

Pupil premium strategy statement – Lydiard Millicent CE Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

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

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	141
Proportion (%) of pupil premium eligible pupils	3.6%
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)	2025-2026 to 2027-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Andrew Farmer
Pupil premium lead	Jeanne dos Santos
Governor / Trustee lead	Vicki Tee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£21,210

Part A: Pupil premium strategy plan

Statement of intent

At Lydiard Millicent CE Primary we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to believe in their own abilities and become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our intention is that all pupils, irrespective of their background or the challenges they face, feel safe and ready to learn, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We also recognise that to support our pupils more widely, we need to provide specialist emotional, behavioural and well-being interventions and seek to improve attainment by increasing pupil focus, concentration and confidence.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
- develop confidence in their ability to communicate effectively in a wide range of contexts
- enable pupils to look after their social and emotional wellbeing and to develop resilience.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in the quality of children's writing skills
2	First 20% in phonics
3	Implementation of Maths change of pedagogy for the benefit of all
4	Access for all to breakfast club and after school clubs

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
1. Improvement for all in attainment with writing	<ul style="list-style-type: none">The percentage of all pupils achieving the expected standard or above in writing at the end of Year 6 (and/or Year 2) will be above the national average.All Pupil Premium pupils will achieve at least the expected standard in writing at the end of their key stage
2. Narrowing of the gap for the first 20% in phonics outcomes and reading including PSC	<ul style="list-style-type: none">All current Pupil Premium pupils in Year 1 will meet the expected standard in the Phonics Screening Check.All Pupil Premium pupils who require a retake in Year 2 will achieve the expected standard.All Pupil Premium pupils will achieve at least the expected standard in reading at the end of their respective key stage (Year 2 and Year 6).
3. Improved attainment and outcomes for all in maths	<ul style="list-style-type: none">The percentage of all pupils achieving the expected standard or above in Maths at the end of

	<p>Year 6 (and/or Year 2) will be above the national average.</p> <ul style="list-style-type: none"> • All Pupil Premium pupils will achieve at least the expected standard in maths at the end of their key stage (Year 2 and Year 6)

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: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff with Little Wandle phonics scheme <ul style="list-style-type: none"> • Ramsbury English Hub Partner school 	<p>EEF: Phonics</p> <ul style="list-style-type: none"> • Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. • The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. • Phonics can be especially beneficial for children who are lower attaining. • The teaching of phonics should be matched to 	1,2

	children's current level of phonemic awareness and their knowledge of letter sounds and patterns (graphemes).	
CPD for Quality first teaching in teaching of writing Support from English TLE	<p>EEF: Improving outcomes in Literacy for KS1 and KS2.</p> <ul style="list-style-type: none"> • Teach pupils to use strategies for planning and monitoring their writing • Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling 	1
CPD for Quality first teaching in maths pedagogy, delivery and adaptation Support from Maths TLE and Mobius Maths Hub	<p>EEF: Improving Mathematics in the Early Years and Key Stage 1</p> <ul style="list-style-type: none"> • Develop practitioners' understanding of how children learn mathematics <ul style="list-style-type: none"> ○ Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. ○ Developmental progressions show us how children typically learn mathematical concepts and can inform teaching. ○ Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. <p>EEF: Improving Mathematics in Key Stages 2 and 3</p>	3

	<ul style="list-style-type: none"> • Teach strategies for solving problems <ul style="list-style-type: none"> ◦ If pupils lack a well-rehearsed and readily available method to solve a problem they need to draw on problem solving strategies to make sense of the unfamiliar situation. ◦ Select problem solving tasks for which pupils do not have readymade solutions. ◦ Teach them to use and compare different approaches. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastery of Number to run alongside ONA to support disadvantaged pupils in particular cohorts – Structured intervention	<p>EEF: Improving Mathematics in the Early Years and Key Stage 1</p> <ul style="list-style-type: none"> • Dedicate time for children to learn mathematics and integrate mathematics throughout the day • Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas. • High-quality targeted support can provide effective extra support for children. • Small-group support is more likely to be effective when: <ul style="list-style-type: none"> ◦ children with the greatest needs are supported by the most experienced staff; 	3

	<ul style="list-style-type: none"> • training, support and resources are provided for staff using targeted activities; • sessions are brief and regular; and • explicit connections are made between targeted support and everyday activities or teaching. 	

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
myHappymind	<p>EEF: Improving Social and Emotional Learning in Primary Schools</p> <ul style="list-style-type: none"> • Use a SAFE curriculum: Sequential, Active, Focused and Explicit • Reinforce SEL skills through whole-school ethos and activities 	1,2,3
<i>Access for all to breakfast club and afterschool clubs</i>	Ensure inclusivity for all school activities for all disadvantaged learners	4

Total budgeted cost: £20000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Pupil Premium spend for the previous academic year was used to provide Quality First Teaching. Pupils were given the opportunity of focused group work and interventions to support learning and close gaps. Children who were at risk of underachieving benefitted from a combination of small group/1:1 TA support in class and interventions that further met their needs.

The impact of a new reading and phonics scheme with regular CPD in the explicit teaching of phonics and reading for both teachers and teaching assistants has ensured consistency of approach across KS1. Robust and regular assessments clearly identify any gaps in knowledge therefore allowing precise teaching to close the gap. Part way through the last academic year this was rolled out as a catch-up programme of phonics for groups of pupils in KS2. Alongside this, a new reading scheme has been purchased to be in line with the new KS1 scheme of Big Cat.

Phonics screening Year 1 – 88% 100% of PP children passed.

Phonics screening retakes Year 2 – 60% % of PP children – N/A (NONE).

End of KS2 outcomes for PP Children

EXS Combined – 67% - 67% of PP children achieved EXS

Through our use of mental well-being provision, children referred for this support were developing a greater awareness about themselves, their emotions and strategies for behaviour self-regulation. Monitoring identified that children were using strategies and were developing higher levels of self-esteem, confidence and resilience. The newly designed and resourced sensory room (a repurposed group room) has given individuals a calming place to go. Pupil voice showed that pupils enjoyed this environment as it helped self-regulation and was also seen as a safe place to go to talk about themselves and reflect.

Whole school attendance data for the year 24-25 evidenced PP pupils are inline when compared to non-PP (less than 1% difference).

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
myHappymind	myHappymind

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.