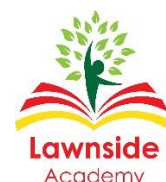


Pupil Premium Strategy Statement – Lawnside Academy (2025 – 2026)



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	283
Proportion (%) of pupil premium eligible pupils	24% (68 pupils)
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)	2024 / 2025 to 2026 / 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	C. Johnson
Pupil premium lead	C. Johnson
Governor / Trustee lead	J. Boniface

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£82,110

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all pupils, regardless of their background or challenges, make excellent progress and achieve high standards across the curriculum. We recognise that disadvantaged pupils can face additional barriers to learning, and we are committed to removing these barriers so every child can thrive academically, socially, and emotionally.

Through the effective use of Pupil Premium funding, we aim to:

- **Raise attainment** for disadvantaged pupils and close gaps between them and their peers.
- **Provide high-quality teaching for all**, ensuring that disadvantaged pupils benefit from consistently strong classroom practice.
- **Offer targeted academic support** that responds to individual learning needs and is informed by accurate assessment.
- **Support the whole child**, including wellbeing, attendance, and behaviour, recognising that pupils can only achieve their best when they feel safe, regulated, and ready to learn.
- **Work in partnership** with families and external agencies to develop a joined-up, evidence-based approach.

Our approach is rooted in research, particularly the Education Endowment Foundation guidance, and is shaped by the specific context of our school and the needs of our pupils. We use a tiered model that prioritises high-quality teaching, followed by targeted interventions and wider strategies that remove non-academic barriers.

Ultimately, our goal is to ensure that every pupil—disadvantaged or otherwise—has the knowledge, skills, and confidence to succeed in the next stage of their education and in life.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupils' attendance is lower than non-pupil premium pupils' attendance.
2	Pupil premium pupils have a higher number of persistent absentees than non-pupil premium pupils.
3	To continue to implement strategies to close attainment gaps between pupil premium and not-pupil premium pupils.

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
Improved pupil premium attendance	Reduction in 6.5% gap (2024 – 2025)
Reduced pupil premium persistent absences	Reduction in 27 PA number (2024 – 2025)
Continued reduction in attainment gaps between pupil premium and not pupil premium pupils	Maintain / reduce pupil premium / not pupil premium attainment gaps across the school

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,211.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching and professional development.	The Education Endowment Foundation (EEF) identifies high-quality teaching as the most impactful factor on disadvantaged pupils' outcomes. Approaches such as explicit teaching, scaffolding, and metacognitive strategies have strong evidence for improving attainment.	3
Targeted in-class support.		3
High-quality curriculum and assessment.		3

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

Budgeted cost: £49,266.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured evidence-based interventions.	The EEF finds that small-group tuition can add up to 4 months' additional progress.	3
High-frequency tutoring.		3

Speech, language and communication support.	High-quality, structured interventions matched to assessed gaps are particularly effective for disadvantaged pupils. Effective TA deployment – where TAs deliver targeted, evidence-based interventions – can significantly improve reading and maths outcomes.	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,633.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement work.	Attendance initiatives and family support have strong links to improved engagement and academic performance.	1, 2
Pastoral, emotional and behaviour support.	Social and emotional learning programmes can improve behaviour, attitudes and attainment (EEF reports up to +4 months progress).	1 - 3
Enrichment and cultural capital.	Enrichment opportunities broaden cultural capital and increase pupils' motivation and school engagement.	1 - 3

Total budgeted cost: £82,110

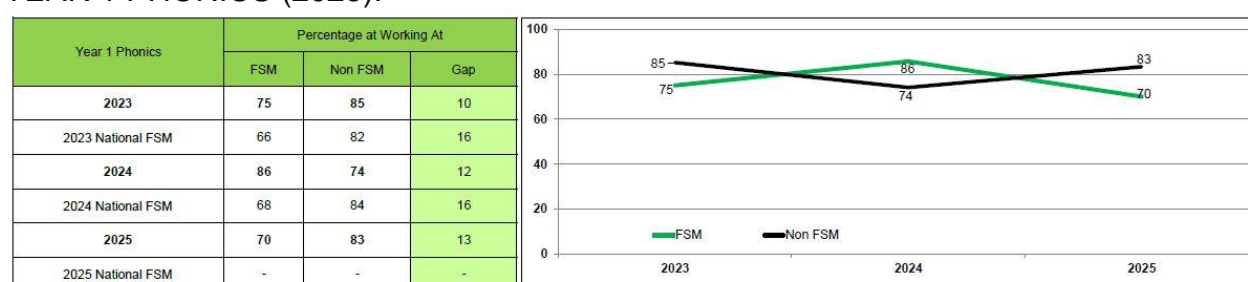
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFSP (2025):



YEAR 1 PHONICS (2025):



KEY STAGE 1 (2025):

	Pupil Premium – working at / above age-related expectation	Not Pupil Premium – working at / above age-related expectation
Reading	82%	65%
Writing	64%	58%
Maths	64%	69%

Externally provided programmes

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

Programme	Provider
ELSA	Emotional Literacy Support Assistant
Hamish & Milo	Social-emotional learning (SEL) and wellbeing intervention
Read, Write Inc.	Ruth Miskin
NELI	Nuffield Early Language Intervention