

Pupil Premium Strategy Statement Lawns

Park Primary School 2025-26

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
School name	Lawns Park Primary School
Number of pupils in school	230 (inc 21 Foundation1)
Proportion (%) of pupil premium eligible pupils	33% whole school
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Simon Chapman
Pupil premium lead(s)	Simon Chapman- Headteacher Lindsey Dean- Deputy Head
Governor / Trustee lead	Donna Kellett- Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,410
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	N/A

Part A: Pupil premium strategy plan Statement of

intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced; this alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils so that they are fully aware of strengths and weaknesses across the school.

Principles

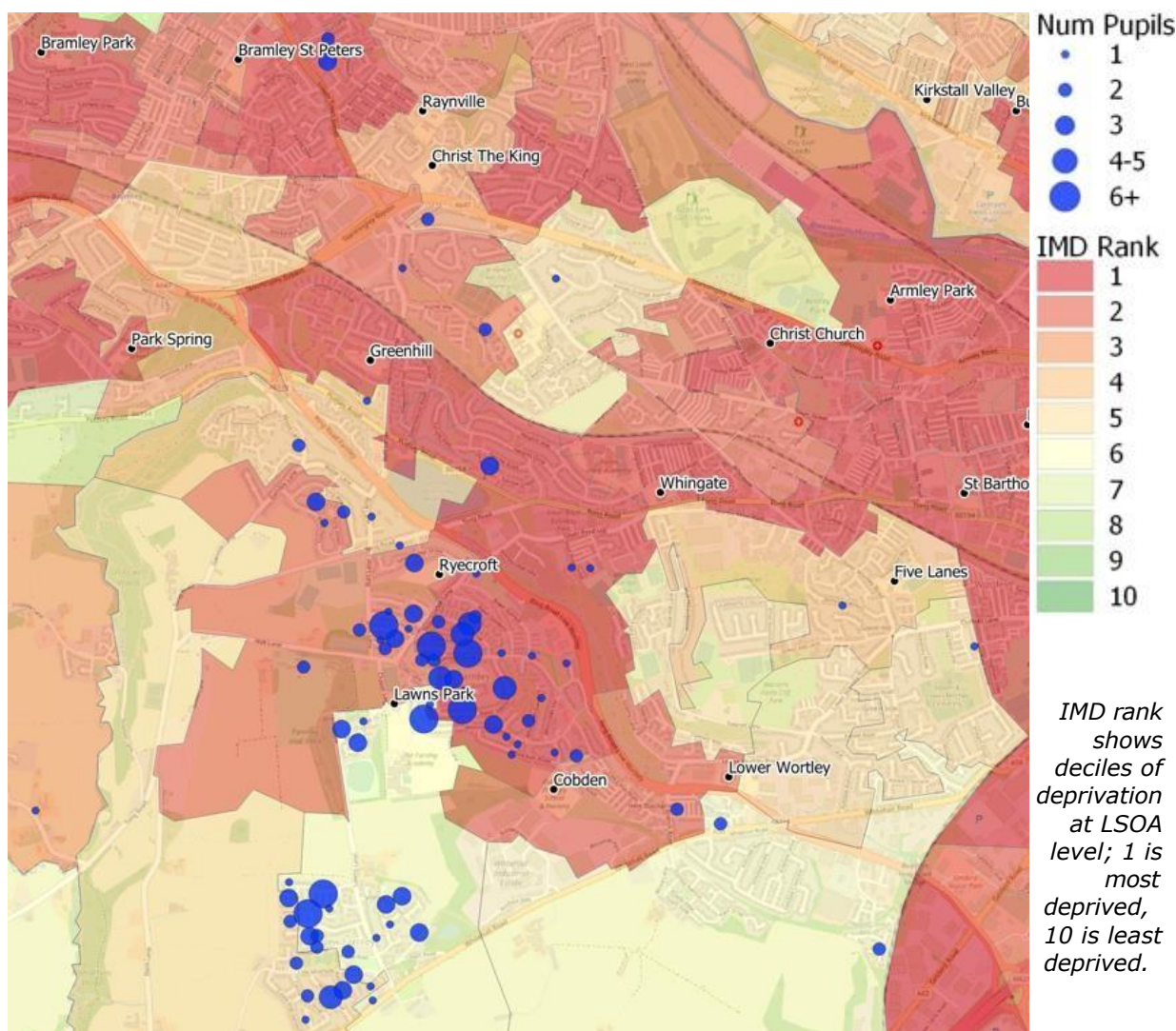
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We promote equality of opportunity.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Demography and School Context

Lawns Park Primary is a one-form entry community school located in Farnley, on the south-western outskirts of Leeds.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong: decile 1 being the most deprived and decile 10 being the least deprived. The blue dots indicate where the school’s pupils live and show that the majority of Lawns Park’s pupil population is distributed across Farnley to the north and east of the school, with a smaller proportion of pupils living in the New Farnley area to the south of the school. A report produced for the school in 2023¹ showed that a third of its pupils live in areas classed as being amongst the 10% most deprived areas in England (IMD measure) and that more than half live in areas where levels of deprivation are above ‘average’.



Data sources: School MIS, April 2023. IMD deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors.

¹ ‘Beyond The School Gates: An analysis of demography, deprivation and social context for Lawns Park Primary School’, Ian Stokes Education Ltd, June 2023.

Challenges

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

Challenge number	Detail of challenge
1	Our tracking, monitoring and internal assessments demonstrate that gaps in attainment levels between disadvantaged and non-disadvantaged are wide, often more than those of national gaps.
2	Our tracking, monitoring and internal assessments show that progress rates are lower for disadvantaged children than those that are not disadvantaged.
3	Our internal attendance data shows that attendance levels for those that are disadvantaged is lower than those who are not classed as disadvantaged. A greater proportion of our persistent absentees are from disadvantaged backgrounds.
4	Our early tracking, monitoring and internal assessments show that many children enter school with a vocabulary gap, therefore not attaining the standard in Communication and Language- Speaking (EYFS Data) Many of these children are from disadvantaged backgrounds

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
(Nationally and within internal school data.)
2. Accelerate progress for disadvantaged pupils in school, matching and in some cases exceeding nationally expected progress rates.
3. To improve rates of attendance and reduce persistent absence for disadvantaged pupils
4. To diminish the vocabulary gap and improve oracy skills, starting with our youngest learners.

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
<p>Challenge 1- Over the course of the next three years the attainment gaps between disadvantaged and non-disadvantage will narrow and, in some cases, close. This will be across all areas of the national curriculum, starting with core areas. Our disadvantaged children will have opportunities to explore extra- curricular activities and cultural capital.</p>	<p>Our assessments and internal tracking systems will show that gaps are narrowing over time.</p> <p>Our assessments and internal tracking systems will show that our disadvantaged children are performing at least as well as others in school</p> <p>There will be fine analysis of challenges for disadvantaged pupils with timely intervention put in place to close gaps and accelerate progress. Where possible these interventions will be research proven interventions.</p> <p>The attainment of pupils in a range of groups will be comparable.</p>
<p>Challenge 2- Over the course of the next three years there will be emphasis on accelerated progress for those at risk of falling behind their peers This will be a focus for pupil progress meetings and intervention planning.</p>	<p>Our pupil progress meetings will reflect not only attainment but progress. I</p> <p>Pupils who are at risk of, or are, falling behind their peers will be identified in a timely manner</p> <p>Teachers will identify key interventions, intended outcomes and key measures for success following termly data trawls.</p> <p>There will be post intervention analysis of progress made through interventions.</p> <p>Progress will be accelerated, thus impacting upon and raising attainment</p>
<p>Challenge 3- Over the course of the next three years we will improve attendance rates so that attendance is at least in line with national statistics. We will work with families and individuals where absenteeism is persistent to overcome barriers and improve educational outcomes for all.</p>	<p>Attendance levels will rise, moving closer to and then at least in line with national statistics.</p> <p>Families will be engaging with the schools to remove barriers and raise attendance</p> <p>Educational outcomes will be improved for individuals, thus impacting upon overall outcomes.</p>
<p>Challenge 4- Over the course of the next three years any pre-school vocabulary gap to be diminished. Our aim is that our disadvantaged children will be at least as successful as other children by the end of KS2. Our vocabulary work across the curriculum</p>	<p>Children will be able to discuss subject specific vocabulary, and this will be retained in their long-term memory.</p> <p>The vocabulary gap between our disadvantaged and other pupils will be at least narrowed and, in most cases, closed.</p>

<p>Will be woven into all subjects, core and non- core, with key vocabulary to be secured by the need of each key stage clearly set out in subject long-term plans.</p> <p>Through our rigorous approach to the development of early reading, vocabulary will be emphasised. This is reinforced through the new EYFS curriculum and Reading Frameworks.</p>	<p>Children will be able to use their knowledge of vocabulary to make connections across subjects</p> <p>By the end of the EYFS most children will attain the expected standard in the Speaking strand of Communication and Language,</p> <p>By the end of KS2 children will have an expansive knowledge of vocabulary that they not only use but understand. This will enable them to access and achieve well in the end of Key Stage statutory tests</p>
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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: £98123

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO non class-based for full academic year.</p>	<p>45% of the pupils who have SEND are also Pupil Premium. We continue to see an increase in the number of children at school with additional needs. A number of children who have been waiting for diagnosis have seen their waiting lists cancelled and this means that new referrals are having to be completed and parents are requiring support with this process.</p> <p>EEF Guide to the pupil premium states: <i>'Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.'</i></p>	<p>1, 2, 3, 4</p>
<p>Additional staff hired to support pupil premium children with learning. One working 1:1 and in small groups with SEND and PP child and one in year group with</p>	<p>EEF Guide to the pupil premium states: <i>'Targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can</i></p>	<p>1, 2, 4</p>

high PP numbers.	<i>provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.'</i>	
Staff CPD	<p>All staff in Little Wandle phonics training – weekly coaching for staff from Early Years reading lead based on support from Jerry Clay English Hub.</p> <p>Other CPD opportunities for staff to develop subject knowledge including: Curriculum content development training, AFL strategies and schoolwide consistency training, bespoke grammar training, SEND support training, maths arithmetic methods training, creative writing opportunities training and subject leadership training with local authority.</p> <p>EEF Guide to the Pupil Premium: 'Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.'</p>	1, 2, 4

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

Budgeted cost: £48194

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention -Pre learning One-to-one tuition SDI in and after the lesson.</p>	<p>EEF Guidance report – Putting evidence to work- a school's guide to implementation - +4 months.</p> <p><i>'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.'</i></p>	<p>1,2,3</p>
<p>Little Wandle reading SEND /PP provision LPPS targeted reading recovery programme. Designated adults to implement a quality read daily for those pupils that need to develop all aspects of reading.</p> <p>Little Wandle Keep-Up/ Catch UP programmes. Specific research proven interventions</p>	<p>EEF – Guidance report: Making best use of Teaching assistants - +5 months</p> <p><i>'Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</i></p> <p>EEF Phonics: +5 months</p>	<p>1,2,3,4</p>

	<i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills,</i>	
<p>Oracy Interventions and strategies Designated Adult to implement communication-based interventions</p> <p>Traded SaLT for key children</p> <p>Time with SENCo carrying out language based assessments</p>	<p>EEF Oral Language Interventions: +6 months</p> <p><i>'Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.'</i></p>	Challenge 1, 2, 4
<p>Attendance Intervention</p> <p>Well being and Inclusion Officer time to visit/ meet with key children and their families to unpick barriers and improve outcomes</p> <p>Time for data analysis around those hard-to-reach families</p> <p>Attendance meetings with Headteacher, wellbeing and inclusion lead, parents/ carers of persistent absentees</p>	<p><i>Poor school attendance is a significant problem in the UK and many other countries across the world. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</i></p>	Challenge 3

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

Budgeted cost: £28,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion lead employed to work with vulnerable pupils and their families to ensure pupils with SEMH needs can access learning (4 days).</p> <p>To promote early intervention, the inclusion lead is in close contact with and accessible to families to strengthen relationships, supporting pupils social, emotional and behavioural needs.</p>	<p>EEF – Guidance reports: Improving social and emotional learning in primary schools - +4 months (General) + 6 months (targeted)</p> <p><i>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’</i></p>	<p>1, 2, 3, 4</p>
<p>Financial support to access extra-curricular activity, breakfast clubs etc</p>	<p>EEF – The guide to pupil premium: A tiered approach to spending.</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £ 175173

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 disadvantaged pupil premium pupils in the 2023 to 2024 academic year.

1. Achieve above national average progress scores in KS2. Key Stage 2 pupils to exceed National attainment for disadvantaged pupils.

% Disadvantaged achieving the expected standard in Reading		Difference when compared to LA Dis	Difference when compared to National
Lawns Park (Disadvantaged)	21%	-38% (59%)	-42% (63%)
Lawns Park (Non-Disadvantaged)	69%	-12% (81%)	-12% (81%)

% Disadvantaged achieving the expected standard in Writing		Difference when compared to LA Dis	Difference when compared to National
Lawns Park (Disadvantaged)	36%	-17% (53%)	-23% (60%)
Lawns Park (Non-Disadvantaged)	88%	+11% (77%)	+10% (78%)

% Disadvantaged achieving the expected standard in Maths		Difference when compared to LA Dis	Difference when compared to National
Lawns Park (Disadvantaged)	43%	-14% (57%)	-18% (61%)
Lawns Park (Non-Disadvantaged)	94%	+13% (81%)	+14% (80%)

% Disadvantaged achieving the expected standard in RWM combined		Difference when compared to LA Dis	Difference when compared to National
Lawns Park (Disadvantaged)	14%	-28% (42%)	-33% (47%)
Lawns Park (Non-Disadvantaged)	63%	-6% (69%)	-6% (69%)

2. Achieve at least national expectation in Phonics Screening Check

% Disadvantaged achieving the expected standard in Phonics Screening Check		Difference when compared to LA Dis	Difference when compared to National
Lawns Park (Disadvantaged)	67%	+1% (66%)	=% (67%)
Lawns Park (Non-Disadvantaged)	75%	-9% (84%)	-8% (83%)

3. Achieve GLD in line with National Disadvantaged pupils

% Disadvantaged achieving the expected standard in EYFSP		Difference when compared to LA Dis	Difference when compared to National
Lawns Park (Disadvantaged)	75%	+29% (46%)	+24% (51%)
Lawns Park (Non-Disadvantaged)	67%	=% (67%)	-5% (72%)

4. Raise attendance of disadvantaged pupils to be close to or above 96%

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
Spelling Shed	Education Shed Ltd
X Tables Rockstars	TT Rockstars
Silver Cloud – digital mental health platform	Cluster
Mindmate- Emotional health and well-being support	Mindmate
Youth Fairies – counselling and emotional support programme.	Youth Fairies
Speech and Language Therapists	NHS (Traded Services)
Data analysis / demographic analysis / Assessment	Ian Stokes Education Limited
Educational Psychologist Support and Training	
STARS- specialist autism training and support	Traded Services
Cygnnet Support- Support for parents and carers dealing with neurodivergent needs.	Cluster