Pupil premium strategy statement

This statement details our school's planned use of pupil premium funding for 2026 to 2027 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in 2026-2027 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lydgate Infant School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	4.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026 - 2029
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Dewi Bromage, Headteacher
Pupil premium lead	Dewi Bromage, Headteacher
Governor / Trustee lead	Keith Smith, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49600

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, and will be based upon detailed pupil progress and diagnostic assessment. The approaches we have adopted complement each other to help pupils fulfil their potential. 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	Below average skills within English (with particular focus around reading and phonics).

2	Below average skills within Mathematics, with particular respect to calculation
3	Low self-confidence within learning engagement
4	Reduced ability to maintain good attendance and punctuality
5	Reduced opportunity to access extra-curricular and out-of-school activities

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
Improve English skills (with particular focus upon writing and phonics)	Pupils on track to reach/exceed ARE
Improve Mathematics skills	Pupils on track to reach/exceed ARE
Improve self-confidence and range of engagement within learning	100% access enrichment activities
Maintain good attendance and punctuality	At least 95% attendance & no PA
Increase pupils' opportunity to access extra-curricular and out-of-school activities	100% access at least 1 extra-curricular activity

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: £12430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Procurement and implementation of 'Little Wandle' validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Engagement with OU 'Reading for Pleasure' project alongside use of DfE Reading Audit.in order to improve opportunities and provision to disadvantaged pupils.	The accelerated progress of disadvantaged pupils within reading is closely linked to the coherence and best practice embedded within the school's reading offer and provision, and relies fundamentally upon practitioner understanding and insight.	1
Embedding dialogic activities (Time to Talk; Nuffield Early Language Intervention) within specific interaction and across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	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:	2

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD within Maths Mastery & Mastering Number	Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	
Engagement in improved specific mathematical intervention practice (1st Class Maths) targeted at disadvantaged pupils.	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)	2
Improve the quality of social and emotional (Healthy Minds; SMHL) learning linked to disadvantaged pupils' young needs, through CPD for all staff and improved resourcing and provision	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	5

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

Budgeted cost: £29970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support and intervention within early oracy and literacy linked to the strategies outlined above	Small group and 1-1 intervention and activity which supports early oracy acquisition and interaction is proven to increase pupils' ability to articulate learning and extend vocabulary.	1
Well-paced and challenging phonics sessions targeted at disadvantaged pupils in order to maximise progress.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective	1

	when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Targeted pre-learning support and intervention within maths intervention and mastery linked to the strategies outlined above	Provision of targeted pre-learning interventions and activities by teaching and teaching assistant staff in order to support the experience and engagement of disadvantaged pupils within learning.	2
Provision of targeted intervention to identified disadvantaged pupils, utilizing 1st Class Maths programme.	Trial of the intervention by the school in specific year groupings indicates that pupils in receipt of Maths 1st Class intervention demonstrated accelerated progress within maths.	2
Well-Being provision: oracy & communication to support emotional regulation.	Delivery of identified and regular Well-Being provision in order to enhance oracy and communication to support pupils' developing ability to regulate emotionally.	3

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

Budgeted cost: £7340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased focus capacity through the establishment of an Attendance Officer to allow regular monitoring of PP attendance.	The LA's Attendance & Inclusion Service disseminates regular analysis to schools which indicates that up-to-date and insightful, personalised attendance monitoring and action is important in increasing disadvantaged pupils' attendance.	4
Sign-post and support attendance at Extra-Curricular Activity.	Sheffield Children's University analysis indicates that pupils attending extra-curricular activites and opportunities increase their engagement with wider interests and experience, with increased confidence and self-esteem as a result.	5
Support participation in educational visits	Research indicates that financial support for participating PP qualified	5

through usage of PP/ recovery funding.	pupil upon educational visit opportunities reduces pressure upon family budget and domestic finances, and encourages full participation.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-5

Total budgeted cost: £49740

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

- Within EYFS scrutiny of learning by teaching staff indicates that disadvantaged pupils made good progress from their starting points as indicated through baseline attainment, but that basic skills (particularly within Writing) will form a continuing priority for this pupil grouping in terms of catch-up provision in 2025/26.
- Within end-of-KS1 ARE+ outcomes, analysis indicates good levels of progress from pupil starting points in diminishing difference from the school's Pupil Premium Strategy for children.
- With the removal of statutory reporting requirements, national benchmarking information and comparison is no longer available at KS1.

PP KS1 Outcomes		
Cohort: 7 pupils	% ARE + (2025)	% Above ARE (2025)
Reading	43	1
Writing	43	0
Maths	43	0

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.