

Pupil premium strategy statement – Lydford

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	32
Proportion (%) of pupil premium eligible pupils	15
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	September 25
Date on which it will be reviewed	September 28
Statement authorised by	Tom Lumby
Pupil premium lead	Tom Lumby
Governor / Trustee lead	Emma Neath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3030.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£3030.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good 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, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 progress 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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	There are several children with social and emotional challenges which leads to difficulties in forming positive relationships.
2	Assessments and work examples have shown vocabulary and language is weaker amongst our vulnerable pupils.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported

	by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	Our disadvantaged pupils lack the same confidence and breadth of experience of some of their peers, leading to reduced self-confidence and lower attainment

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
Close gaps in learning between disadvantaged and non-disadvantaged children.	Relational practice from all staff ensures children feel psychologically safe and ready to learn. They see themselves as learners able to be the best that they can be. Whole school focus on positive learning behaviours instils a culture of focus and attention. Positive behaviour system makes life-long learning behaviours explicit to pupils and parents. Read Write Inc enables pupils to catch up where phonics and early reading gaps are detected – this continues into KS2 (including Fresh Start) for those children who need it. Lexia is used for all children in KS2 who are not at EXS. Pre and post teaching impacts progress. The School Development Plan details specific strategies in core curriculum areas to scaffold learning to facilitate learning and promote rapid progress. Staff CPD focuses on ensuring best evidence-based practice in teaching and learning, including metacognition.
Staff and families have tools to promote positive mental health and well-being in pupils.	A trained Mental Health Champion is appointed within the school. Pupils' mental health is assessed, with interventions and support provided as required, including collaboration with Devon's Mental Health Support Team and Neurodiversity Navigators. Staff actively promote positive attitudes toward mental health across all aspects of school life. Professional development for staff includes training in adverse childhood experiences (ACEs), neuroscience, attachment theory, and child development. All staff adopt a trauma-informed, relational approach when working with pupils. Relational Support Plans are implemented

	where necessary and regularly reviewed to guide practice. The Zones of Regulation are fully embedded and have a positive impact on pupils.
All pupils have access to a wide range of activities to build cultural capital.	Clubs, visits, and visiting speakers are organised to enhance extra-curricular learning opportunities. Funding is available to subsidise the cost of clubs, activities, and trips for PP children. PP families are actively encouraged to involve their children in extra-curricular activities and residential experiences. All PP pupils are supported to take on roles and responsibilities within school (e.g., school council, monitors, play leaders). High levels of wellbeing are evidenced through: • qualitative feedback from student voice, parent and pupil surveys, and teacher observations • a notable reduction in playground disputes • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Raise standards of attendance for pupil premium pupils.	Attendance data shows increase in the percentage of pupils reaching the Trust attendance target of 97%. A positive ethos and culture ensuring pupils are included and engaged. Successful attendance support plans that are timely and result in improvements in attendance. Reduction in lateness and improvements in punctuality. Nurturing approaches and a safe space where disadvantaged learners can thrive. Addressing barriers to learning and participation, considering the needs of all young people. Successful positive and relational relationships with children, staff and parents. Positive, open, and effective communication between home and school that has a positive impact on attendance.

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: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop high quality first teaching focused on language development, feedback, and metacognition.	The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds EEF: Teaching and Learning Toolkit Metacognition and Self-Regulated Learning Effective Professional Development Cognitive Science Review	1, 2, 3
CPD for teachers, with the focus primarily on writing, to enable high quality learning for all. Embedding of transcription across the school to enable working memory to be freed during composition.	EEF Guidance: Improving Mathematics (KS1/KS2) Preparing for Literacy Improving Literacy (KS1/KS2) DfE: The Writing Framework; The Reading Framework	1, 2, 3
Use of Sonar, maths.co.uk, spag.com and Olex.AI to track children's progress in knowledge, skills and understanding in order to identify gaps and misconceptions, which are then addressed.	EEF: Teacher Feedback to Improve Pupil Learning EEF: Using Digital Technology to Improve Learning	1, 2, 3

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

Budgeted cost: £ 1180

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of strategies purchased and implemented to identify and support children with communication difficulties:	Wellcomm has continued to be used within EYFS and has a positive impact on pupils eligible for PP. Language Link used across school to assess C&L gaps so that they	1, 4

Wellcomm, Language Link, SaLT	Access to Speech therapist has allowed children to have targeted interventions to close language gap	
Focus on high quality one to one and small group interventions	Specific targeted support will be provided through precision teaching, Times Table Rockstars (gaps in multiplication), NumBots (gaps in number knowledge), Ruth Miskin Handwriting (gaps in presentation and handwriting formation), Ruth Miskin Spelling (gaps in spelling), Read. Write. Inc (phonics, including Pinny time and Fast Track Tutoring) for all. EEF: Special Education Needs in Mainstream Schools	1, 4

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

Budgeted cost: £ 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the Trust Education Welfare and Inclusion Lead to raise standards of attendance for PP pupils	Weekly and monthly data analysis demonstrate a lower percentage of attendance for pupils with PP. Half termly meetings and data analysis with the Trust Education Welfare and Inclusion Lead also demonstrate this. DfE Working Together to Improve School Attendance Devon CC: School Attendance Matters	4
Increasing opportunities for all pupils eligible for PP to have access to extra curricular activities, including before and after school clubs and external visits.	EEF: Working with Parents to Support Children's Learning	1, 4
Creation of wellbeing spaces in KS1 (The Zone) and KS2 (The Regulation Station) for disadvantaged children to access; working with the Mental Health Support Team, including Neurodiversity Navigators	EEF: Supporting Children's Mental Health and Wellbeing	All

Total budgeted cost: £ 3030

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context: There were 5 children on the PP register last academic year and 40% of our PP children also have an identified SEND need.

The focus this year centred around three main priorities: raising attainment, eradicating gaps and driving belonging. We made significant steps in closing the gap in Phonics. We continue to support these children into this year to close their gaps

Gaps are too large in maths, so these will continue to be a focus for next year.

Progress in KS2 was very strong with outcomes consistently good.

Our ongoing assessments and observations showed that pupil wellbeing and mental health still needs to remain a focus to ensure that all of our disadvantaged pupils can access their learning positively and develop important social skills and relationships. This will continue to be supported by school staff, external professionals and encouraging higher involvement in clubs and extra-curricular activities.

Although progress was made to support the attendance of some of our families this will continue to be a focus again next year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
RWI interventions and high quality teaching	Ruth Miskin
TTRockstars and Numbots	Maths Circle Ltd
Lexia – reading support	Lexia Learning Systems LLC
White Rose Maths Programme	White Rose Education
After school Clubs	OCRA
Spelling teaching	Ruth Miskin
Handwriting	Ruth Miskin