

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	147
Proportion (%) of pupil premium eligible pupils	3.4%
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	September 2026
Date on which it will be reviewed	September 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	£17,661
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>	£17,661

Part A: Pupil premium strategy plan

Statement of intent

At Lydiard Millicent CE Primary, we target the use of the Pupil Premium Grant to ensure all disadvantaged pupils receive the highest quality of education, enabling them to believe in their own abilities and flourish as active, socially responsible citizens. We recognize that disadvantaged children can face diverse barriers to learning, and our strategy is designed to ensure that, irrespective of background or challenge, every pupil feels safe, ready to learn, and supported to make strong progress and achieve high attainment across the curriculum—including those who are already high attainers.

High-quality teaching sits at the core of our approach. Focus is directed toward areas where disadvantaged pupils require the most support, as evidence demonstrates this has the greatest impact on closing the disadvantage attainment gap while simultaneously benefiting non-disadvantaged peers. Intended outcomes are structured so that non-disadvantaged attainment is sustained and elevated alongside accelerated progress for disadvantaged pupils.

Beyond academic instruction, we prioritize specialist emotional, behavioural, and wellbeing interventions to enhance focus, self-regulation, and confidence. Our approach remains responsive to both shared challenges and individual needs, rooted in robust diagnostic assessment and qualitative insights—such as pupil voice and case studies—rather than assumptions about disadvantage.

To ensure our strategy delivers measurable impact across our 3-tiered framework, we will:

- **High-Quality Teaching:** Ensure disadvantaged pupils are consistently challenged, maintain high expectations across all key stages, and secure fluent reading skills early to unlock full access to the broader curriculum.
- **Targeted Academic Support:** Act early with diagnostic assessment to deliver timely, evidence-based academic interventions at the exact point of identified need.
- **Wider Strategies:** Foster effective communication, support social and emotional wellbeing through embedded resilience frameworks, and ensure equity of access to enrichment and wider school life.

Challenges

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

Challenge number	Detail of challenge
1	Maths Fluency: Gaps in core arithmetic and quick recall of key multiplication/division facts, which restricts problem-solving efficiency and confidence.
2	KS2 Grammar, Punctuation, and Spelling (SPaG): Retention and consistent application of precise technical vocabulary, spelling patterns, and complex grammar concepts across independent writing.
3	KS2 Greater Depth Reading: Securing higher-level inference, evaluating text choices, and answering complex, extended reading comprehension questions to stretch higher-attaining disadvantaged pupils into Greater Depth (GDS).
4	Emotional Regulation & Mental Health: Ongoing social, emotional, and mental health needs that impact pupils' readiness to learn, resilience when facing challenge, and classroom focus.
5	Equitable Enrichment Access: Ensuring full access to a wide range of extra-curricular opportunities, broad cultural experiences, and visits without financial constraint.

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. Disadvantaged pupils make accelerated progress in mathematical fluency, securing rapid recall of core arithmetic and multiplication facts.	Diagnostic assessments show improved arithmetic scores; pupils demonstrate increased confidence and independence when tackling multi-step problem-solving tasks.
2. Disadvantaged pupils apply technical SPaG concepts and accurate spelling consistently in independent writing.	Internal tracking and end-of-key-stage assessments show a narrowed attainment gap in SPaG, with pupils applying complex sentence structures and target vocabulary accurately.
3. Disadvantaged high-attainers are challenged to reach Greater Depth (GDS) in reading through advanced inference and text analysis.	A higher proportion of targeted disadvantaged pupils achieve GDS in KS2 reading, demonstrating strong performance in extended

	comprehension tasks.
4. Sustained social, emotional, and mental health support equips disadvantaged pupils with effective self-regulation strategies to maximize learning readiness.	Reduced instances of emotional distress during learning transitions; teacher observations and myHappymind indicators confirm improved focus, resilience, and classroom engagement.
5. All disadvantaged pupils benefit from full, equitable access to extra-curricular clubs, trips, and cultural experiences.	100% participation of Pupil Premium pupils in targeted enrichment activities, residential visits, and clubs without financial barrier.

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver targeted staff CPD focused on mastery approaches in mathematics to strengthen arithmetic and multiplication fluency, alongside structured literacy frameworks for KS2 SPaG retention. See SDP 2026-2027	Mastery Learning (+5 months' progress): High-quality mastery strategies break down key concepts like arithmetic fluency into small steps, ensuring foundational learning is secure before moving on.	1,2

Embed rigorous diagnostic tracking and formative feedback to identify learning gaps early and adapt whole-class teaching to challenge high-attaining disadvantaged pupils in KS2 reading. See SDP 2026-2027	Feedback & Diagnostic Assessment (+6 months' progress): Early diagnostic assessment paired with actionable feedback allows teachers to address specific gaps in SPaG and reading depth directly within quality-first instruction. Reading Comprehension Strategies (+6 months' progress): Explicitly teaching strategies such as inference, summary, and text analysis supports higher-attaining disadvantaged pupils in reaching Greater Depth.	3
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Implementation Indicators

- Staff explicitly integrate small-step arithmetic fluency and multiplication recall strategies daily within core mathematics lessons.
- SPaG knowledge frameworks and technical vocabulary are visibly integrated and modeled during writing instruction across KS2.
- Formative diagnostic checks and reading response scaffolds are consistently applied to stretch high-attaining disadvantaged pupils into Greater Depth text analysis.
- Book scrutiny and lesson drop-ins confirm consistent application of target SPaG vocabulary and advanced sentence structures in independent writing.
- Internal diagnostic tracking demonstrates accelerated progress in arithmetic recall and KS2 reading inference scores for targeted disadvantaged learners.

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver structured, small-group interventions focusing on core arithmetic facts, quick-recall maths strategies, and targeted SPaG concepts. See SDP 2026-2027	Small Group Tuition (+4 months' progress): Targeted tuition in small groups (2–5 pupils) allows staff to tailor support directly to diagnostic needs, delivering precise academic catch-up without isolating pupils.	1,2

Facilitate guided small-group reading sessions focused on advanced vocabulary acquisition, complex text evaluation, and extended response structures. See SDP 2026-2027	Small Group Tuition (+4 months' progress): Targeted tuition in small groups (2–5 pupils) allows staff to tailor support directly to diagnostic needs, delivering precise academic catch-up without isolating pupils. Oral Language Interventions (+6 months' progress): Explicit instruction in technical language, structured dialogue, and analytical reasoning significantly improves reading comprehension and SPaG concept retention.	
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Implementation Indicators

- Interventions run on a tight, fixed timetable to ensure high attendance and zero disruption to core whole-class instruction.
- TAs/teachers deliver structured intervention sessions using diagnostic entry-data to target precise gaps in maths recall, SPaG concepts, or high-level reading inference.
- Regular communication between intervention leads and class teachers ensures explicit links between intervention content and main classroom learning.
- Half-termly diagnostic re-assessments show clear gap-closure in arithmetic facts and SPaG retention for participating pupils.
- Pupil voice and work samples confirm that children successfully transfer skills learned in small-group sessions into independent classroom work.

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

Budgeted cost: £ 1700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue embedding whole-school social, emotional, and mental health frameworks (such as myHappyMind) to develop self-regulation strategies, pupil resilience, and classroom readiness.	Social and Emotional Learning (SEL) (+4 months' progress): Explicitly teaching emotional regulation, focus, and self-awareness yields long-term academic benefits, improving engagement and classroom behavior—with particularly high gains for disadvantaged learners.	1,2,3

Provide direct funding allocation to eliminate financial barriers for Pupil Premium pupils, ensuring 100% participation in extra-curricular clubs, school trips, and enrichment opportunities.	Arts & Physical Activity Participation (+2 to +3 months' progress): Universal access to enrichment activities builds wider engagement, self-esteem, and school connectedness, ensuring equitable access to holistic education.	
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Implementation indicators

- The myHappyMind curriculum and associated self-regulation strategies (e.g., Happy Breathing) are delivered consistently across all classrooms.
- Pupil and staff voice indicate increased pupil confidence, emotional regulation, and resilience during challenging learning tasks.
- Enrichment registers confirm 100% participation rates for disadvantaged pupils in extra-curricular clubs, school trips, and residential visits.

Total budgeted cost: £17,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Phonics & Early Literacy

- **Outcomes:** 100% pass rate for Pupil Premium (PP) children in the Phonics Screening Check (PSC).
- **Key Drivers:** Little Wandle CPD significantly enhanced daily practice and staff implementation.

2. Mathematics Achievement

- **Primary Outcomes:** 83% of PP pupils reached Age Related Expectations or above (ARE+), with 33% achieving Greater Depth.
- **Early Years (EYFS):** 100% of disadvantaged children reached the Early Learning Goal in maths, supported by the Mastery of Number program.

3. Enrichment & Engagement

- **Access & Inclusion:** 100% of PP pupils requesting access to extra-curricular clubs and Breakfast Club were fully accommodated via targeted funding.

4. Quality First Teaching (QFT) & Staff Development

- **Staff Engagement:** 100% participation in planned QFT CPD.
- **Impact Verification:** Internal monitoring (lesson observations, book looks, and planning scrutiny) confirmed effective translation of CPD into classroom practice.

5. Wellbeing & Attendance (myHappymind Integration)

- **School-Wide Embedding:** Fully established, though delivery requires refinement to suit mixed-age class structures.
- **Attendance:** Overall attendance for PP children exceeded non-PP peers, with 0% persistent absence among PP pupils last year.
- **Staff & Pupil Impact Data** (from attached report):
 - **Brain & Self-Regulation:** 100% of teachers reported the module helped pupils understand their brain mechanics, and 86% noted benefits from 'Happy Breathing' techniques.
 - **Self-Esteem & Strengths:** 100% of teachers observed improvements in pupil self-esteem and confidence, with character-based praise moving from 33% to 83% adoption.
 - **Gratitude & Culture:** 100% of staff noticed increased active gratitude shared across classrooms.
 - **Relationships & Listening:** 100% reported better pupil understanding of positive relationships and noticeable improvements in Active Listening skills.
 - **Resilience & Goal Setting:** 100% seen improvements in pupils' resilience when overcoming challenges to achieve goals.

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.