LIS Pupil Premium Strategy 2026-2029

1. Summary information					
Focus Year	2026/27	**Total PP budget**	£49600	**Date of most recent PP Review**	7/26
Total number of pupils	340	**Proportion of pupils eligible for PP**	4.7%	**Next internal review of this 3 year strategy**	7/27

2. Current In-Year Attainment		
Y1: 9 pupils Y2: 7 pupils	*% PP Pupils at/above ARE within each year group (Summer 2026)*	*% non-PP Pupils at/above ARE within each year group (Summer 2026)*
Y1 at ARE (Expected Standard) in Phonics	92	96
Y1 at ARE or above in Writing	67	80
Y1 at ARE or above in Mathematics	67	83
Y2 at ARE (Expected Standard) in Phonics	78	95
Y2 at ARE or above in Writing	43	70
Y2 at ARE or above in Mathematics	43	72

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Below average skills within English (with particular focus around writing and phonics).
B.	Below average skills within Mathematics, with particular focus upon calculation
C.	Low self-confidence within learning engagement.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Reduced ability to maintain good attendance and punctuality.
E.	Reduced opportunity to access extra-curricular and out-of-school activities.

4. **Desired outcomes** *(Desired outcomes and how they will be measured)*		**Success criteria**
A.	Improve English skills (with particular focus upon writing and phonics)	Pupils on track to reach ARE

B.	Improve Mathematics skills	Pupils on track to reach ARE
C.	Improve self-confidence and range of engagement within learning	100% access enrichment activities
D.	Maintain good attendance and punctuality	At least 95% attendance & no PA
E.	Increase pupils' opportunity to access extra-curricular and out-of-school activities	100% access at least 1 activity

5. Planned expenditure					
Focus year	**2026-2029**				
The three headings below enable schools to demonstrate how they 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	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A Improve English skills (with particular focus upon writing and phonics)	Review planning and provision of English in-school and home learning (with particular focus upon writing) in order to better match pupil need and increase consistency of	Monitoring and evaluative processes show greater match within reading, oracy/communication and particular writing offer to PP need.	• Audit & improvement within English provision led by SLs. • Networking /Working with other schools • Learning Walks • Lesson Observations • Work scrutiny	SLT	Autumn 1 2026; then termly throughout year

B Improved mathematical offer for PP pupils	CPD for all staff linked to South Yorkshire Maths Hub Sustain (Mastery) and Embed (Mastering Number) initiatives	This CPD will benefit PP pupils through improving provision and offer within mathematics, supporting pupils in building upon existing understanding to enhance progress.	• Internal CPD delivered by SLE which will include external moderation opportunities. • Networking /Working with other schools • Learning Walks • Lesson Observations • Internal work scrutiny • Professional dialogue	SLT	Autumn 1 2026; then termly throughout year
ii. Targeted support					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A, B & C	Targetted staffing support and intervention	Targetted staffing support and intervention capacity to better meet the needs of PP pupils.	Utilise Tracker+ in order to ensure good quality personalisation of provision is reflected with assessed pupil progress.	SLT Teachers	Termly Tracker+ update and analysis
A, B & C	Targetted Pre-Learning	Provision of targeted pre-learning activities in order to support PP experience and engagement within learning.	Monitor planning and provision through observation, scrutiny and pupil voice.	SLT Teachers	On a half-termly basis linked to the moderation and evaluation indicated.

C	Well-Being provision: oracy & communication and emotional need.	Provision of identified and regular Well-Being provision in order to enhance oracy and communication and emotional need as appropriate	Monitor planning and provision through observation, scrutiny and pupil voice.	SLT Teachers	On a half-termly basis linked to the moderation and evaluation indicated.
iii. 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**	**When will you review implementation?**
D	Increased focus capacity to allow regular monitoring of PP attendance.	Increase monitoring and communication as appropriate in order to maximise attendance and punctuality in order to improve engagement and progress within school.	Clear policies and procedures in place. Attendance regularly monitored, with action taken as required.	Attend. Officer HT	Regular monitoring and evaluation with action identified and undertaken as appropriate to maximise attendance.
E	Sign-post and support attendance at Extra-Curricular Activity	Increase PP engagement with wider opportunities linked to interest and confidence in order to improve confidence and enjoyment.	Monitor attendance at extra-curricular activities in order to identify engagement and plan further support.	SLT	Engagement will be monitored and supported on a half-termly basis.

Please see the linked Pupil Premium Expenditure Statement (school website) for further details regarding costings of the above.