Pupil Premium Strategy Statement.

Lyngford Park Primary School: 2026 - 2027

Part of the Richard Huish Trust

1. Summary information					
Academic Year	2026 - 2027	**PP children (68)**	£1,550 x 68 £105,400	**Most recent PP Review**	October 2026
NoR	**247** **21 Nursery** **226 School**	**PP Budget – Forces (2)**	£360 x 2 £720		
		Total PP: 68 = 28%	**£106,120**	**Reviewed by**	Nick Arnold

2. Current attainment				
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	GD Pupils eligible for PP (your school)	GD Pupils not eligible for PP (Nat Ave)
Children in Reception class achieving a Good Level of Development (GLD)	85%		n/a	
Phonics	85%		n/a	
KS2 % ARE+ in reading, writing & maths (Combined)	58%			
KS2 % ARE+ in reading	61%			
KS2 % ARE+ in writing	74%			
KS2 % ARE+ in maths	68%			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*		
A.	Lower than expected communication and language skills across all year groups with a particular focus on Writing and Maths for Pupil Premium and Free School Meal Groups.	
External barriers *(issues which also require action outside school, such as low attendance rates)*		
B.	Children experiencing disrupted education due to COVID19, having varied experiences, missing out on social and emotional needs/development.	
C.	Anti-social behaviour in the local community	
D.	Reluctance in the community for children to take part in wider curriculum experiences e.g. swimming, educational visits etc.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	***Success criteria***
A.	**Desired outcome links to the Quality Improvement Plan** Children who are eligible for PP will make accelerated progress to close the gap between PP children and those not eligible for PP with a particular focus on Writing and Maths. SLT to further develop and implement mechanisms to review and track children's progress, specific to those with SEND and PP, ensuring staff including ELSA are supported and used effectively to allow children to make better than average outcomes in Writing and Maths. Read Write Inc consultant supports Key Stage leader to ensure progress are being maintained.	Gaps between children eligible for PP and those not eligible will be closed and in line with national expectations by the end of academic year. Progress will be evident in children's writing and maths workbooks, and this will be moderated during PPM meetings. Implement review meetings with Key Staff to analyse SEND and PP data, review the use of and information provided through Provision Mapping tool, quality assure the implementation of the system and interventions to support children and staff, promote success at every opportunity. Continue to improve the attainment of Pupil Premium children in phonics with this group attaining national average.
B.	**Desired outcome links to the Quality Improvement Plan.** Children attitude and behaviour for learning is good and they are observed to be happy. Children's ability to name and understand their emotions will improve. This will lead to improved resilience in children's learning and social skills. HT & DHT to further develop and implement mechanisms to review and track children's progress, specific to those with SEND and PP, ensuring staff including ELSA are supported and used effectively to allow children to make better than average outcomes in core subject areas.	Leuven scale observations show well-being of children within the school environment to be good and improving. Consistent class displays will enable children to communicate their emotions. Reflected in the progress data for PP children. Implement review meetings with Key Staff to analyse SEND and PP data, review the use of and information provided through Provision Mapping tool, quality assure the implementation of the system and interventions to support children and staff, promote success at every opportunity.
C.	Work closely with other agencies to reduce the impact of anti -social behaviour coming into school. Work on targeted pieces of work with: ➢ PCSO ➢ Choices and Consequences workshop ➢ Citizens Somerset – Safety on our Streets Campaign ➢ Stand Up to Violence	Pupil surveys will show improvement in Strand 1 Feelings about school. Staff are kept aware of events in local community to be able to support/discuss with children any issues arising; children have greater understanding and are able to deal with emotions. Children to feel confident in making right choices despite peer pressure.

D.	The curriculum offered to all children will allow opportunities to visit and take part in wider life experiences outside of the school environment: ➢ Educational Trips and Festivals, including sporting and art festivals ➢ Swimming lessons and sporting fixtures ➢ Local Excursions ➢ Residential for Year 6	Gaps between children eligible for PPG and those not eligible will diminish at the end of all assessment points.

5. Planned expenditure

Academic year	**2026 / 2027**

Headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	**Action / Approach/ Cost to PP budget**	**Evidence and rationale**	**Monitoring effectiveness.**	**Staff lead**	**Review?**
A	Employ quality Learning Support Assistants to support pupil progress x2	Enabling SLT to identify barriers to children's learning and monitoring of academic progress to ensure children eligible make at least expected progress. Budget to allow for targeted training for TAs who are working with particularly vulnerable pupils across the year as the need arises. Budget allows for specific training and visiting other provision to develop skills and knowledge.	SLT to monitor attainment and progress of PPG and SEND children during PPM Pupils that suffer incidents that impact on their mental well-being and behaviour have support. Time can be given to training from outside experts to support staff in their roles when supporting pupils in crisis.	NA/SLT	PPMs – Autumn, Spring and Summer
B	**Phonics Focus** Read Write Inc (RWI) consultant. Every 6 weeks to support delivery of RWI and continue to drive improvement. CPD through RHT in RWI	Use of RWI - rapid improvement in phonics attainment over previous 3 years. Focused 1:1 tuition leads to 5 months' improvement in children's attainment. ***£3k Ruth Miskin*** ***£230 OU Online subs*** ***£52.68 Flashcards***	RWI consultant conducts 6-weekly reviews of phonics provisions with clear action plans put into place for further improvement. Target - increase attainment in EYFS to increase attainment in Year 1. LN – RWI management time to monitor provision and support where needed.	LN	End of each half-term to review and adjust RWI groups depending on progress

C	**ELSA training** Maintain training with 1 ELSA to support children with high social and emotional mental health needs.	High level of need is shown through challenging behaviours. Evident through a high level of incidents recorded in class behaviour logs and school exclusions.	ELSA monitored to ensure support is targeted and effective. Incidents/exclusion rates will reduce. Targeted children will close the GAP	HI / ELSA	Ongoing
C	**Senior Mental Health Lead** To create links with schools and families, complete parenting programs and improve support networks with a key focus on reducing anxiety related to community anti-social behaviour Attendance Monitoring	High level of parents/guardians with mental health needs. Demographic of the school is in the top 20% of the most deprived areas of the country. PPG percentages achievement and attendance. Attend One Team and other inter agency meetings. Plan and meet with parents to support parenting.	Parents engage with SMHL. Parents complete agreed targeted support with SMHL SMHL performance management targets and review. Regular monitoring at SLT meetings Regular attendance meetings Regular agenda item in Vulnerable Family Meetings held weekly	KB/NA/SLT	Half-Termly Review Fortnightly Attendance Meetings.
A	**My Concern** Safeguarding Concerns Programme	Enables rapid reporting of safeguarding concerns to Safeguard Leads. Creates a record and chronology of concerns and actions to address them. Allows information to be securely transferred to other settings with child.	Secure tracking system in place. End to any paper-based recording of Safeguarding Concerns. Easy access to chronologies. Easy transfer to new settings of confidential information.	DSL DDSL	DSL Meetings to monitor and review incidents
A	**SMHL Phone** **Annual contract.**	Budget to allow payments as necessary. Phone to be used as point of contact for families wanting to speak directly to SMHL.	Confidential communication system for parents to access help/support. PFSA able to attend inter agency meetings including Core Groups and Child Protection.	KB/NA	Essential for SMHL to use work devise
				Total budgeted cost	**£99,762**

ii. Other approaches					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Review**
C	**SMHL - salary** See section above for cost (Already costed)	Provide high-quality early support to families, reduce late / absences from school. PFSA will lead 'tuning into kids' programme with SENCO. Employment of PFSA - work effectively with outside agencies for effective interventions required to support attainment & progress. PFSA - action plan of targeted support which will be reported termly.	Monitoring number of cases are being managed, escalated and deescalated after school and external intervention. Reduction in school exclusions shows positive impact of intervention. Reduction in late / absent PP children compared to non PP children	KB/NA	
C	**Team Teach Training** Teach De-escalation training £140 per staff member **None this year**	Provide high quality support for children with SEMH needs. De-escalation / nurturing approach to support regulation.	Monitoring number of cases are being managed, escalated and deescalated after school and external intervention. Reduction in school exclusions shows	NA/HI	PPMs Autumn, Spring and Summer
C	**Thrive Training** 2 staff members to maintain their training and undertake refresher courses	Provide high quality support for children using the Thrive Approach	Monitoring number of cases are being managed, escalated and deescalated after school and external intervention. Developing Emotional Literacy Skills and ensure children can access their learning in the most effective manner	KB/GJ	PPMs Autumn, Spring and Summer
	Staff Training In line with requirements, funds set aside for appropriate training not currently assigned.	Provide other essential training for staff development to maximise efficiency of pupil support	Monitor Intervention efficiency. Monitor progress in learning or attitude to learning.	NA/MB	Ongoing
D	**Trip Subsidy** Average £20 visit. (4 trips per year, 2 with transport and 2 local without transport) **= £2510** Plus 10 x £100 (Yr6 Skerne) **= £1,000**	Provide support to fund school visits so experiences are enriched. Enable all to access school visits Enable 18 Year 6 who are PP to attend residential	Pupil voice data.	NA/SLT	End of school year

D	**Swimming Subsidy** Year 4 (13) & 5 (15) = 28. Transport for year: **£1980** Swim session: £4 per session. 33 weeks. £165 x 14 **= £2,310** (PP Average = 14 children)	Provide swimming provision for all children in receipt of PP	Assessment at end of Year 5. Number of pupils at end of KS2 to successfully swim 25m unaided and of a recognised stroke.	NA/MB	By July 2024
C	**Affiliation with Citizens Somerset** Join the local group to tackle anti-social behaviour / safety on our streets in our community.	Provide local support to deal with issues community is facing.	Monitor anti-social behaviour from Police reports.	NA/KB/MB	Ongoing
				Total budgeted cost	**£6358**
				TOTAL PP BUDGET SPENDING PLAN	**£106,120**