Lumbertubs Primary School
Pupil Premium Strategy statement

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	Lumbertubs Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	Sept 25 – 33% (55 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2024/25 – 2026/27
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ceri Cook - Headteacher
Pupil premium lead	Ceri Cook - Headteacher
Governor / Trustee lead	Emma McLean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025 – 2026)	£98,474
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£98,474

Part A: Pupil Premium Strategy plan

Statement of intent

At Lumbertubs Primary School, we have high expectations and aspirations for all children. Pupil Premium funding is carefully targeted to meet the needs of individual pupils, including higher attaining pupils and vulnerable pupils, such as young carers and those who have a social worker. and its impact monitored to ensure it is having the intended effect. There is a whole school approach and the profile of disadvantaged pupils is high and all staff are accountable for the outcomes of this group of learners. Teachers and support staff engage disadvantaged pupils in their learning, providing opportunities and support for them to make similar progress to those pupils who are less disadvantaged and acquire the skills and knowledge they need for future success.

Research shows that highly effective teaching has a significant impact on the progress of disadvantaged pupils, more so than on non-disadvantaged pupils. As such, the priority for the school in closing the gap between these two groups of pupils is to deliver consistent, high quality teaching and learning experiences which will lead to high attainment across all subject areas. We will ensure disadvantaged pupils are challenged in the work that they're set and act early to intervene at the point need is identified. Half termly progress tracking is used to identify gaps and drive intervention and/or additional enrichment.

The pupil premium strategy plan focuses on

- developing teachers' knowledge and skills through high quality CPD
- the development of a language rich curriculum which focuses on oracy and vocabulary acquisition
- supporting the wellbeing of all children
- improving attendance

Pastoral and attendance support is also a focus for children and families when necessary. We aim for all children to have access to a high-quality curriculum and enrichment opportunities which enables them to achieve their potential by the time they leave Lumbertubs and embark on their secondary school journey.

Challenges

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

Challenge number	Detail of challenge
1	Attainment is still lower for disadvantaged pupils across the school particularly for Reading, Writing and Maths. In July 2025 there was a 11% gap in reading, 22% gap in writing and a 16% gap in maths across the school. This has improved form the previous year.
2	There is an increasing number of disadvantaged children with significant SEN in classes. Improved knowledge of how to support these children in a mainstream class is needed. In 2024 – 25, 30% (22/73) of disadvantaged children at Lumbertubs had SEN.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. In September 2025 48% (10/21) of Reception children were assessed at the expected standard on entry.
4	As a result of changing social interaction habits following on from the pandemic, children in the Early Years have taken time to be able to follow routines, self-regulate, work independently on learning tasks for a short period of time and to persevere when learning is challenging
5	Strength and difficulty questionnaires and Emotional Literacy surveys show that more children are needing more social and emotional support. These challenges particularly affect disadvantaged pupils, including the impact on their attainment.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 19% of disadvantaged pupils have been 'persistently absent' compared to 15% of their peers in 2024 - 25. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 by the end of 2026 - 27	Success criteria
Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS2	By the end of KS2 reading, writing and maths outcomes for disadvantaged pupils are broadly in line with the national average **Goal for 2025 – 26** (Disadvantaged children with no SEN) Reading – Gap -7% Writing – Gap -11% Maths – Gap -1%
Improved reading, writing and maths progress data for disadvantaged children with SEN	By the end of KS2 disadvantaged pupils with SEN make accelerated progress from their starting points in reading, writing and maths **Goal for 2025 – 26** (Disadvantaged children with SEN) Reading – 50% Writing – 50% Maths – 50%
Improved oral language skills and vocabulary among disadvantaged pupils at the end of EYFS.	Assessments indicate improved spoken language among disadvantaged pupils in EYFS. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. **Goal for 2025 – 26** Speaking - 50% (1/2)
Improved data around self-regulation for disadvantaged children at the end of EYFS	By the end of EYFS, outcomes for self-regulation for disadvantaged pupils are broadly in line with non-disadvantaged pupils. **Goal for 2025 – 26** Self-Regulation – 50% (1/2)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • The number of disadvantaged children being identified as a concern decreasing on Strength and Difficulty Questionnaires and Emotional Literacy surveys **Goal for 2025 – 26** The percentage of disadvantaged pupils who are identified as a concern being below 11% (19/171) (March 2025)

To improve the attendance of disadvantaged pupils by July 2027	Improved attendance demonstrated by: • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 2%. (July 2025 – 1.7%) • the percentage of disadvantaged pupils who are persistently absent being below 20% (July 2025 – 26%) **Goal for 2025– 26** • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 2%. • the percentage of disadvantaged pupils who are persistently absent being below 25%

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

Budgeted cost: £29,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for teachers and teaching assistants around a consistent approach to writing.	Learning to write is one of the hardest challenges pupils face at school but it is vitally important: learning to speak, read and write well are crucial for children and young people's success in education, life and work. Pupils who find it difficult to express their ideas in writing are likely to struggle across the curriculum, not just in English. https://www.gov.uk/government/publications/the-writing-framework	1,2
High quality CPD for teachers to review the Lumbertubs 3D curriculum in light of the Curriculum & Assessment review	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. **EEF Guidance Reports:** Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Improving Literacy in KS1/KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Improving mathematics in the EY & KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Curriculum & Assessment Review https://www.gov.uk/government/publications/curriculum-and-assessment-review-final-report	1,2

Continued development of a Maths Mastery approach supported by external Mastery Specialists. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) **EEF Guidance Reports:** Improving mathematics in the EY & KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Improving mathematics in KS2 & 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2
Implementation of Mastering number for EYFS and KS1 (including internal training for new teachers and Y3 teacher)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) **EEF Guidance Reports:** Improving mathematics in the EY & KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1,2
Continue to develop the use of Accelerated Reader to engage children in reading and quizzing to improve their reading stamina and fluency.	Accelerated Reader motivates students to read more through quizzes, goal setting, and personalised recommendations. As pupils increase their reading volume, they develop greater reading stamina, word recognition, and language comprehension skills. Improving Literacy in KS1/KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2
Purchase of Rising Stars assessments to enable teachers to identify gaps in learning	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2

	Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	
Development of a language rich curriculum which focuses on oracy and vocabulary acquisition. Accessing training by Voice 21.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives **EEF toolkit:** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years **Voice 21** https://voice21.org/	1,2,3
Leadership time will be funded to release leaders to embed and monitor impact of CPD in school	Supporting continuous and sustained professional development is crucial to developing teacher practice. **EEF Guidance Report:** Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2.3,4
An extra TA to provide smaller teaching groups in EYFS for high quality reading, phonics and writing and to support children with self-regulation	**EEF Guidance Report:** Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4
SEND / EAL / Mental Health CPD for Teachers and Teaching Assistants to ensure that they have a positive impact on pupils with SEND	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are	2,4,5

	also more than twice as likely to be eligible for free school meals. **EEF Guidance Reports:** Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Improving Social & Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	

Targeted academic support

Budgeted cost: £32,108

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day 'hot' interventions for children who needed extra support in the previous lesson	Considerations should be given to how TAs can provide targeted support linking one to one or small group intervention to classroom teaching Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions **EEF Guidance Report:** Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2
Additional phonics support for disadvantaged pupils who require further phonics support in Y1 and Y2	Phonics has a positive impact on pupils, and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. **EEF Toolkit:** Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2

Specific intervention programmes including Read Write Inc, Colourful Semantics, Reading Eggs, Nessy	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. **EEF Toolkit:** One to One tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2

Wider strategies

Budgeted cost: £37,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support, both internal and external, for identified individuals, groups or classes • Nurture group • Play Therapist support • Financial support for parents – uniform, trips etc	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life **EEF Toolkit** Social & Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5
Whole staff training on Therapeutic Thinking training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life **EEF Toolkit** Social & Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5
CPD around explicit teaching of metacognitive	Explicit teaching of metacognitive and self-regulatory strategies could encourage	4,5

and self-regulatory strategies	disadvantaged pupils to practise and use these skills more frequently. **EEF Toolkit** Metacognition and Self Regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Attendance support for children whose attendance is causing concern • Regular tracking • First day response • Regular late gates • Informal meetings with parents • Parent Contract meetings • Breakfast Club • Before & After school extra-curricular activities • Liaise with EIPT	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. **EEF Education Evidence:** Rapid evidence assessment on attendance interventions for school aged pupils https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	6

Total budgeted cost: £98,474

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year

Intended outcome	Success criteria	Impact
Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS2	By the end of KS2 reading, writing and maths outcomes for disadvantaged pupils are broadly in line with the national average **Goal for 2025 – 26** (Disadvantaged children with no SEN) Reading – Gap -7% Writing – Gap -11% Maths – Gap -1%	
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	Goal for 2025 – 26 Speaking - 50% (1/2)	
Improved data around self-regulation for disadvantaged children at the end of EYFS	By the end of EYFS, outcomes for self-regulation for disadvantaged pupils are broadly in line with non-disadvantaged pupils. **Goal for 2025 – 26** Self-Regulation – 50% (1/2)	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • The number of disadvantaged children being identified as a concern decreasing on Strength and Difficulty Questionnaires and Emotional Literacy surveys **Goal for 2025 – 26** • The percentage of disadvantaged pupils who are identified as a concern being below 11% (19/171) (March 2025)	

To improve the attendance of disadvantaged pupils by July 2027	Improved attendance demonstrated by: • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 2%. (July 2025 – 1.7%) • the percentage of disadvantaged pupils who are persistently absent being below 20% (July 2025 – 26%) **Goal for 2025– 26** • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 2%. • the percentage of disadvantaged pupils who are persistently absent being below 25%	