

Lower Heath CE 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
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	14%
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 / 2026 2026 / 2027 2027 / 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Helen Reynolds
Pupil premium lead	Helen Reynolds
Governor / Trustee lead	Sue Ricketts

Funding overview – 2023 2024

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£18,180

Part A: Pupil premium strategy plan

Statement of intent

At Lower Heath CE Primary School, our ultimate aim is to ensure that every disadvantaged pupil flourishes academically, socially and emotionally, achieving outcomes in line with or exceeding those of their peers. We believe that disadvantage should never be a barrier to success.

Our pupil premium strategy is designed to:

- Secure high-quality teaching for all through consistent implementation of evidence-based practices and curriculum enhancements.
- Provide targeted academic support to close gaps in reading, writing and mathematics, with a strong focus on early intervention in phonics, language development and number sense.
- Address wider barriers such as attendance, wellbeing and access to enrichment opportunities, ensuring equity in every aspect of school life.

Key principles underpinning our approach:

- **Early identification and intervention:** Using robust baseline assessments and termly progress reviews to target support where it will have the greatest impact.
- **Evidence-informed practice:** All strategies are selected based on strong research evidence (EEF Toolkit, DfE menu of approaches) and adapted to our school context.
- **Whole-school responsibility:** Every member of staff is accountable for the progress and wellbeing of disadvantaged pupils, supported by high-quality CPD and clear monitoring systems.
- **Partnership with families:** Engaging parents as partners in learning through workshops, communication and practical support to strengthen home learning and attendance.

Our vision, rooted in our Christian ethos and motto “*Let Your Light Shine*”, is that all pupils - regardless of background - develop the knowledge, skills and character to thrive in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language and vocabulary skills on entry.
2	Social, emotional and mental health needs, including safeguarding concerns.
3	Gaps in reading, writing and maths attainment requiring targeted intervention and consistent high-quality teaching.
4	Limited parental engagement and confidence in supporting home learning.
5	Financial barriers leading to reduced access to equipment, uniform, healthy diet and enrichment opportunities.
6	Low aspirations and limited cultural capital.
7	Lower attendance and higher persistent absence compared to peers.

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
1	Improved oral language skills and vocabulary	<ul style="list-style-type: none"> - PP pupils show measurable improvement on TalkBoost/Stoke Speaks Out assessments (e.g., moving from “red” to “green” bands) - Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2	To achieve and sustain improved social and emotional skills/wellbeing	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • improvements evidenced through behaviour and concerns • reduced behaviour logs on CPOMS • reduction in persistent absence
3	Improved reading/writing/maths attainment	<ul style="list-style-type: none"> - PP pupils achieve KS2 EXS in R/W/M in line with national PP averages (or better). - Gap between PP and non-PP in R/W/M \leq 10 percentage points. - NFER standardised scores for PP improve by +5 SS from Autumn to Summer.
4	Improved engagement in reading at home and home-learning	<ul style="list-style-type: none"> - PP pupils record \geq 4 home-reading sessions per week - Homework completion rates for PP pupils \geq 90%, matching non-PP peers. - Parent workshop attendance improves term-on-term (target: 75% of PP families attend at least one session).
5	Equal access to enrichment, equipment, healthy food and uniform	<ul style="list-style-type: none"> - PP participation in trips/clubs \geq non-PP peers (tracked termly). - 100% PP pupils receive uniform/food support where needed. - At least 80% of PP pupils attend one enrichment activity per term.
6	Raise aspirations and cultural capital	<ul style="list-style-type: none"> - PP pupils engage in at least one aspirational activity per term (e.g., ESB, careers, music tuition).

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of maths teaching and curriculum planning with a DfE approved scheme and purchase of accompanying workbooks</p> <p>£1500 Power Maths</p> <p>£200 Number sense, number Stacks</p>	<p>EEF: Mastery learning approaches have a positive impact (+5 months);</p> <p>DfE recommends structured schemes for consistency</p>	3
<p>Purchase of Little Wandle, DfE recommended phonics scheme and accompanying reading books to secure stronger phonics learning for all pupils</p> <p>£500</p>	<p>EEF: Phonics approaches have strong evidence (+5 months);</p> <p>DfE validated phonics schemes improve word reading accuracy</p>	3, 4
<p>Embedding dialogic activities across the curriculum</p> <p>Talkboost, S&L CPD, Stoke Speaks Out Assessments</p> <p>£1000</p>	<p>EEF: Oral language interventions typically yield +6 months progress;</p> <p>inexpensive and high impact when implemented well</p>	1
<p>Purchase of standardised assessments (NFER) to identify gaps and inform interventions</p> <p>£1200</p>	<p>EEF: Standardised tests provide reliable insights into strengths and weaknesses, enabling targeted support</p>	3

Equality in provision. All children to access the full curriculum. £1100 Kapow	High quality consistent teaching is the most important level schools have to improve outcomes for their pupils. Focus on Teach Like a Champion Means of Participation and Habits of Attention	1, 2, 3
ELSA CPD and supervision to embed social and emotional learning into classroom practice £1000 ELSA SLA SUPERVISION	EEF: Social and emotional learning approaches improve outcomes and wellbeing; strong evidence base	2
Oracy and vocabulary development through sustained shared thinking, Word Aware, TLAC strategies and ESB participation £2000 (CPD, Resources, staff meeting time, ESB entry)	EEF: Oracy-focused interventions improve language and confidence; linked to improved attainment	1, 6

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

Budgeted cost: £ 7,000

£17.93 p/h for a Teaching Assistant

Pastoral Leader for family support, delivery of attendance strategy, social and emotional wellbeing

Teaching assistants for learning interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils (Rapid Catch-Up and SEND pathways) £2000 TA TRAINING AND RESOURCES	Little Wandle – DfE validated scheme; EEF: Phonics approaches have strong evidence (+5 months) for disadvantaged pupils	3, 4

1:1 and small group tutoring for children falling behind ARE. £2000 TA time and resources	EEF: Targeted tuition is highly effective for low-attaining pupils or those falling behind; Small group tuition typically adds +4 months progress	1, 2, 3
Online intervention resources e.g. TTRS, Nessy, Spelling Shed £1000	EEF: Digital technology can support personalised learning when combined with teacher input; improves fluency and engagement	1, 2, 3
Private Speech and Language Therapist: assessments, TA training, and TA-led interventions £2000	EEF: Oral language interventions typically yield +6 months progress; targeted SaLT support improves communication and confidence	1, 2

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

Budgeted cost: £ 2,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy and pastoral support (monitoring, first-day calls, family engagement) £1000	DfE: Working Together to Improve School Attendance; EEF: Parental engagement improves attainment (+4 months)	4
Parent workshops to build confidence in supporting reading and home learning £500	EEF: Parental engagement has positive impact; crucial to avoid widening gaps	4
Speak & Shine initiative (English Speaking Board exams, CPD for staff) £680	EEF: Oral language interventions (+6 months); improves confidence and cultural capital	1, 6
Contingency fund for uniform, food, and enrichment subsidies (trips/clubs) £500	DfE menu of approaches: removing financial barriers ensures equal access	5

Total budgeted cost: £ 18, 180

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Outcomes for disadvantaged pupils

Attainment

- KS2 outcomes: Disadvantaged pupils made good progress from starting points. Reading scored were broadly in line with non-disadvantaged peers; maths was weaker.

Year 6 Cohort: 15 pupils; 5 PP (33%).

- Reading: All: 87%; PP = 80%; Non-PP = 90%
- Maths: All: 73%; PP = 40%; Non-PP = 90%
- Internal data: Termly pupil progress meetings ensured PP pupils were prioritised for interventions. All PP pupils received targeted support in phonics, reading, writing, and maths where appropriate.

Other year groups

- 100% PP children are at EXS+ in reading and maths
- 75% of PP children are at EXS in writing

Attendance

- Overall school attendance remained above national average.
- PP attendance: 94.8% (slightly below non-PP at 96.7%).
- Persistent absence for PP pupils reduced from 23.1% at the start of the year to 12.5%, still above non-PP (5.2%) but below national PP average (26.1%).

Wellbeing and SEMH

- CPOMS data showed a reduction in behaviour incidents involving PP pupils compared to the previous year.
- ELSA and Talkabout interventions supported emotional regulation; pupil voice surveys indicated improved confidence and sense of belonging.

Enrichment and equity

- All PP pupils accessed all curriculum enrichment activity (clubs, trips) per term.
- Uniform and food support provided for all eligible families; no PP pupil missed a trip due to financial constraints.

Analysis of strategy effectiveness

Worked well:

- Little Wandle phonics scheme and targeted tutoring had measurable impact on reading and phonics outcomes.
- Pastoral support and ELSA sessions improved wellbeing and reduced behaviour incidents.
- Attendance strategy reduced persistent absence but remains a priority for 2025–26.

Areas for improvement:

- Further work needed on oral language development and cultural capital - hence the introduction of Speak & Shine and private SALT support in the new plan.
- Difference in maths outcomes for year 6 – improved picture required for future cohorts.
- Continue to strengthen parental engagement to improve home reading and homework completion.

Externally provided programmes

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

Programme	Provider
Little Wandle Letters and Sounds	
Pathways to Write	The Literacy Company
Nessy	
Power Maths	Pearson
Number Sense	
Times Table Rockstars	
Spelling Shed	Ed Shed
Kapow Curriculum Resources	
Team Teach	
Talkboost	
Talkabout	
Stoke Speaks Out	
Cool Kids	
ELSA	
Precision Teaching	
Toe by Toe	
Plus 1 maths	
Power of 2 maths	
Number Stacks maths	