Lynch Hill School Primary Academy

Pupil Premium Strategy Statement 2024-2027

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	842 (Autumn 2025)
Proportion (%) of pupil premium eligible pupils	32%
Academic Years our current PP strategy covers	2024-2027
Date this version of the statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Lindsey Tomlinson and the Governors
Pupil premium lead	Afua Okyere
Governor / Trustee lead	Denise Fletcher (C of G)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25-26)	£365,780
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year (25-26)	£365,780

Part A: Pupil premium strategy plan

Statement of intent

At Lynch Hill, we believe that every child should be equally valued, irrespective of abilities or individual differences and encouraged to develop to their full potential. We are committed to providing all children with an inclusive learning environment so that they can **aim high**, removing barriers to learning to enable them to **work hard** and ensure that their wellbeing is at the heart of all we do so that they know that we **care deeply.**

We intend to use the funding to ensure this commitment provides the best quality education in the classroom alongside exemplary student support to ensure that students can overcome barriers to success and fully access and embrace an education that ensures that they all succeed and flourish in their school lives and beyond regardless of any disadvantages.

Pupil premium strategy statement - The Pupil Premium Grant is allocated to schools by the government to provide funding for the following:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- Supporting children and young people with parents in the regular armed forces.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support. Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings.

Our School Non-Negotiables are:

WHAT ARE OUR NON-NEGOTIABLE EXPECTATIONS AT LYNCH HILL SCHOOL PRIMARY ACADEMY?

- Total commitment to improving the life chances of pupils – high expectations and a clear focus on pupil development, performance and growth. Commitment to the very highest pupil outcomes for our children at all key-stages. Staff focus on pupils with everything else as peripheral. ***We aim high, work hard and care deeply***.
- High quality leadership at all levels that is visible, has impact and action, and travels in the same direction. Leadership sets the tone for any organisation, and our leaders, at all levels, will inspire, be visible, act as role models for other leaders and for pupils, and will be proactive and build high performing, unified teams.
- Positive relationships, especially between staff, students and parents. Our immediate stakeholders need to feel that they are part of a supportive learning community Relationships set the tone for any organisation. All relations will be positive; we will seek to understand and

inspire our pupils, parents and wider community in a way that outstanding organisations can and should do.

- We will always strive and improve and do things better. Complacency has no place at Lynch Hill: we will always strive to be the very best we can be for the community we serve and there will be no excuses for under-performance.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** Attendance levels of our disadvantaged pupils are lower than national and lower than non-disadvantaged. We recognise that for pupils to make good or better progress they need to attend school regularly.
2	**Reading Fluency** Whilst all pupils make good progress in reading from their starting points and PSC results are strong for all pupils, fluency levels are not as strong as they should be.
3	**Writing skills and attainment** Whilst all pupils make good progress in reading from their starting points, writing attainment is still too low. Many children struggle to secure the foundational skills for writing and the creativity and confidence to write independently and fluently. We need children to see themselves as authors and to develop the skills to be able to read as writers and write as readers.
4	**Maths Mastery skills and Mastering Number** There is still more to be done in order to close the gap between disadvantaged and non-disadvantaged in maths across the school.
5	**SEND needs and undiagnosed SEND needs** The number of students joining LHSPA with undiagnosed SEND needs has increased, some with profound and severe learning difficulties. The process to gain the diagnosis, funding and provision takes time and is therefore funded by the school to ensure these students receive the support they need and the education they are entitled to.
6	**Emotional Health and Wellbeing** A high proportion of our disadvantaged students experience social, emotional and mental health issues that can impact their attendance and behaviour and potentially have a detrimental impact upon what they are able to achieve academically. There is a growing need for support in the forms of our Pupil Support Lead, ELSA, Nurture, therapy sessions, along with further external support from SEBDOS etc
7	**Mobility and stability** Over recent years we have begun to experience much higher levels of mobility. This impacts the school's stability.

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
To improve achievement across all key stages, narrowing the gaps between disadvantaged and non-disadvantaged students.	• Data shows that we are diminishing the differences and closing the attainment and progress gap between disadvantaged pupils and their peers across the school. • Students make clear and sustained progress over time gaining the knowledge and skills they need to succeed in their next stage of their education.
To achieve and sustain improved levels of attendance for pupils who are disadvantaged.	• Diminish the attendance gap between disadvantaged and non-disadvantaged, with each year showing an incremental improvement in attendance of disadvantaged pupils, so that the attendance data for this group is in line with national for all pupils by the end of the academic year 2026-7
To improve reading fluency levels across all key stages for all students including those who are disadvantaged.	• Targeted support will demonstrate success with improving the fluency of pupils • This improvement will be clear in achievement in national tests as children can access the texts with greater speed. • Our whole school fluency strategy and the use of PiXL tools will demonstrate improvement in reading levels.
To improve writing outcomes across all key stages for all students including those who are disadvantaged	• Our whole school approach to writing, following the new writing framework, PiXL roadmap and bespoke PiXL surgeries will result in writing outcomes moving more in line with maths and reading results by 2027 • Pupil work will show that children have grasped age-appropriate fundamentals for writing and talk with greater confidence about their writing
To improve maths reasoning across all key stages for all students including those who are disadvantaged.	• Maths mastery to be fully embedded across the school demonstrating improved levels of maths reasoning skills through internal and national tests
To provide enough teaching and practice to enable our pupils to become fluent in number facts and able to count, calculate and use correct mathematical terminology	• Mastering Number programme to be fully embedded in Reception and KS1, with confident staff able to develop confident mathematicians with secure foundational knowledge and understanding of number
To improve behaviour for learning and playground behaviour for those who struggle	Behaviour data will demonstrate: • Reductions in time outs/reflection time at lunchtime • Reduction in removal from class for identified children
To ensure the quality support and provision is given to students with undiagnosed SEND needs.	• Case studies of appropriate support and interventions put in place for students with undiagnosed needs • Successful applications of EHCPs leading to well-funded provision

To ensure new pupils to the school are well supported	• New pupils will report feeling well inducted and well supported
To develop handwriting fluency leading to automaticity, increased independence, confidence and improved writing outcomes.	Improved handwriting will remove a barrier to learning, enabling pupils to access all areas of the curriculum and present their understanding more effectively.

Activity in this academic year 2025/2026

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

Teaching and Learning Toolkit | EEF

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure we offer high quality CPD to improve the quality of our curriculum offer at LHSPA and are confident that Lynch Hill has experienced, well trained staff who can deliver quality first teaching and targeted interventions. To include in this cycle: • RWI ongoing coaching • Jo Hefffer Improving Writing accessed by writing Lead and cascaded through inset and directed time • Mastering number training • Inclusion training • Cross Trust moderations	The EEF Guide to the Pupil Premium states that quality first teaching for all is the best way to improve outcomes for our disadvantaged pupils. "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best out-comes for all pupils, particularly the most disad-vantaged among them." For example, access to the RWI portal and the wealth of training materials, along with regular de-velopment days with the RWI consultant and coaching, enables all staff to ensure that children make the best start to early reading and writing.	2,3,4,5
PIXL approach to quality teaching and learning. Access to the PiXL portal, with PiXL champion directing staff to specific resources to support school improvement and targeted support	The EEF Guide to the Pupil Premium states that quality first teaching for all is the best way to improve outcomes for our disadvantaged pupils. Being a PiXL school enables us to be part of a large network of thousands of schools, able to share best practice, access high quality resources, strategies	2,3,4,5,6

required within different year groups	and CPD in order to bring about brighter futures for all.	
Embed the teaching of Maths mastery across the primary and Mastering Number in Reception and KS1 NCETM programme aims to secure number fluency in Reception, and KS1 Maths Lead to cascade latest training to staff regarding maths mastery, use of CPA approach, resources and development of mathematical language and maths talk Use of TTRS to further develop fluency in multiplication facts and recall	Research by the Education Endowment Foundation showed that pupils on Mathematics Mastery Primary made two months' additional progress, when compared to pupils not on the programme. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: The EEF guidance is based on a range of the best available evidence:	4
Key PP meetings after each data point to help drive planning and interventions for the following term	The EEF Guide to the Pupil Premium reports that evidence informed leaders can help to improve outcomes for disadvantaged pupils Quality CPD opportunities for staff to come together with SLT and SENDCo to discuss barriers to learning and identify next steps and strategies. Thus, ensuring that teaching and learning at LHSPA is responsive to need.	1-7
Key SEN meetings after each data point to help drive planning and improvement strategies for the following term	The EEF Guide to the Pupil Premium reports that evidence informed leaders can help to improve outcomes for disadvantaged pupils Quality CPD opportunities for staff to come together with Inclusion team & SENDCo to discuss barriers to learning and identify next steps and strategies. Thus, ensuring that teaching and learning is responsive to need.	5
Appraisal – all staff have targets linked to performance of targeted groups with focus on PP, SEND	EEF states that Performance Pay can add + 1 month onto learners	1-6
Progress Tests, Analysis and Feedback	The EEF Guide to the Pupil Premium reports that evidence informed leaders can help to improve outcomes for disadvantaged pupils Feedback can add +8 months onto learners	2-6

	Following the PiXL assessment programme, staff complete QLAs in order to plan next steps and DTTR	
Data Tracking	The EEF Guide to the Pupil Premium reports that evidence informed leaders can help to improve outcomes for disadvantaged pupils	1-5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer daily phonics interventions and 1:1 tutoring for struggling readers Use of RWI portal to support bespoke and personalised tutoring for children	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions | Teaching and Learning Toolkit | EEF Access to the RWI portal and regular Development Days ensures that high quality phonics sessions are delivered and daily 1:1 sessions for those pupils who need	2
To train staff to run Speech and Language therapy interventions for identified students that require support and assessment – Speech Links and Wellcomm	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Oral language interventions | EEF	5
Pre-teaching sessions	EEF research shows that small group tuition can add +4 months onto a learner. Pre-teaching, particularly with regards to vocabulary, helps to prepare our children for future learning and helps to build confidence. These sessions support the children to be able to access future lessons at a level similar to their peers.	2-5
TAs in maths and English sessions	EEF research shows that TAs can add +1 month onto a learner	2,3

	TA support in core lessons, enables the teacher to provide targeted support and bespoke teaching	
Small group interventions for core areas of the curriculum	EEF research shows that small group tuition can add +4 months onto a learner Small group interventions enable focussed teaching and learning and increased opportunities to meet and fully address individual needs.	2-4
More able challenge sessions	EEF research shows that small group tuition can add +4 months onto a learner Use of additional teacher capacity to provide a range of challenges for our most able pupils with the aim of addressing GD targets and raising aspiration.	2-4
Before/After school Booster sessions	EEF research shows that small group tuition can add +4 months onto a learner and extending school time can add +2 months Small group booster sessions enable focussed teaching and learning and increased opportunities to meet and fully address individual needs.	2-4
To utilise behaviour support programmes, including provision through SEBDOS for targeted students	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	5,6
To co-ordinate an Educational Psychologist to support diagnosis and applications as well as individual support strategies for identified individuals	We know that we require external support to diagnose and support SEND students that require further intervention. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	5,6
Letter Village scheme	• Increased writing fluency, stamina and speed, allowing pupils to complete written tasks within lesson time • Improved legibility and consistency of letter formation and spacing • Reduced cognitive load, enabling greater focus on spelling, sentence structure and content • Improved confidence and engagement in writing activities • Improved attainment in writing assessment	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed our attendance strategy to ensure that attendance of disadvantaged pupils shows incremental improvements and personalised support is available. Attendance Officer working closely with HT to review attendance and consider support and response needed. Attendance strategy at LHSPA involves meetings with parents, rewards Personalised plans and support for families: • Support with routines • Support in addressing any underlying issues • Letters, meetings and contracts for those not engaging • Early intervention and identification	**DFE Report - Supporting the attainment of disadvantaged pupils; Articulating success and good practice'** - the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership Working together to improve school attendance (applies from 19 August 2024) EEF guidance on supporting school attendance identifies the importance of building trusting relationships with families. Research shows that persistent absenteeism has a significant impact on attainment	1
Nurture	EEF research shows that behaviour interventions can add +3 months onto learners with specific needs Nurture is a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within the classroom. Nurture support is not just limited to the Nurture group, the Nurture principles are demonstrated across the school by highly skilled staff	5,6
ELSA provision	EEF research shows that behaviour interventions can add +3 months onto learners with specific needs Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning. Personalised support for children with individual needs to access the learning and make good	5,6

	progress towards their targets. Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.	
Weekly Therapy	EEF research shows that behaviour interventions can add +3 months onto learners with specific needs	5,6
Behaviour Interventions, including a Lunch Club	EEF research shows that behaviour interventions can add +3 months onto learners with specific needs	5,6
Rewards	Motivational factor – rewards are funded from a different budget Rewards are given for good attendance, significant improvements, consistency	1,6
Termly Jigsaw REST Scales	As part of the jigsaw PSHE package, the REST programme really increases teachers' understanding of how resilient and engaged pupils are. This increased understanding and 'culture of resilience', combined with the many methods for improving pupil's resilience and engagement contained in the resource, aids teachers in pro-actively improving children's well-being and mental health. Combined with other indicators, it can also assist teachers/schools in recognising that a child needs professional intervention. The Resilience Scale is an effective screening tool, enabling teachers to understand children's starting points and to inform appropriate interventions. Those children who have very low scores are identified and supported through interventions planned by our trained mentors. Please note, in EYFS, we use the Leuven scale.	6
LHSPA Club Offer	EEF research shows that sports participation adds +2 months onto a learner The school provides a full club offer for pupils in KS1 and KS2 in order to raise engagement levels and aspiration.	1,6
Student Leadership Opportunities	Pupils are given the opportunity to develop their leadership skills whether as a member of the school council, as an Active ambassador or, in upper KS2 as Prefects, Sports Council members and Young Ambassadors. Such opportunities develop communication skills, confidence and raise aspiration	6

Targeted Parent Support and Communication	EEF research shows that parental engagement can add +3 months onto a learner Time given to discuss targets, attendance and next steps. Such communication enables parents and carers to better support their child in their educational journey. Parents are invited into school for assemblies or learning presentations in order to develop positive partnerships and attempt to remove any barriers between home and school.	1,5,6,7
Parent and Family Support from Inclusion Officer	The EEF Guide to the Pupil Premium states that attendance strategies improve outcomes for disadvantaged pupils Specific individual support provided to families, enabling a calmer more stable home environment. Parents supported to ensure that children's well-being and emotional needs are being appropriately prioritised. Attendance is high profile at all times. There is statistical evidence that low attendance / persistent absence directly impacts on the rate of progress that children make. Being away from school can also affect self-esteem and confidence for pupils on their return and therefore impact on their ability to learn.	1,5,6,7
Pastoral Support and our Pupil Support Lead	EEF recommends that pupil wellbeing sessions and meetings are crucial for improving pupil outcomes	1,6,7
Peripatetic lesson support	EEF research shows that small group tuition can add +4 months onto a learner The school will support with additional music lessons for those with a keen interest in order to raise aspiration and provide the hook to want to come to school and draw on cultural capital	6
Removing Barriers: Residential Trips and Cultural Capital Experiences	We know from research and experience that disadvantaged pupils are least likely to have access to enrichment outside school. Therefore, we make it a priority that our disadvantaged pupils can take part in a wide range of enrichment activities. EEF research shows that outdoor adventure participation adds +4 months onto a learner	6

	Trips enable children to build up their experiences which they can then draw upon in the future. Increasing cultural capital helps to diminish difference between the disadvantaged and non-disadvantaged. Trips and experiences support the child's learning and such activities are very carefully planned at LHSPA in order to build upon current or future learning. Such activities help to showcase different talents and can raise confidence and aspiration	
Removing Barriers: Support for Breakfast Club and Funzone Provision, Subsidised or free places on a case by case basis for disadvantaged pupils	EEF research shows that extending school time can add +2 months onto a learner Supporting children and families with a calm start to the day and support at the end of the school day. A healthy breakfast and after school snack provided and a safe, welcoming environment enables children to feel safe and emotionally ready for school. It also supports good attendance	1,6,7
Transition Support	EEF research shows that mentoring can have a non-academic impact on disadvantaged pupils It is imperative that as children move through the school and when they transfer to secondary school, they are well prepared for the change. Transition support is available for all but some identified pupils will receive an additional support package.	6

Review of the academic year 25-26 will be completed by Autumn 2026