

Pupil Premium Strategy Statement

2025-2026 Academic Year

This statement details our academy'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.

Academy overview

Detail	Data
Academy name	Lindfield Primary Academy
Number of pupils in the academy	660
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year 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	Marcus Still, Lead Principal
Pupil premium lead	Rachel Anscombe SLT

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,000
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	£65,000

Part A: Pupil premium strategy plan

Statement of intent

*We seek to encourage **all** our children to become confident, secure, caring individuals who achieve personal success and develop a lifelong love of learning.*

Our intent is for **all** pupils, irrespective of personal circumstances to have high ambitions, make good progress and achieve high attainment across all subject areas. This includes ensuring equity and equality of opportunity for our disadvantaged and vulnerable pupils to achieve this goal alongside their peers. A whole school approach where high quality teaching and learning forms the foundations of our approach to ensure **all** children make good progress. We achieve this through consistent review of teaching practise, providing excellent professional development, and making adaptations to enable pupils to access a challenging curriculum. Our Creative and engaging curriculum has been carefully crafted to identify key knowledge is taught in the most effective sequence to ensure all children know and remember more.

Knowing each child as an individual and identifying their specific needs enables us to tailor interventions and review their impact. We recognise the significance of personal development and emotional wellbeing as being crucial to individual success. This philosophy is embedded in our curriculum to empower children to achieve high aspirations.

Our approach is built upon robust diagnostic assessment, early intervention; consistent monitoring, evaluation and adaption ensure our strategy is effective.

Challenges

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

Challenge number	Detail of challenge
1	Early reading. Assessments, observations and discussions with teachers indicate our disadvantaged children generally have greater difficulty learning phonics than their peers. Discussions with pupils and records in home/school diaries show disadvantaged children also have fewer opportunities to practise reading at home. A pupil's ability read, is essential to access all areas of the curriculum to their full potential.
2	Pupil wellbeing. Teacher, parent and pupil voice has identified significant social, emotional and mental health issues for many disadvantaged pupils which adversely affect their ability to reach their full potential. 38% of disadvantaged pupils have SEMH SEND need.
3	End of Key Stage English and Maths Attainment. Assessments, observations and discussions with pupils, families and teachers indicate a gap in academic attainment in English and Maths resulting in the need for small group / individual interventions. There is currently a 74% overlap between disadvantaged children and SEN. 30% of these are for Cognition and 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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 for disadvantaged children will be in line with their peers. Year 1 phonics assessment outcomes in will be in line with their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26. Improvement in wellbeing survey score – pupil voice. Targeted intervention identified and delivered.
Improved English and Maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 77% reach the expected standard. (Allowing for SEN)
PP pupils will enjoy a wide range of enrichment opportunities	PP pupils to feel accomplishment in involvement in establishing new clubs / activities Explore enrichment & support opportunities for PP children in Y6 for when at Secondary school

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: £16,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead release time to support staff development of high-quality teaching.	EEF guide to pupil premium – tiered approach – high quality teaching priority	1, 2, 3,
Monitoring and support for feedback to children (book looks, lesson obs)	Education Endowment Foundation / Assessment and Feedback	1, 3

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

Budgeted cost: £ 36,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support pupils within the classroom to facilitate within class attainment grouping.	<p>Tuition target at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind – both 1:1 and small groups.</p> <p>The average impact of the within-class grouping is about an additional two months progress over the course of a year. EEF</p> <p>Within-class attainment grouping may also have an impact on wider outcomes such as confidence. EEF</p>	2, 3
Read Write Inc intervention 1:1 and small group.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, especially from a disadvantaged background.</p> <p>EEF Projects: Read, Write Inc</p>	1
TA intervention to support English and Maths (Ready to progress criteria).	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. EEF</p>	1, 3

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

Budgeted cost: £16,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapist Some children need more specific support in order to access self regulation strategies	The EEF states that when social and emotional learning is addressed and a child feels more settled and secure than learning increases. It is often a misconception that pupil's wellbeing and social emotional learning is separate from their academic, curriculum based learning.	2
Support for all PP children to access trips (including residential trips in years 5 and 6) and attend at least one club per term.	Equality and equity for all children is paramount. Some children have low aspirations due to a lack of experience and knowledge of the wider world.	2
Parental engagement to support wellbeing (including WOWSI)	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	2

Total budgeted cost: £65,000

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 pupils in the 2023/2024 academic year. Lindfield have a very small percentage of Pupil Premium children and there is a 58% overlap with SEND meaning over half our PP children are doubly disadvantaged. Attendance for disadvantaged pupils is generally good (93.6%) with 2 of 47 children being persistently absent due to ongoing health condition – provision in place to help them ‘catch up’ when they return to school.

Intent
Improved reading attainment among disadvantaged pupils. Identified 73% cross over with SEN

Implementation

- RWI 1:1 intervention – focus pupils (yrs 1-3)
- TA 1:1 reading intervention (VIPERS skills) (yrs 4-5)
- TA 1:1 reading intervention – SATs focus yr 6

Impact

- 1 out of 4 children passed phonics screening year 1 (3 out of 4 children on SEND register)
- 2 out of 3 children passed phonics screening year 2 (all children on SEND register)
- 86% of disadvantaged pupils made 6 steps of progress
- 7 out of 11 disadvantaged pupils passed YR6 SATs reading paper (5 out of 11 children also on SEND register)

Intent
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Implementation

- Financial support to attend clubs
- Financial support to attend trips including residential
- Access to Learning Mentor / Play therapists

Impact

- 100% of disadvantaged children attend at least one club per term.
- 100% of disadvantaged children accessed school trips including residential.
- 100% of disadvantaged children have access to SEMH support.
- 16 out 27 pupils on SEND register for SEMH (59%) – targeted intervention 1:1

Intent
Improved English and Maths attainment for disadvantaged pupils at the end of KS2.

Implementation

- Tailored 1-to-1 support and precision teaching enabled adults to identify learning gaps successfully and reinforce / re-teach specific knowledge gaps and skills
- TA support to provide coaching to improve children’s writing
- TA support to reduce adult child ratio in class – focused teacher intervention

Impact

- 100% of pupils made at least 6 steps of progress
- 8 out of 11 disadvantaged children passed maths SATs (5 out of 11 children on SEND register)
- 7 out of 11 disadvantaged pupils passed reading SATs (5 out of 11 children on SEND register)
- 8 out of 11 disadvantaged pupils passed GPS SATs (5 out of 11 children on SEND register)
- 4 out of 8 disadvantaged children passed writing (5 out of 11 children on SEND register)
- 55% combined SATs 45% SEND
- 4 out of 8 scored 20 or more in MTC

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
Play Therapy	Claire Martin

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support. Academic Support Access to resources for use at home.
What was the impact of that spending on service pupil premium eligible pupils?	Greater ability to self-regulate at home and at school. Improved pupil attainment.