

Pupil premium strategy statement – Lowercroft Primary School



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	205
Proportion (%) of pupil premium eligible pupils	5%
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)	2025 - 2028
Date this statement was published	1 st Review - December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Janine McGadie
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,315.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£31,315.00

Part A: Pupil premium strategy plan (2026)

Statement of intent

Lowercroft Primary School

2025–26

At Lowercroft Primary School, our vision is to ensure that every child — regardless of background — has the opportunity to succeed and flourish. We are ambitious for all our pupils, and our Pupil Premium strategy is driven by a commitment to remove barriers, close gaps, and ensure our disadvantaged pupils achieve as well as their peers.

Our Ultimate Objectives for Disadvantaged Pupils Are To:

- Eliminate the attainment gap between disadvantaged pupils and their non-disadvantaged peers, especially in early language, reading, and writing.
- Ensure disadvantaged pupils become fluent, confident readers with the vocabulary and comprehension skills to access the full curriculum.
- Strengthen pupils' emotional wellbeing and resilience, enabling them to engage positively with learning and relationships.
- Increase engagement with learning beyond the classroom, including enrichment, cultural capital, and opportunities that build self-esteem and aspiration.
- Empower families to support their child's learning and development, with strong, trusting relationships between home and school.

How Our 2025–26 Strategy Plan Works Towards These Objectives:

Our strategy follows a tiered model, rooted in current EEF guidance and national best practice:

1. High-Quality Teaching

- We prioritise quality-first teaching that meets the needs of all learners.
- Staff receive CPD in explicit vocabulary instruction, reading fluency, phonics, modelling language, and responsive teaching.
- Tier 2 and Tier 3 vocabulary is embedded in planning, modelling, and classroom discussion across all subjects.

2. Targeted Academic Support

- We deliver small-group interventions focused on vocabulary and phonics.
- Disadvantaged pupils with reading gaps receive structured support using tools such as Wellcomm, Nessy, and YARC.
- Peer tutoring and writing journals help reinforce learning through collaboration and reflection.

3. Wider Strategies

- Our pastoral team works closely with families facing challenges related to health, wellbeing or poverty.
- Pupils access enrichment activities (e.g. drama, photography, first aid, sign language) that provide real-world language experiences.
- Technology tools and reading-for-pleasure initiatives extend learning into the home and community.
- We invest in attendance monitoring, wellbeing support, and early help referrals to address barriers before they escalate.

Key Principles of Our Strategy:

- High ambition, high expectations for every pupil, regardless of background.
- Early intervention is key – we target support as early as possible to prevent long-term disadvantage.
- Disadvantage is not destiny – we never confuse disadvantage with low ability.
- Whole-school ownership – all staff are responsible for identifying and addressing need.
- Research-led and impact-driven – our strategy is underpinned by evidence and reviewed regularly for impact.
- Strong family partnerships – we work alongside parents and carers as co-educators in each child’s journey.

Through this strategic, inclusive and aspirational approach, we aim for our disadvantaged pupils to leave Lowercroft not only having achieved well, but as confident, articulate, and well-rounded young people — ready for the next stage of education and life.

Challenges

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

Challenge number	Detail of challenge
1	Limited access to a rich vocabulary - Many of our children who are socially disadvantaged do not have an expansive, rich vocabulary or the linguistic skills to access learning
2	Our observations and language assessments indicate oral language skills within the EYFS are behind age related expectations.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts on their development as readers and results in a lack of reading beyond the classroom, poor fluency and comprehension skills. These findings are supported by national studies.
4	The health and wellbeing of parents and carers significantly impacts on our pupils. The pastoral team have invested time in supporting these families, some of whom are disadvantaged.
5	

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
<i>Disadvantaged pupils will develop a broader, deeper vocabulary that enables them to access and engage confidently with age-appropriate curriculum content across subjects..</i>	<p>Assessment of Vocabulary Knowledge:</p> <ul style="list-style-type: none"> • Pupils identified as below expected for oral or academic vocabulary make measurable progress on tools such as: <ul style="list-style-type: none"> ○ Wellcomm, vocabulary pre/post-tests, or language-rich writing samples. <p>Pupil Voice and Engagement:</p> <ul style="list-style-type: none"> • Pupil discussions and responses in class demonstrate improved use of Tier 2 and 3 vocabulary. • Pupils express confidence using newly learned words. <p>Curriculum Integration:</p> <ul style="list-style-type: none"> • Teachers explicitly teach, model, and reinforce vocabulary across subjects. • Evidence of vocabulary in working walls, books, journals, and classroom displays

	<p>Enrichment & Contextual Use:</p> <ul style="list-style-type: none"> • Pupils use new vocabulary during drama, storytelling, discussions, and writing tasks — showing improved contextual understanding and fluency. <p>Progress Measures:</p> <ul style="list-style-type: none"> • Disadvantaged pupils make progress that closes the vocabulary gap compared to non-disadvantaged peers (evidenced by teacher assessment and formative tasks). • Reading comprehension and writing quality improve over time.
<p>Disadvantaged pupils will develop secure phonics knowledge and become fluent, confident readers who can access and comprehend age-appropriate texts. They will develop a sustained interest in reading both in and out of school, narrowing the attainment gap in reading between disadvantaged and non-disadvantaged pupils.</p>	<p>Phonics Progress</p> <ul style="list-style-type: none"> • Improved outcomes in phonics assessments (e.g. increasing percentage of disadvantaged pupils passing the Phonics Screening Check). • Regular phonics assessments (including for KS2 catch-up groups) show accelerated progress. <p>Reading Fluency:</p> <ul style="list-style-type: none"> • Disadvantaged pupils demonstrate improved reading fluency (measured through YARC, miscue analysis, or running records). • Pupils move through reading book bands or fluency milestones more rapidly. <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • Pupils show improved comprehension in formative reading tasks, book talk, and retrieval/inference questions <p>Engagement with Reading:</p> <ul style="list-style-type: none"> • Increased frequency of home reading recorded in reading logs. • Disadvantaged pupils participate more regularly in library visits, book swaps, and reading initiatives (e.g. reading challenges or book clubs). <p>Pupil Voice:</p> <ul style="list-style-type: none"> • Pupils speak positively about reading, can name favourite authors or books, and report increased confidence and enjoyment. <p>Wider Attainment:</p>

	<ul style="list-style-type: none"> Internal data shows that disadvantaged pupils are making at least expected progress in reading, and the gap between disadvantaged and non-disadvantaged pupils is narrowing over time.
<p>Families of disadvantaged pupils feel supported and are better able to engage with their child’s education. Pupils whose families face health, wellbeing, or social challenges experience increased emotional stability, improved attendance, and more consistent learning engagement in school.</p>	<p>Family Engagement & Support:</p> <ul style="list-style-type: none"> Increased uptake of early help or internal family support services (e.g. coffee mornings, signposting, family workshops) Parents/carers report feeling more supported in wellbeing or parenting surveys/feedback. <p>Pupil Emotional Readiness for Learning:</p> <ul style="list-style-type: none"> Staff observations and CPOMS logs show reduced emotional distress or dysregulation linked to home circumstances Pupils display improved readiness to learn, participate more fully, and settle more quickly in lessons. <p>Pastoral Intervention Impact:</p> <ul style="list-style-type: none"> Pastoral logs show timely intervention and clear outcomes from support offered to families (e.g. reduced crisis episodes, improved attendance or punctuality). <p>Attendance & Punctuality:</p> <ul style="list-style-type: none"> Disadvantaged pupils supported through pastoral work show improved attendance or punctuality where these were previously a concern. <p>Multi-Agency Collaboration:</p> <ul style="list-style-type: none"> Stronger working relationships with external agencies (e.g. CAMHS, Early Help, food banks, domestic abuse support services) leading to quicker, more effective intervention for families. <p>Staff Capacity & Confidence:</p> <ul style="list-style-type: none"> Pastoral and teaching staff feel confident identifying and responding to family wellbeing needs (measured via internal surveys)

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: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-Quality Teaching and CPD in Reading, Writing and Maths:</p> <p>Funded CPD for all teaching staff on early reading, writing and maths pedagogy, including EEF-aligned phonics intervention and mastery maths approaches. Investment in <i>Walkthrus</i> professional development materials used to strengthen instructional coaching and consistency across classrooms.</p>	<p>EEF: <i>Improving Literacy in KS1/KS2; Improving Mathematics in Primary Schools; Walkthrus (Sherrington & Caviglioli)</i> – structured, incremental CPD improves retention and application of evidence-based practice.</p>	<p>1,2,3,</p>
<p>Early Reading and Phonics Resources:</p> <p>Purchase of phonics reading books and decodable texts to ensure fidelity to the school’s phonics scheme and provide additional practice for disadvantaged pupils.</p>	<p><i>DfE Reading Framework (2023): Access to matched decodable texts improves fluency and comprehension.</i></p>	<p>2,3</p>
<p>Subject Leadership Release Time:</p>	<p><i>Funding to release English and Maths leads to monitor, coach and model effective teaching strategies, ensuring consistency and impact across classes.</i></p>	<p>1,2,3</p>

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Phonics, Reading, Writing and Maths Interventions: TA and teacher-led small group sessions focusing on phonics catch-up, reading fluency, and writing/maths precision teaching. Sessions delivered 3x weekly and planned from assessment data.</p>	<p>EEF: EEF: Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (+4 months); <i>Phonics</i> (+5 months).</p>	<p>1,2,3</p>
<p>Subscription-Based Learning Platforms: Purchase of online learning tools to support catch-up and independent practice at home and in school.</p>	<p>EEF: <i>Digital Technology Toolkit</i> (+4 months) – effective when linked to classroom learning.</p>	<p>1,2,3,</p>
<p>Tutoring and Catch-Up: Employment of experienced tutor (internal or NTP-funded) to deliver structured tutoring blocks for pupils below age-related expectations in reading and maths.</p>	<p>EEF: <i>1:1 and Small Group Tuition</i> – proven to close gaps rapidly.</p>	<p>2,3</p>

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

Budgeted cost: £ 8,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Expansion: Establishment of a designated Early Help Lead to coordinate pastoral support, attendance, and family liaison. Role includes early intervention, signposting and emotional regulation support	EEF: <i>Arts Participation</i> (+3 months); Ofsted (2023): Enrichment builds cultural capital and engagement.	4
Wellbeing and Enrichment Fund: Funding for enrichment clubs, trips, and music lessons to ensure equal access for disadvantaged pupils. Includes subsidised before/after-school club places (ERICC's).	EEF: <i>Arts Participation</i> (+3 months); Ofsted (2023): Enrichment builds cultural capital and engagement.	4
Parental Engagement and Family Workshops: Delivery of termly family sessions on reading, maths, and wellbeing to build parental confidence and involvement in learning.	EEF: <i>Parental Engagement</i> (+4 months).	4

Total budgeted cost: £ 40,200

Spending is weighted towards teaching and targeted academic support (77%) to accelerate progress in reading, writing and maths, with 23% directed toward pastoral and wellbeing provision.

Impact will be monitored termly through progress tracking, attendance and pastoral data, pupil and parent voice, and evaluation of intervention outcomes.

Part B: Review of the previous academic year (2025)

Outcomes for disadvantaged pupils

Context:

Lowercroft has only **a small number of disadvantaged pupils** in total, so each child represents a large proportion of the data and small changes have a marked effect on percentages.

Key Attainment Outcomes: FOR 2025

	Lowercroft Disadvantaged	National Disadvantaged	National non-disadvantaged 2025
Reception GLD	100%	52%	71%
Year 1 Phonics Screening Test	50%	69%	75%
KS1 R/W/M 5combined	25%	40%	60%
KS2 R/W/M combined	60%	47%	70%

- **Summary of outcomes**
- **EYFS:** 100 % achieved a GLD — well above national figures, showing strong early-years provision and early intervention.
- **Phonics & KS1:** Attainment was below national averages but reflects a very small cohort and a high proportion with SEND; individual progress from starting points was positive.
- **KS2:** 60 % met the expected R/W/M standard — above national disadvantaged and close to non-disadvantaged outcomes, evidencing effective targeted support and teaching quality.

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
Music tuition	Bury Music Service
Extra Curricular Activities/Residential trips	Sports Coach
Wrap around provision	ERICC's Before & After School Club – Lowercroft Primary School

