

# Pupil premium strategy statement

## Lydgate Junior School

December 2025

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

| Context   |                                      |
|---|--------------------------------------|
| Number of pupils in school  | 483                                  |
| Proportion (%) of pupil premium eligible pupils                           | 12.8%                                |
| Academic year / years that our current pupil premium strategy plan covers | 2025 - 2026                          |
| Date this statement was published   | 19/12/2025                           |
| Date on which it will be reviewed   | 19/12/2026                           |
| Statement authorised by   | R Hurding<br>Headteacher             |
| Pupil premium lead  | R Hurding<br>Headteacher             |
| Governor lead   | Simon Hamilton<br>Chair of Governors |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £ 89,385 |
| Recovery premium funding allocation this academic year  | £ 0      |
| Pupil premium funding carried forward from previous years   | £ 0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 89,385 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Lydgate Junior School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

### **Our ultimate objectives are to:**

- ✓ Remove barriers to learning created by finances, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged and the non-disadvantaged pupils
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience through our RRS (Rights Respecting School) and RHE (Relationships and Health Education) ethos and curriculum
- ✓ Access a wider range of opportunities to develop their knowledge and understanding of the world

### **Our context:**

Lydgate Junior School is a larger than average Key Stage 2 only school. It is fully subscribed in all year groups.

Historically it has been amongst the lowest funded per pupil school in Sheffield and nationally, due in some part to the relatively low level of disadvantage in the local community and specifically in the school population.

In many ways the school is representative of the city – just under 22.8% of pupils have EAL; 32 languages other than English as a first language. However, the school community is significantly different to the average: while the number of children entitled to FSM has increased it is still just 12.8% of the number on roll; attendance is always above local and national average. 97.2% to December 2025 against a national average of 94.3%, pupil mobility is very low – around one fifth of the Sheffield average, with the vast majority of pupils staying with us for the entire key stage.

Locally, the community is relatively advantaged, with the parent body being amongst the most affluent in the country (income over £60,000 pa), having a high level of higher education (in excess of 60% of parents) and a very low unemployment rate (one of the lowest 12 constituencies in the country).

Most pupils (around 110 out of 120 entering Year 3) come from our feeder Infant School. The prior learning is usually significantly above average across the year group, although covid has impacted on this data.

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective 'quality first teaching'
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and booster sessions
- Target funding to ensure that all pupils have access to trips, residential experiences and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music and the arts
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom. Any children who have been identified as having social and emotional difficulties will work with our Inclusion Team
- Provide children with the necessary tools to help regulate their emotions using our whole school approach – the Thrive approach alongside being a Trauma informed school and using for example the Zones of Regulation.

## **Challenges**

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

|   | <b>Detail of challenge</b>   |
|---|--|
| 1 | Social, emotional and mental health – our observations indicate that many of these children struggle to regulate or understand their emotions  |
| 2 | Internal data shows that the attainment gap in reading, writing and maths between the PP children and non-PP children is significant and that we are not closing the gap year on year. |
| 3 | Gender – Girls out-perform boys in in all three subjects (reading, writing and maths), with PPG & gender having a greater difference (except in maths)                                 |
| 4 | Access to wider opportunities: though opportunities are made available they are not taken up necessarily   |
| 5 | Behaviour – linked to Social & Emotional difficulties as well as increased levels of anxiety in children since Covid-19  |
| 6 | Pupil Premium pupils achieve well by the end of KS2 but not all achieve expected.  |

## Intended outcomes

This section explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they (the outcomes) have been achieved.

| Intended outcome   | Success criteria  |
|--|---|
| Reduce the gap between PP and non-PP pupils achieving the expected standard in writing by the end of KS2   | There is no gap between the two identified groups in terms of percentage writing at EXS + and end of Year 6 Teacher Assessments in June 2025.   |
| Improved maths attainment among disadvantaged pupils   | For those children engaged in school-led NTP and class intervention, maths attainment reaches EXS + by the end of academic year 2025-26.  |
| Improved reading attainment for disadvantaged pupils   | For all children to be confident readers. There is no gap identified in reading between PP and non-PP pupils. PP children to access Little Wandle rapid catch-up programme.   |
| Narrow the gender gap in attainment  | Engage and inspire all in writing through - teachers good subject knowledge and pedagogical skills; English Leaders' plans being fully implemented and embedded; English Leaders impact through training, intervention, observation, feedback and support, so that the percentage of PP children 'below EXS' in writing is halved in each year group by the end of academic year 2025-26. |
| Pupils are able to self-regulate and manage emotions, so that good attitudes to learning and healthy mental well-being are having a strong, positive, impact on progress.  | The PP children who access pastoral support in school make at least expected progress over the academic year in R, W and M, and that the percentage reduction in children 'Below EXS' is at least as good for PP children as for the comparative group.   |
| Improved rate of learning for those children who are more frequently recorded as being out of class (and therefore missing learning) either by self-election or by being removed, as time out of class needed to calm. (Recorded in CPOMS) | <p>Inclusion Team notes and CPOMS reports show fewer occasions where identified children are leaving class (other than for authorised interventions etc.), term on term</p> <p>The Thrive approach is used throughout school to support emotional regulation.</p> <p>School uses the Trauma informed approach to support children.</p>  |

## Activity in this academic year

This section details how we intend to spend our pupil premium (and recovery premium)

this academic year to address the challenges listed above.

## Teaching, targeted academic support and wider strategies

**Budgeted cost: £89,385**

| Activity   | Evidence that supports this approach   | Challenge number |
|--|--|------------------|
| <i>Additional TA support and pastoral time to enhance children's relationship skills and help the children to identify barriers to their own goals and how to overcome them.</i> | EEF recommended approach using the recommendations from Social and Emotional Learning in Primary Schools Guidance.<br>Use of The Thrive approach.  | 1                |
| <i>Resource – The Dyslexia Portfolio is being introduced &amp; CPD is needed to adopt and use this.</i><br><br><i>TA to run the Portfolio.</i>                                   | EEF guidance reports that high quality teaching and curriculum adaptations increases the understanding of some children who have dyslexic profiles.<br>This should provide a more personalised curriculum and result in improved academic achievement          | 2                |
| <i>LA Moderator training</i><br><i>English subject leaders release for curriculum development to enable, Deep dives, monitoring and library development.</i>                     | Using the EEF Improving Literacy at KS2 recommendations will ensure that teachers understand that the evidence shows that 'for PP pupils to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing'. | 2                |
| <i>Teachers' CPD on 'Pedagogy' – focus on the principals of good feedback and linking this with high quality teaching including careful formative assessment</i>                 | EEF Teacher Feedback to improve pupil Learning Guidance has recommendations drawn from the best available international evidence and it suggests that quality feedback will be of benefit to the pupils.   | 2                |
| <i>REACH – reading intervention, training, resources, staffing – Year 3 only</i>   | Evidence from the EEF guidance Improving Literacy in KS2 advises schools to support pupils to develop fluent reading capabilities.   | 2                |

| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number</b> |
|--|--|-------------------------|
| <i>One to one and small group tuition will support children in several maths interventions.</i>                            | EEF 'Improving Mathematics in Key Stages 2 and 3', together with the EEF recommendations in 'Small group tuition' suggests that high or moderate impact can be achieved.   | 2, 6                    |
| <i>Writing Conferences – by teacher release</i>  | Working one to one teacher and child should ensure the expected standard or greater depth standards are reachable.   | 2, 3, 6                 |
| <i>Birmingham Toolkit – SEND additional needs at individual pupil level</i>  | EEF Teaching and Learning Toolkit, one to one tuition states that this approach ensures additional progress is made.   | 2, 3                    |
| <i>CPD (for both teachers and TAs) to ensure they share an understanding of what good support looks like</i>               | EEF - making best use of TAs document states that when the TA helps a child to develop independent learning strategies the child will have improved learning outcomes  | 2, 3                    |
| <i>LEXIA – reading intervention out of school hours - early morning</i>  | Improving Literacy in Key Stage 2 – EEF evidence states that fluent reading supports comprehension. School data shows that our pupils make additional progress using this early morning intervention   | 2, 6                    |
| <i>Forest School Lead &amp; TA Support</i>   | Child-centred inspirational learning offering opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. A lunchtime club has been set-up. There is targeted support for outdoor learning. | 4,5                     |
| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number</b> |
| <i>Y4 Mount Cook residential, Y5 York residential, Y6 Edale residential and other educational visits and opportunities</i> | Wider opportunities – evidence tells us that there may well be a positive to school subsidising these events as they increase motivation and teamwork skills. The evidence is found in the EEF   | 4                       |

|   |  |                         |
|---|--|-------------------------|
|   | 'Outdoor Adventure Learning Guidance'  |                         |
| <i>SENCo</i>  | Research from EEF states that training for teaching assistants and teachers will ensure better academic outcomes for pupils  | 1, 2, 3,                |
| <i>CPOMS purchase annual year 1</i>   | Better communication with regard to all staff having access to the behaviour records of children over the lunchtime period and whole day.<br>Reports to share with Governors   | 5                       |
| <i>R&amp;HE (Relationships and Health Education) development – staff release</i><br><i>Whole staff training on 'Zones of Regulation'</i><br><i>Whole-school RRS approach to be embedded</i><br><i>Thrive training</i><br><i>Attachment training</i><br><i>Trauma training</i> | Evidence from 'Improving social and emotional learning in Primary schools Guidance Report states that, 'the evidence suggests that how SEL is adopted and embedded really matters for children's outcomes'   | 1, 5                    |
| <i>Leader release for RRS ethos/ development</i>  | Whole-school commitment to the Rights Respecting School ethos will ensure the reduction of challenging behaviour, low level disruption and the safety of our pupils from bullying. This will result in increased learning opportunities and the EEF reports that any intervention can produce moderate improvements in academic performance. We have achieved the Gold status. | 1, 5                    |
| <i>Diagnostic assessment will be used to provide opportunities to reflect on pupils' thinking, strengths, and weaknesses.</i>   | When used effectively, EEF states that diagnostic assessments can highlight areas for development.   | 2, 6                    |
| <i>Decolonisation – reflecting diversity in the school community by work with The Prosperity Project.</i><br><i>The Global Equality Collective.</i>   | Engagement, through seeing themselves reflected in the curriculum, will lead to improved progress and improved self-esteem.  | 1, 2                    |
| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number</b> |
| <i>Phonics – prior attainment shows phonics gaps. Targeted small group work with specialist.</i>  | EEF states that there is extensive evidence that the teaching of phonics has a positive impact on the development of reading skills, particularly for children of disadvantaged backgrounds  | 2                       |

|  |  |      |
|--|--|------|
| <i>Extra TA hours for pastoral / behaviour needs support and interventions – music, Lego, chess, gardening</i> | EEF states that consistency and coherence at whole-school level of managing behaviour is paramount. When embedded, this will have impact on attainment outcomes. | 1, 5 |
|--|--|------|

**Total budgeted cost: £ 89,385**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

The previous plan ended at July 2025. There continue to be differences between the attainment of PP and Non-PPA. Tracking evidences that all PP children have made progress in Reading, Writing and Maths.

There were 12 (Y6) pupil premium children. The data evidences that the plan is successfully working to support Pupil Premium children.

Reading had been a clear focus of the school, and remained so into this academic year. Every PP pupil that needed Lexia (reading intervention) was provided. PP children that were target readers and in the bottom 20% accessed the Little Wandle catch up phonics programme and reading fluency.

| Year 6 Pupils meeting expected standard in Reading |     |
|--|-----|
| Whole year group                                   | 82% |
| Non-PP   | 84% |
| PP   | 67% |
| National   | 74% |

| Year 6 Pupils meeting expected standard in Grammar Punctuation and Spelling |     |
|---|-----|
| Whole year group  | 83% |
| Non-PP  | 84% |
| PP  | 75% |
| National  | 72% |

Pupil premium children achieved well in GPS

| Year 6 Pupils meeting expected standard in Maths |     |
|--|-----|
| Whole year group                                 | 76% |
| Non-PP   | 79% |
| PP   | 50% |
| National   | 73% |

| Year 6 Pupils meeting expected standard in Writing |     |
|--|-----|
| Whole year group                                   | 62% |
| Non-PP   | 64% |
| PP   | 42% |
| National   | 72% |

## School priorities for 2025 to 2026

### Priority 1

#### Inclusion

- Continue to develop the Inclusion team to support all children to reach their full potential during learning and social times
- Learning environments are purposeful, inviting and free from clutter



### Priority 2

#### Curriculum and Teaching

- High expectations for learning including good presentation in books and on displays
- Writing is consistently taught to enable standards to improve and children to be confident writers meeting expectations
- Spanish to be taught throughout school with a clear progression
- Implement consistent systems for assessing what pupils remember in the longer term

### Priority 3

#### Achievement

- All staff are working to improve outcomes across school in reading, writing and maths for all groups of children – Combined score increases

### Priority 4

#### Attendance and behaviour

- High expectations from all adults for all children to be ready to learn, low level disruptions dealt with quickly, high level disruption supported by the Inclusion team and the use of safe spaces in school

### Priority 5

#### Personal development and well-being

- The Trauma informed approach and the Thrive approach are integrated into school to support all children and help adults to understand and meet needs appropriately
- Gold Rights Respecting school - further embed rights across the curriculum and support other schools as RRS ambassadors.

### Priority 6

#### Leadership and governance

- Set up a school Climate Action group; complete first phase of climate action plan; and work towards goals for this academic year.
- Children as leaders – continue to develop leadership through: Rights Respecting Council, Eco Club committee, Rights Respecting Champions and Arts council. Introduce and develop the role of Curriculum leads.
- Ensure that subject-specific approaches to assessment are in place and that leaders use this information consistently to assess whether pupils are learning and remembering the intended curriculum.

## Externally provided programmes

| Programme             | Programme        |
|-----------------------|------------------|
| REACH                 | Education City   |
| Lexia                 | Word Shark       |
| CPOMS                 | Power Maths      |
| Literacy Shed         | Little Wandle    |
| Boxall Profile        | My Maths         |
| Schofield & Sim Maths | White Rose Maths |
| Spelling Shed         | Clicker          |

## Service pupil premium funding

*We have two SPP children in school.*

RH - DECEMBER 2025