualified teachers. Personal targets will be set for every child and reviewed to help them to make good progress. Teachers will be given class cover so that they can liaise with tutors and feedback about progress termly. PP pupils will also be targeted for intervention groups in core maths and English.</p>	<p>The EEF indicate that 1:1 tuition from qualified teaching staff is one of the strategies that can have the most impact on a child's attainment. We are aiming to diminish any differences and therefore all Pupil Premium pupils will receive 1:1 tuition in their area(s) if need identified by staff or the child.</p> <p>Our most vulnerable pupils are at highest risk of not reaching their potential because they are more likely to have additional barriers to learning and therefore these will be closely monitored. (Sutton Trust). We see all pupils as individuals and believe they should attain as highly as possible. We aim to support them in achieving their full potential.</p>	<p>2, 3</p>
<p>All PP pupils will have addition opportunities to read to an adult. Every PP pupil will be able to choose books that interest them to have at home. At least one of these books will be bought for them to keep.</p>	<p>The National Institute of Child Health and Development (USA) highlight the importance of early reading skills and the teaching of reading skills to pupils' success in life. Sparks et al (2014) state that if children lag behind in their early years, evidence suggests they will continue to do so throughout their schooling. Therefore, we will prioritise the learning of reading skills in EYFS and KS1. Reading skills will also be promoted throughout KS2 so that all pupils have the skills necessary to succeed when they leave primary education. In addition, we will continue to promote the love of reading and curiosity, as reading for pleasure is a skill that supports life-long learning.</p>	<p>4,6</p>

<p>Pupils that need support with homework will have it in school.</p>	<p>At Lady Bay School we use homework to prepare children for new learning or to consolidate learning in the classroom. If children miss out on this opportunity it can present a further barrier to their learning. It can also affect their self-esteem. The DfE requires PP Funding to be used to support children in overcoming individual barriers to their learning.</p>	<p>4</p>
<p>Additional class support will be provided for cohorts that have significant numbers of children that are not meeting ARE.</p> <p>Additional intervention sessions for Year 6 children in receipt of PP who are not at age expected expectations.</p>	<p>The EEF (2021) have demonstrated that</p> <p>“Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year”.</p> <p>The headteacher, deputy head and other experienced staff will lead additional interventions for targeted children (including those with PP funding) that are not at age related expectations.</p>	<p>1, 3</p>
<p>Emotional and social support and nurture sessions will be provided for children that require it.</p>	<p>Every child matters (2003) reports that children experiencing anxiety or emotional upset are less likely to perform well in school. We aim to create learning environments where children feel safe and happy.</p> <p>Additional opportunities such as Forest School provision will be available for targeted children.</p> <p>For children, we identify as needing additional emotional support, a school ELSA will provide them with nurture support.</p>	<p>3, 5</p>

<p>Time will be given to the PP leader to carry out an analysis of pupil voice surveys, work scrutinies and 1:1 tutoring observations.</p>	<p>Opportunities for CPD will be provided for all PP leaders.</p> <p>Tracking and monitoring pupil progress is essential in highlighting children who are not reaching their full potential.</p> <p>Pupils can be identified and targeted for interventions to diminish differences between them and their peers.</p> <p>Schools may also wish to consider assessing social and emotional outcomes that relate to how well pupils learn. Equally, pastoral teams could conduct semi-structured interviews with pupils across the academic year, monitoring and responding to any changes across the school year (particularly for more vulnerable pupils (EEF, 2021)).</p>	<p>1,2</p>
<p>Literacy projects will be used to support children who are in receipt of the PP Funding and who are LAC or ex LAC (Multi- Modal Literacy Project).</p>	<p>Play therapy is a proven effective therapeutic approach for children who show symptoms of:</p> <ul style="list-style-type: none"> • Anxiety, stress, or phobia • Depressive disorders • Defiance-type disorders • Attentional disorders, with or without hyperactivity <p>Play therapy also helps children who:</p> <ul style="list-style-type: none"> • Have trouble making friends • Display bullying behaviour • Experience the loss of a loved one • Experience trauma • Have problems with sleep or nightmares • Show an aversion to play <p>According to research (Bhojwani, 2014) other pupils that were part of the Multimodal Literacy Project had improved reading skills, developed a love of books, improved ICT skills, an increased sense of pride and care of their work and an increased confidence in their own abilities. In addition, home school links</p>	<p>5</p>

	improved with parents. The MML project will be considered for children who are LAC or ex LAC.	
All pupil premium children will have additional access to educational apps through using iPADs.	In its Guide to Supporting School Planning the EEF (2021) states, "In addition to providing access to technology, ensuring that teachers and pupils are provided with sustained support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented. Ongoing changes to technology platforms may also mean that sustained teacher professional development is a necessity".	8
Pupil Premium Pupils with additional needs will have additional resources provided which will promote progress in learning.	Research indicates that pupils' progress is accelerated when their learning is supported by resources tailored to their needs (EEF, 2021). All children will have full access to the curriculum through adaptive teaching. Some pupil premium children will need full time 1:1 support. A child's Pupil Premium funding will go towards funding full time support for specific children with complex needs. A comprehensive approach will be taken will the SENCO, SLT, specialists, teachers and parents working together.	1,3, 11

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly DSO meetings with the Head, SENCo and ELSA to monitor any PP child who has a cause for concern, a safeguarding concern or persistence absenteeism.	Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils (DfE, 2021). We have an attendance system in place which identifies children who are persistently absent. Letters are sent out to parents or called in school for a meeting if necessary. Appropriate provision will be made to support children with settling into school or addressing other barriers so that attendance improves.	3,5, 11
All children that are in receipt of PP funding will have trips and enrichment activities paid for. They will also be encouraged to participate in after-school clubs.	Evidence (Every Child Matters, 2003) indicates that children learn when they are engaged by activities and it is important they have enjoyment in learning. Children who are from families who are experiencing financial difficulty should not be excluded from being able to access trips and residential. A range of motivating and stimulating activities will be planned to support pupils in all areas of the curriculum.	7, 10
Assemblies are used to raise aspirations of pupils. Inspirational people who have achieved success themselves or have helped others are invited to lead assemblies.	Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils (EEF, 2021). Children will have a range of visitors who represent the diversity in the school.	5
All Pupils behave well and enjoy well-being events. The Behaviour Policy is re-established with rewards and sanctions in place to	Research shows that good behaviour for learning is essential if children are going to progress and attain well in school (EEF, 2014). If children enjoy school and have positive mental health, this can also be	5

<p>promote positive behaviour.</p> <p>The school's values are embedded throughout the school.</p>	<p>crucial in helping them to learn and succeed.</p> <p>Good behaviour is a pre-requisite for learning.</p> <p>The EEF (2021)</p> <p>“Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND”.</p> <p>‘Dragon’ rewards will be provided every term.</p>	
<p>Targeted opportunities in sport and music will be offered to Pupil Premium Pupils.</p>	<p>From Pupil Voice surveys, children said they would like to participate in music and sporting opportunities. Nina Kraus (2014) reports “Music training leads to greater gains in auditory and motor function when begun in young childhood”. In addition to specialist music provision, PP pupils who have demonstrated an interest in music will be offered additional sessions (1:2 recorder sessions, choir, keyboard). The PP Leader will work closely with the Sports Premium Leader to ensure that PP pupils are targeted to represent the school at sporting festivals and offered opportunities in extra-curricular sports clubs. There are numerous studies that indicate that playing sport has many positive benefits for children including improved concentration, discipline and social skills.</p>	7
<p>Targeted opportunities to visit educational institutions or places, to raise educational aspirations children have for themselves and what can be achieved. Inspirational people will be invited to</p>	<p>In Mindset: The New Psychology of Success (2006) Carol Dweck brought the concepts of growth and fixed mindsets into educational settings. A fixed mindset is the belief that ability can't improve, and qualities are carved in stone. On the other hand, a growth mindset is the belief that abilities can be developed through effort, and this belief creates a passion for learning.</p>	9

share experiences with children.	Inspirational role models, cultural leaders and people who are representative of the protected characteristic will be invited into school.	
Breakfast club provision to support children struggling with coming into school. The SLT will engage with the Attendance and Welfare team and parents.	DFE, (2023) “Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn’t perform as well”. Being in school is key to children’s success therefore when necessary, breakfast club provision will be offered to ensure children are in school. The SLT will take guidance from the Attendance and welfare team and will work with parents to help improve the attendance of children who persistently do not attend school.	5,11
Providing games and resources for lunchtimes to improve well-being through the implementation of OPAL play	Sites such as ‘Schools Week’ and ‘Teaching Expertise’ suggest that having engaging lunchtime activities improves behaviour and enjoyment’. OPAL play will be rolled out and embedded to promote different styles of play during lunchtime and to promote happiness and well-being.	5
Diversity will be promoted so that all children feel included. Children with little or no English language will be supported by an EAL teacher.	The School Council (2025) reported that: When belonging is prioritised: <ul style="list-style-type: none"> • Students experience increased academic engagement and personal confidence • Teachers report greater professional fulfilment • Families feel seen and heard by schools • Belonging is more than a feeling - it’s a measurable factor in school success. We will review our curriculum and resources to assess how we can increase the feeling of belonging for all our children and that minority groups are positively represented. We will work with the Local Authority Diversity Team to review how our practice can be improved.	12

Total budgeted cost: £67,690

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.

Total received: Pupil Premium £45,410. This was higher than the forecasted amount due to additional children starting at the school who had an entitlement to Pupil Premium Funding. These children also received additional provision to help them to overcome barriers to achievement.

At Lady Bay School, through high quality CPD and continuous monitoring and evaluation, the Leadership Team promote the highest standards of teaching and learning for all children. In addition, pupils' performance in reading, writing and maths is closely tracked and evaluated including children that are considered vulnerable. Children that are underachieving or are not making good progress in specific areas (including emotional and social development) are identified and are targeted for support. In addition, **all** children who are entitled to the Pupil Premium Grant, receive 1:1 support from qualified teachers so that they reach their potential. Staff work closely together and with parents to tailor intervention programmes for these children. The progress made against their individual targets is reviewed regularly. We offer a broad, balanced and exciting curriculum for our pupils which promotes life-long learning and gives all pupils the skills needed for success after they leave Primary Education. Irrespective of ability, each pupil in receipt of the Pupil Premium funding received personalised learning through additional provision.

Strategies for spending the 2024-2025 Pupil Premium funding effectively were researched by the Senior Leadership Team. A detailed strategy was created for utilising the Pupil Premium Funding, mainly underpinned by findings from the Education Endowment Foundation and the Sutton Trust. We also considered research from the 'Multi-Modal Literacy Hub' and some of children that are 'Looked After' or have been previously 'Looked After' had access to an additional Learning Hub and resources. As well as a focus on progress and attainment, funding was used for strategies to raise aspirations, improve emotional and social well-being and provide equal access to enrichment activities. Detailed notes about progress and achievement for each pupil are kept at the school which allows us to monitor pupil outcomes. Progress and attainment of every child entitled to PP and PP LAC funding is reviewed termly by teachers and Pupil Premium Tutors. In addition, children who are considered vulnerable are discussed in weekly safeguarding meetings to ensure that every child in our school is safe from harm.

- 1:1 teacher led sessions focussed on supporting pupils' academic targets and supported their well-being.
- Pupil voice was used to help tailor individual learning. In addition, Pupil Voice was used to identify pupils who did not have access to after school or out of school clubs. Funding was used to fund places for these children at clubs they wanted to attend.

- Due to the number of children with additional needs in Year 1 (including some of the PP children) an additional TA was employed on a part-time basis, to work with children that needed extra support.
- PP pupils were monitored as part of Curriculum and Progress monitoring.
- PP pupils that were at risk of not reaching ARE in KS2 SATs were given free booster sessions after school or within the school day.
- Links were made with the University of Nottingham to raise aspirations of pupils in maths (in particular girls).
- Assessments were carried out by class teachers. The HT and Pupil Premium Leader met with teachers in Pupil Progress Meetings and where necessary, PP children were offered additional catch-up sessions. Emotional support sessions were also planned for some of the PP children who were displaying anxiety.
- Two PP children who were also LAC, also completed a Multi-Modal Literacy Project. The purpose of this project was to improve literacy and communication skills and to improve school links with home. Their work was showcased at an event in June. This was great for raising the child's self-esteem and sense of pride. As part of this project the PP Tutors had training on using a variety of resources. Each child on the Multi Modal Project is also given their own iPad and set of high-quality books to keep at home.
- Although we didn't receive any funding for some FSM children, we made the decision to put in place 1:1 sessions, to support transition and to support their academic progress early. Evidence from the EEF indicates early support for PP children is critical to their development.
- Some funding contributed towards Phonics 'catch-up' interventions and CPD to support children that were not on track to meet the threshold.
- Reading resources and activity boxes were also used with children not meeting ARE in reading by the Literacy Trust and a reading volunteer came in to hear children read.
- The Headteacher, Deputy Head, SENCo and ELSA met regularly to share information to ensure effective safeguarding for all children.
- Resources were put on the internet to share our curriculum with parents and help them understand how they can support their children.
- Children who did not have uniform items were provided with them. This allowed them to fit in with their peers.
- A TA with forest school training led outdoor nurture groups and activities to promote well being and some of our PP children accessed this support.
- We funded an EAL support teacher to support children in receipt of PP with English.
- Our last Ofsted Inspection found that the 'Quality of Education' for all pupils was 'good'.

The following trips/enrichment and after school clubs in this period were:

Year 6 residential

Spanish Day

Wellness Week

Year 2 trip to Sundown

Year 1 Warwick Castle trip

Year 3 Creswell Crags trip

Year 6 National Water Sports Centre trip

Year 3 VIP Tennis Open trip

Year 5 Space Centre Trip

Foundation – Manor Farm

All Stars trip to the cricket

Talent shows

Sports Day

Year 5 Rushcliffe trip

Bikeability

Year 4 Conisbrough Castle trip and PGL residential

Foundation went to a Christmas show

Year 1 to Year 3 went to the Pantomime

Young Voices places and Theatre trip to London

After school clubs –

Cheerleading, VCreate Dance club, sports skills, board games, Art, Drumba, music lessons, Choir, cricket club, football club School council, Eco committee. Children attend the tennis and rugby club. We have also offered wrap around care though breakfast club.

2024-2025 Impact to End of Key Stage Attainment.

Each pupil's progress was closely monitored through work scrutiny; attainment in tests; pupil progress meetings, observation notes; target setting meetings; intervention planning and 1:1 tutor evaluation notes about the impact of teaching and learning to pupil's progress and outcomes. The Socially Mobility commission in December 2025 found that,

“Disadvantaged children are less likely than non-disadvantaged children to reach the expected standard in reading, writing and maths by the end of key stage 2, when they are usually 11 years old. The ‘disadvantage gap’ is wider now than before the COVID-19 pandemic”.

All figures are given as a percentage

Measure	Lady Bay Primary			National	National Pupil Premium (Data for subjects not yet published)
	Pupil Premium (7)	All Pupils		All pupils	
Expected in Reading	71	85		75	
At Greater Depth in Reading	14	63		33	
Expected in Writing	57	86		72	
At Greater Depth in Writing	0	25		13	
Expected Level in Maths	57	90		74	
At Greater Depth in Maths	0	47		26	
At the Expected Level Combined	57	81		62	47

Phonics data - 82% of all children reaching the threshold.

There were 6 children in Year 1 in receipt of PP funding – 4 out of the 6 children reached the threshold (67%). There are interventions in place for the 2 children that did not.

2024-2025 Spending and Impact

(Figures may not add up to exactly 100% due to rounding.) Total : £45.410

Intervention/Support	Cost	Percentage of Total Pupil Premium Grant %	Impact
1:1 tuition from qualified teachers Research (Education Endowment Foundation) indicated this is the most effective use of Pupil Premium budget for younger children. (This includes funding for meeting time between tutors and class teacher £1200)	£31,674	70	All Pupil Premium Pupils including those with SEN had specific tailored interventions which were delivered by a 1:1 teacher. This resulted in them making progress in the areas of greatest need. Most pupils made expected progress with a small percentage making accelerated progress in core subjects. Tutors also worked on social and emotional aspects with targeted LAC and ex LAC pupils, which helped their self-esteem and social behaviour improved. Some children were tutored online because of personal circumstances. Progress of Pupil Premium Pupils tracked closely. Personalised targets and learning plans put in place for Pupil Premium Pupils. Misconceptions identified and targeted. Children maintained good or make accelerated progress in their learning. High quality planning and delivery of 1:1 teaching. Improved outcomes for pupils.
Playground resources to improve behaviour at lunch time linked to OPAL provision	£600	1	Improved behaviour at lunchtimes as children are more engaged in meaningful play.
Funding pupils to take part in the Multi-Modal Literacy Project and Funding for tutors to attend training days.	£1000	2	Improved outcomes in Literacy and Technology. Improved speech and language skills. Increased self-esteem. Pupil-voice was developed through children choosing their own projects.

			More collaboration between children, parents and tutors.
Partly funding CPD to ensure First Class Teaching and improve consistency in Teaching and Learning across the school for all pupils.	£2000	4	Improved strategies for supporting children's learning (phonics, curriculum intent, maths, implementation and evaluation, attachment).
Partly funding interventions/EAL sessions.	£800	2	Improved comprehension of texts or questions. Children improving knowledge of phonemes. Children maintaining 'expected' progress or making 'above expected' progress in subjects. Children achieving the national levels of attainment at the end of KS1 and KS2. Children attaining objectives for their year group in other year groups.
Part funding additional 1:1 support for children in receipt of PP with SEND	£2200	5	
Partly funding support for a Forest School nurture group and ELSA sessions	£1000	2	Improved well being of children who needed emotional support. Reduction in anxiety,
Reading books and other resources to support PP children in their learning during 1:1 sessions	£486	1	Every PP or vulnerable child was given a reading book and activities to promote a love of reading. Additional resources were purchased for 1:1 and catch-up sessions.
School trips and residential.	3900	9	PP children can always access trips and enrichment.
Funding places for PP children who didn't have access to after school clubs	1700	4	Pupil voice was listened to and responded to. Children that expressed an interest in a club were given a funded place. This has helped them develop skills beyond the curriculum.
Funding uniform/sports kits.	£50	>1	Children had appropriate uniform for school.

Total Spend = £45,410

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Multi-Modal Literacy Project (nominated for a BETA Award).	Nottinghamshire Local Authority in partnership with the MML Hub.

Service pupil premium funding

We had no children in receipt of the service Pupil Premium

Further information (optional)

The following are additional interventions that will be in place 2023-2024 in order to support children more widely, which are not dependent on the Pupil Premium Funding

Interventions

After school booster classes.

Maths Ambassadors Programme in Year 6

Assemblies/Visits from inspirational people to raise aspirations.

Charity work to support children in developing cultural capital.

EAL support

Opportunities for all Year 3 Pupils to receive the Arts Award.

Opportunities for all Year 4 children and FS children to receive a mini First Aid award

All children in Year 2 having music lessons with external provider (xylophone)

Specialist teachers in PE, Computing, Music and Spanish.

Emotional and social support from the school ELSAs.

ELSA supervision sessions.

Annual performances in every year group to give children experiences of performing in front of an audience.

Children monitored in regular safeguarding and welfare meetings.

Increasing our resources that represent diversity.

Ensuring our phonics and reading schemes support children in learning to read (especially the lowest 20%).

Additional library visits.

Sports clubs and afterschool clubs.

House Afternoons and Rewards

Literacy Volunteer Programme