

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

School overview

Detail	Data
School name	Lanesend Primary School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	46.47% - taken from Arbor
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025- 28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026 September 2027 September 2028
Statement authorised by	M Watson
Pupil premium lead	Alex Augustus - Executive Principal
Governor / Trustee lead	Mandy Watson - Chair of Transition Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,313
Recovery premium funding allocation this academic year	£ 0
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	£257,313
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Part A: Pupil premium strategy plan

Statement of intent

Each one of our schools is a lighthouse on the Isle of Wight where every child's potential stretches beyond the horizon, unhindered and infinite. Excellence and achievement is a voyage we undertake together, every teacher, and family member are crew on our children's adventure. Our schools are beacons of curiosity and unity where the children navigate challenges and celebrate triumphs side by side. We shape tomorrow's society: Love is our compass, children are our anchor, and limitless aspiration is the tide that carries us forward.

Children:

Every child is our highest priority. We are committed to nurturing the whole child— where every child will love every day, building their aspirations, giving them amazing experiences and the confidence to take on any challenges to flourish and thrive, to be the best version of themselves.

Learning:

We ignite a lifelong love of learning where every child dares to dream big and reach beyond their limits. Our children's learning journey is a bright path, alive with memorable milestones combined with exciting opportunities that spark aspiration and curiosity. We nurture confident, resilient learners who persevere and learn skills that empower them to chart their own course with Love, Courage and Friendship.

Staff:

We have happy, motivated staff who are the heartbeat of our exceptional education. We are passionate about delivering innovative teaching and learning. Hallways buzz with the energy of young minds, their dreams nurtured within walls that echo with ambition and the promise of greatness.

Community & Parents:

We strive to create a school where strong family links and trusting relationships strengthen our children's experiences at our schools. We create a circle of support around every child where every decision is driven by one goal: to enhance the futures of our children.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of both internal and external data highlights the need to raise progress and attainment in Reading, Writing and Mathematics for disadvantaged pupils at Key Stage 2.
2	Enhance attainment among disadvantaged pupils in the Multiplication Tables Check by delivering focused support and strategic interventions. Our aim is to close the achievement gap and ensure these pupils reach their full potential in mathematics, reflecting the positive impact of our targeted teaching and learning approaches.

3	To continue to enrich the cultural capital of our disadvantaged pupils by offering diverse, high-quality opportunities that extend beyond the classroom enhancing the curriculum. These opportunities will strengthen both their institutionalised state and their embodied state.
4	To raise the profile of the school and work with disadvantaged parents to show them we are working with them to foster an inclusive community. Enhancing the school's reputation and strengthen engagement with disadvantaged parents, building a truly inclusive and welcoming community. Actively fostering open communication, providing tailored support, and celebrating the diverse backgrounds of our pupils and their families.
5	Through our assessments, observations, and discussions with pupils and their families, we have identified a socio-economic gap that presents significant challenges for some disadvantaged pupils. These challenges manifest in behaviour and attitudes, as well as negatively impacting attainment, with the effects being particularly pronounced among disadvantaged pupils who have special educational needs.

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 secure sustained improvements in reading, writing, and mathematics for disadvantaged pupils, ensuring that their attainment in these core subjects is continually raised and surpasses, national expectations.	Key Stage 2, MTC and phonics outcomes show sustained and measurable improvement year on year, with school performance meeting or exceeding FFT 50 or national benchmarks across all statutory assessments.
To accelerate progress in all subjects at key stage 2 for disadvantaged pupils, ensuring that this consistently improves over time and aligns with, or exceeds, national benchmarks.	Progress data demonstrate that disadvantaged pupils are closing the gap with their peers nationally, and the proportion of pupils achieving expected and higher standards is consistently in line with, or above, FFT 50 targets.
To provide a wide range of opportunities that enhance the cultural capital of disadvantaged children.	All disadvantaged pupils will have equitable access to at least three high-quality, cultural capital-enhancing experiences each academic year, with 100% participation tracked and verified. Success will be measured through regular pupil voice surveys and feedback, demonstrating not only increased interest and engagement in cultural activities but also a measurable growth in aspiration, confidence, and personal development.
To sustain high level of attendance for our disadvantaged children.	DfE and IDSR data indicates that rates of persistent absence and overall attendance for disadvantaged pupils are better than national averages.

To improve behaviour for disadvantaged children	DFE and IDSR data for exclusions and suspensions remain below national averages
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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: £14,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Conduct comprehensive review of maths working with other trust leaders	The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. EEF: Improving mathematics in KS1 & 2	1, 2
Deliver CPD session for; <ul style="list-style-type: none"> i. Problem solving ii. Reasoning 		1, 2
In class coaching to support mathematical teaching for children	Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014) EEF: A Balanced Approach to Professional Development	1, 2
To ensure teachers assessments are interpreted and administered correctly including for mobile pupils.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: EEF Diagnostic Assessment	1, 2
Through school to school support leaders to implement Destination Reader scheme across the school.	Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014) EEF: A Balanced Approach to Professional Development	1, 2
Review reading culture within the school, through the Trust reading audit.	EEF: Through the Keyhole of the House of Reading Part 3	1, 2
Implement the Salford reading assessment in schools		1, 2

Provide opportunities for staff to see excellent reading lesson in action- in class coaching	Reading comprehension strategies	1, 2
To implement a writing curriculum	The Writing Framework EEF - Improving Literacy in Key Stage 2	

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

Budgeted cost: £ 134,117

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data analysed termly and a provision map is established with clearly defined timetables for each of the Teaching Assistants.	EEF - Making Best Use of Teaching Assistants: This link focuses on the effective use of teaching assistants to improve student outcomes. It provides evidence-based recommendations and practical strategies for deploying and training teaching assistants to maximize their impact on student learning and catch-up efforts.	1, 2
To provide teachers with effective CPD on how to record interventions effectively using INSIGHT	Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/making-best-use-of-teaching-assistants/	1, 2
Monitor and evaluate the effectiveness of the use of formative assessment by teachers and provide feedback to improve their practice.	EEF - Tutoring: This link explores the impact of tutoring as an intervention to support students who require catch-up support. It provides evidence on the effectiveness of different tutoring approaches and offers guidance on implementing tutoring programs in schools. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/tutoring/	1, 2
Encourage teachers to share good practice and collaborate with colleagues to develop their use of formative assessment		1, 2
give teachers CPD to support on how to create focused learning plans for the children through the use of doodles	Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014)	1, 2
Homework is more becomes more focussed identifying and supporting gaps in learning for all pupils	EEF: A Balanced Approach to Professional Development	1, 2

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

Budgeted cost: £108,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ Family Liaison Officer.	EEF - Improving Behaviour in Schools: This link provides evidence-based recommendations and strategies for improving behaviour in schools. It covers topics such as understanding pupils and their influences, developing supportive relationships, implementing consistent approaches, and creating a positive school climate. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/improving-behaviour-in-schools/	3,4,5
Create SEMH curriculum to supplement current national curriculum.	EEF - Promoting Mental Wellbeing: This link focuses on promoting mental wellbeing in schools. It provides evidence-based recommendations and strategies for supporting the mental health and wellbeing of students. It covers topics such as creating a positive school environment, promoting emotional literacy, providing targeted interventions, and working in partnership with external agencies. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/promoting-mental-well-being/	3,4,5
Set assessment criteria for curriculum.	EEF - Improving Behaviour in Schools: This link provides evidence-based recommendations and strategies for improving behaviour in schools. It covers topics such as understanding pupils and their influences, developing supportive relationships, implementing consistent approaches, and creating a positive school climate. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/improving-behaviour-in-schools/	3,4,5
Build links with other Island DCAT schools.	EEF - Promoting Mental Wellbeing: This link focuses on promoting mental wellbeing in schools. It provides evidence-based recommendations and strategies for supporting the mental health and wellbeing of students. It covers topics such as creating a positive school environment, promoting emotional literacy, providing targeted interventions, and working in partnership with external agencies. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/promoting-mental-well-being/	3,4,5
Monitor implementation of curriculum.	EEF - Promoting Mental Wellbeing: This link focuses on promoting mental wellbeing in schools. It provides evidence-based recommendations and strategies for supporting the mental health and wellbeing of students. It covers topics such as creating a positive school environment, promoting emotional literacy, providing targeted interventions, and working in partnership with external agencies. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/promoting-mental-well-being/	3,4,5
To employ 2 x behaviour leads.	EEF - Promoting Mental Wellbeing: This link focuses on promoting mental wellbeing in schools. It provides evidence-based recommendations and strategies for supporting the mental health and wellbeing of students. It covers topics such as creating a positive school environment, promoting emotional literacy, providing targeted interventions, and working in partnership with external agencies. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/promoting-mental-well-being/	3,4,5
To supplement whole trips and enrichment activities.	EEF - Promoting Mental Wellbeing: This link focuses on promoting mental wellbeing in schools. It provides evidence-based recommendations and strategies for supporting the mental health and wellbeing of students. It covers topics such as creating a positive school environment, promoting emotional literacy, providing targeted interventions, and working in partnership with external agencies. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/promoting-mental-well-being/	3,4,5

Total budgeted cost: £ 257,313

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

<u>Academic Outcomes:</u>			
<u>Key stage 2:</u>			
	PP regional <i>Perspective life</i>	PP School	Not PP School
Reading	63%	53%	63%
Writing	59%	33%	56%
Maths	60%	39%	66%
RWM	46%	27%	50%

- The new leadership team recognise the need for significant improve and have prioritised closing the gap in Writing and Maths through focused teaching strategies, small-group interventions, and high-quality feedback.
- This new Pupil Premium strategy ensures funding is directed towards evidence-based approaches (e.g., tutoring, metacognition, language development).
- Leaders have committed to creating robust monitoring of process checking progress termly and linking this to interventions with measurable outcomes.

Multiplication Times table check:

Trends over time <i>Scoring 25</i>	2024/2025	2025/26	2026/27
All Pupils	8%		
Pupil Premium Eligible	0%		

Trends over time <i>Average score</i>	3-year national average	2024/2025	2025/26	2026/27
All Pupils	20.2	16.7		
Pupil Premium Eligible		14.2		

- The newly appointed leadership team acknowledge that substantial improvements are required, as current results do not meet the expected standards.
- Teaching methods have been revised and enhanced, drawing on best practices from outstanding settings, to ensure that pupils achieve the expected standards.

Phonics:

Trends over time	3-year national average	2024/2025	2025/26	2026/27
All Pupils	80%	79%		
Pupil Premium Eligible		79%		

- Leaders will continue to monitor the effectiveness of phonics and implement a targeted intervention system to ensure that school attainment surpasses the national average.

Attendance Outcomes:

Trends over time	2024/25 national average	2024/2025	2025/26	2026/27
All Pupils	94.9	94.5%		

Pupil Premium Eligible		95.59%		
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- Pupil premium children achieved higher attendance rates than their non-disadvantaged peers. This positive outcome will be recognised, and the successful strategies implemented will continue to be used in the future.

Behaviour Outcomes:

- Behaviour continues to show improvement, supported by the introduction of a new policy and tailored interventions for individual pupils. These measures are ensuring that children receive the appropriate behavioural guidance, effectively preparing them for the transition to secondary school.

Enrichment Outcomes:

- Pupil Premium (PP) children have benefited from a range of enrichment opportunities, including off-site, on-site, and after-school activities. The school continues to provide targeted clubs specifically for PP pupils. Looking ahead to next year, we plan to further enhance provision by prioritising peripatetic music lessons for PP children as the next step.

Further information (optional)

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