Pupil premium strategy statement – Lawnside Academy (2026 – 2027)

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	297
Proportion (%) of pupil premium eligible pupils	23.57% (70 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)**	2026 - 2027
Date this statement was published	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Cheryl Johnson
Pupil premium lead	Cheryl Johnson
Governor / Trustee lead	Cheryl Hargraves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,400
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*	£108,400

Part A: Pupil premium strategy plan

Statement of intent

At Lawnside Academy, we are committed to ensuring that all pupils, regardless of background or circumstance, achieve their full potential. Our pupil premium strategy is informed by the EEF Guide to the Pupil Premium and is based on a careful analysis of school data, which identifies attainment gaps in early language and literacy, phonics and Key Stage 2 outcomes, alongside challenges relating to attendance and pupil wellbeing.

Our approach focuses on three key areas:

- High-Quality Teaching – ensuring all pupils benefit from excellent teaching, an ambitious curriculum and effective assessment.
- Targeted Academic Support – providing timely intervention to address identified gaps in learning, particularly in reading, phonics and mathematics.
- Wider Strategies – removing barriers to learning through support for attendance, wellbeing, behaviour, enrichment and family engagement.

Through this evidence-informed approach, we aim to improve attainment, strengthen attendance and engagement, and ensure disadvantaged pupils are fully equipped to succeed both academically and personally. The impact of our strategy is reviewed regularly through ongoing analysis of pupil outcomes and wider school data.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps in Reading, Writing and Mathematics, particularly at Key Stage 2 Internal and statutory assessment data indicates that disadvantaged pupils achieve less well than their peers across core subjects. In 2026, disadvantaged pupils achieved 38% at the expected standard in Reading, Writing and Mathematics combined compared with 72% of non-disadvantaged pupils, representing a gap of 34 percentage points. Reading attainment was 54% compared with 72%, and mathematics attainment was 54% compared with 83%.
2	Challenge 2: Early language, literacy and communication development EYFS outcomes indicate significant gaps for disadvantaged pupils on entry and at the end of Reception. In 2026, only 20% of FSM pupils achieved a Good Level of Development compared with 75% of non-FSM pupils, a gap of 55 percentage points. FSM pupils also achieved significantly lower outcomes in literacy and communication-related areas.
3	Challenge 3: Phonics attainment for disadvantaged pupils Phonics outcomes demonstrate a persistent gap between disadvantaged and non-disadvantaged pupils. In 2026, 67% of FSM pupils met the expected standard in the Year 1 Phonics Screening Check compared with 80% of non-FSM pupils. Although the gap of 13 percentage points is smaller than national trends in previous years, disadvantaged pupils remain underrepresented amongst those achieving the standard.
4	Challenge 4: Attendance and persistent absence School analysis demonstrates a strong correlation between attendance and achievement. In the 2026 phonics cohort, pupils with attendance below 85% achieved a

	pass rate of only 40%, compared with 85% for pupils attending between 95% and 100%. Disadvantaged pupils are disproportionately represented within lower attendance groups.
5	Challenge 5: SEND and multiple vulnerabilities A significant proportion of disadvantaged pupils also present with additional barriers, including SEND and social, emotional and mental health needs. School data demonstrates substantially lower attainment for pupils with SEND across all key stages, increasing the risk of compounded disadvantage.
6	Challenge 6: Limited enrichment, cultural capital and learning opportunities outside school School knowledge, pupil voice and family engagement information indicate that some disadvantaged pupils have fewer opportunities to participate in enrichment activities, educational visits and wider experiences that support vocabulary development, aspiration and engagement with learning.

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 attainment for disadvantaged pupils in reading, writing and mathematics.	Gaps between disadvantaged and non-disadvantaged pupils narrow across all key stages, with increasing proportions achieving age-related expectations.
Improve early language, literacy and communication outcomes.	Disadvantaged pupils make strong progress from their starting points and GLD outcomes improve year on year.
Improve phonics outcomes.	The proportion of disadvantaged pupils meeting the phonics standard increases and the phonics attainment gap reduces.
Improve attendance.	Attendance of disadvantaged pupils improves and persistent absence reduces.
Improve wellbeing and readiness to learn.	Pupils demonstrate improved engagement, behaviour and participation in learning.
Increase participation in enrichment opportunities.	Disadvantaged pupils access and engage fully in educational visits, clubs, leadership opportunities and wider curriculum experiences.

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards additional teacher capacity to enable targeted teaching, reduced class sizes where required, and rapid intervention for disadvantaged pupils.	High-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils. Additional teaching capacity enables more responsive and targeted instruction.	1, 2, 3, 5
Recruitment and retention package to attract and retain high-quality teaching staff. Funding may contribute towards recruitment costs, retention initiatives and workforce stability.	Maintaining a stable, skilled workforce supports consistent, high-quality teaching and improved pupil outcomes.	1, 2, 3, 5
CPD programme focused on adaptive teaching, SEND provision, scaffolding and effective deployment of support staff.	Professional development is most effective when it is sustained, evidence-informed and focused on improving classroom practice.	1, 2, 3, 5
Development of high-quality teaching of early reading and phonics, including coaching and monitoring.	Strong phonics teaching has a significant positive impact on early literacy outcomes, particularly for disadvantaged pupils.	2, 3
Instructional coaching and mentoring for teachers and support staff to improve classroom practice.	Evidence suggests that coaching can lead to improvements in teaching quality and pupil attainment when delivered over time.	1, 2, 3, 5
Release time for subject leaders to develop curriculum, assessment and teaching approaches that support disadvantaged pupils.	Well-sequenced curricula and effective assessment practices support improved outcomes across the school.	1, 2, 3

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

Budgeted cost: £28,400

Activity	Evidence that supports this approach	Challenge number(s) addressed

Additional Teaching Assistant hours to deliver evidence-informed reading, phonics and mathematics interventions for disadvantaged pupils identified through assessment.	The EEF reports that targeted small-group interventions delivered by trained staff can have a positive impact on attainment when carefully structured and monitored.	1, 2, 3, 5
1:1 and small-group phonics tutoring for disadvantaged pupils who are below the expected standard in Reception, Year 1 and Year 2.	Targeted phonics interventions are shown to improve decoding, fluency and early reading outcomes, particularly when delivered frequently and matched to pupil need.	2, 3
Structured reading intervention programmes for disadvantaged pupils requiring additional support with fluency, comprehension and vocabulary development.	Reading comprehension strategies and explicit vocabulary instruction have strong evidence of impact, particularly for disadvantaged pupils.	1, 2, 5
Pre-teaching and same-day intervention in mathematics and English to address misconceptions and support pupils to access quality-first teaching successfully.	Timely intervention helps prevent pupils falling behind and enables greater engagement with whole-class learning.	1, 5
Additional SEND intervention support for disadvantaged pupils with SEND, including personalised programmes linked to EHCP and SEND Support targets.	Targeted interventions are most effective when carefully matched to identified needs and delivered consistently alongside classroom teaching.	5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund two Pupil Premium places in Rock Steady Music School for the academic year	Participation in music programmes enhances engagement, confidence, wellbeing and cultural capital, supporting wider personal development and school engagement.	5, 6
Subsidy for educational visits, residentials and wider enrichment opportunities for disadvantaged pupils	Access to enrichment activities supports vocabulary development, aspiration, engagement and cultural capital.	6

Financial support for attendance incentives, uniform, transport and family engagement initiatives	Removing practical barriers can improve attendance and engagement for disadvantaged pupils.	4, 5
Additional attendance and family support capacity to provide early intervention, first-day response, attendance mentoring, home visits and targeted support for disadvantaged pupils and families. Funding will contribute towards staff time for pastoral and attendance work, enabling rapid follow-up of absence concerns and stronger partnerships with families.	The DfE identifies regular attendance as a key factor in pupil achievement. Evidence suggests that personalised support, parental engagement and early intervention can improve attendance for persistently absent pupils.	4, 5
Develop an internal SEMH provision, including dedicated staffing, planning time and targeted interventions, to provide short-term support for pupils experiencing social, emotional and mental health difficulties. The provision will support pupils to develop self-regulation, emotional literacy, resilience and readiness to learn, reducing barriers to successful participation in mainstream classrooms.	Evidence suggests that targeted SEMH support can improve engagement, behaviour, attendance and readiness to learn, particularly for disadvantaged and vulnerable pupils.	4, 5
Explore and implement OPAL (Outdoor Play and Learning) and enhance the use of outdoor environments during unstructured times to improve engagement, physical activity, social development and behaviour. Funding will support staff training, resources and development of outdoor play opportunities.	High-quality play opportunities can support wellbeing, social skills, self-regulation and positive behaviour, contributing to improved engagement in learning.	4, 5, 6

Total budgeted cost: £108,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of attainment data highlights that disadvantaged pupils continue to achieve less well than their non-disadvantaged peers across several key measures, particularly in the early years, phonics and Key Stage 2 outcomes. While some disadvantaged pupils make strong progress from their starting points, attainment gaps remain a significant barrier to achieving equitable outcomes.

Key findings include:

- EYFS Good Level of Development (GLD): 20% of FSM pupils achieved a GLD compared with 75% of non-FSM pupils, indicating significant gaps in early language, literacy and mathematics development.
- Year 1 Phonics Screening Check: 67% of FSM pupils met the expected standard compared with 80% of non-FSM pupils.
- KS2 Reading, Writing and Mathematics Combined: 38% of disadvantaged pupils achieved the expected standard compared with 72% of non-disadvantaged pupils.
- KS2 Reading: 54% of disadvantaged pupils achieved the expected standard compared with 72% of their peers.
- KS2 Mathematics: 54% of disadvantaged pupils achieved the expected standard compared with 83% of non-disadvantaged pupils.
- School analysis also identifies links between lower attendance and lower attainment, with disadvantaged pupils more likely to experience attendance-related barriers to achievement.

These outcomes demonstrate the need for continued investment in high-quality teaching, targeted academic support and wider strategies that address attendance, wellbeing and engagement. The school's pupil premium strategy therefore prioritises early language and literacy development, reading and mathematics attainment, attendance improvement and increased access to wider opportunities, with the overarching aim of narrowing attainment gaps and improving long-term outcomes for disadvantaged pupils.

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
Rock Steady Music School	Rock Steady Music School
NELI	Nuffield Early Language Intervention
Speech and Language Therapy Programmes	Central Bedfordshire Speech and Language Therapy Service
TT Rock Stars	Maths Circle Ltd
Spelling Shed	Education Shed Ltd
Salford Reading Test	Salford
ELSA Supervision and Training	ELSA Network / commissioned provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils