



Lambourn C of E Pupil Premium Strategy Statement

This statement review details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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	Lambourn C of E
Number of pupils in school	161 December 2023 143 December 2024 113 December 2025
Proportion (%) of pupil premium eligible pupils	29% December 2023 31.4% December 2024 29% December 2025
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 – 2025 2023 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	Reviewed December 2023 Reviewed December 2024 Approved by Academy Committee December 2023 Approved by Academy Committee December 2024 Draft until approved by Academy Committee December 2025
Statement authorised by	Maria Cupit (Principal)
Pupil premium lead	Maria Cupit (Principal)
Governor / Trustee lead	Alison Webster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,700.00 - 2024-2025
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>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</p>	<p>£74,700.00</p>
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils should make good or better progress and attainment should be high, irrespective of their background and across all subject areas of the curriculum. We will ensure that high quality first teaching is present for all pupils and that all staff are responsible for outcomes as well as high expectations and challenge. We want to ensure that all pupils who have particular challenges and/or needs met, whether they are disadvantaged or not. We will do this by facilitating and a robust diagnostic assessment (NFER and SATs) and early intervention for identified needs. We will also use our Tutoring programme funding to support identified pupils with additional targeted support.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils indicate underdeveloped life experiences and cultural capital among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Internal Y6 assessments in December 2022 indicated that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

4	Internal Y6 assessments in December 2022 indicated that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Internal Y6 assessments in December 2022 indicated that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
6	Attendance for Pupil Premium children is below that of non-Pupil Premium children. In 2021-22, for the Period 03/09/2021 to 20/07/2022 the attendance data for non-Pupil Premium children was 93.68% For Pupil Premium students was 90.47%.

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
Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
Reduce the Culture Capital gap between pupils.	All pupils have equal access to the curriculum. Enhancing cultural capital and enrichment to counteract pupils' lack of life experiences (e.g. visiting a seaside or a farm) which can limit language and understanding.
Improve reading attainment among disadvantaged pupils at the end of KS2	KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard.
Improve writing attainment among disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard.
Improve Maths attainment among disadvantaged pupils at end of KS2	KS2 maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard.



<p>Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</p>
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Principal and Deputy Principal to join Pupil Premium conference</p>	<p>Engage first-hand with the DfE, NFER and best-practice case studies and learn about practical interventions and strategies for raising attainment, maximising pupil progress and overcoming short, and long-term, barriers to achievement.</p> <p>Network to gain insight into the implementation of the £1 billion support package announced in June 2020, and return to school with a deliverable action plan for supporting disadvantaged learners and those most in need.</p>	<p>1, 2, 3, 4, 5 and 6</p>

<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and used to inform teaching and learning.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3, 4 and 5</p>
<p>Purchase and introduce spelling scheme and training</p>	<p>EEF's recommendation is that schools should explicitly teach spellings and provide pupils with extensive opportunities to practise them, so that when writing, pupils are have the tools to spell confidently so they can focus on composition.</p>	<p>4</p>
	<p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2</p>	

<p>Continue d reinforce ment of strong maths teaching and curricula m planning in line with DfE and EEF guidance . Purchase of resource s and teacher release time to embed key elements of guidance in school and to access Maths Hub resource s and CPD.</p>	<p>The DfE has published guidance for EYFS practitioners, based on the Early Years Framework, September 2021, which was based on the best available evidence on how children learn as well as the broad range of skills, knowledge and attitudes children need as foundations for good future progress.</p> <p>https://help-for-early-years-providers.education.gov.uk/mathematics</p> <p>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:</p> <p>Maths_guidance_KS1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>5</p>
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<p>Purchase of resources and release time to develop reading and oracy: 'Talk Through Stories in EYFS, Y1 and Y2</p> <p>Link with purchase of RWI below.</p>	<p>The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>EEF Reference https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,247.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Re-subscribe to RWI scheme and resource materials, provide training and embed use of Read Write Inc Phonics Programme across KS1 to increase phonic acquisition and progress for disadvantaged pupils who are not meeting or working towards accelerated expectations.</p> <p>Note: also applicable to whole class teaching.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>EEF reference: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics </p>	<p>1, 2 and 3</p>
<p>Payment for salaries for 1:1 and small group interventions led by Teaching Assistants</p>	<p>Interventions targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind: both one to one and in small groups.</p> <p>EEF reference : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition </p>	<p>1, 3. 4 and 5</p>

<p>Purchase a subscription to PiXL DTTR (Diagnosis Therapy Testing & Review) resources</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>And in small groups:</p> <p>EEF reference : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 3. 4 and 5</p>
	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing disadvantaged pupils with the facility to use Breakfast Club and After School Club to improve attendance and punctuality and ensure readiness for learning. Also supporting pupils to attend educational visits.</p>	<p>The DfE guidance Improving School Attendance advice has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authoritiessecuring-full-attendance-actions-forhttps://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>60% of pupils attending receive PP – as a result staff observe children to have improved attendance, a positive start to the day having eaten a breakfast and readiness/prepared for learning.</p>	6
<p>Use of Pastoral Support Worker to support families with attendance and acute social needs</p>	<p>The DfE guidance Improving School Attendance: ‘Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.’</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schoolshttps://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authoritiesand-local-authorities</p>	6
<p>Provide Y4 instrumental tuition.</p> <p>Provide experts to enhance the curriculum and provide support for cultural capital e.g. artists</p>	<p>Research shows that the average impact of arts participation on other areas of academic learning is about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learninghttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participationtoolkit/arts-participation</p>	1,2,3,4,5,6

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 2024 to 2025 academic year.

Attendance

The focus on attendance and punctuality has had a positive effect on PP children. Currently, PP attendance has been stabilised and repeat children are being targeted 86%. This number is still below non-PP children (94%). The improvements in attendance have been consistent over the three-year period of this report year, leading to a rise. This will continue to be a focus and monitored in the Academic Year 2025-26 to ensure aspiration is high and the attendance of PP children rises to at least within 3% or in line with non-PP and improves where possible. There has been improvement in the overall absence (OA) and persistent absence (PA) of disadvantaged pupils. OA and PA are broadly in line with national data and have improved since school engagement with the DfE attendance hub programme and subsequent implementation of strategies and procedures.

School data from both external and internal testing has shown that there are still gaps between school attainment and national attainment, although progress between PP and non-PP children is in line. In order to improve the overall attainment of PP children, the main focus is quality first teaching (QFT) and adult-led interventions to deliver high-quality, evidence informed targeted work to the lowest-attaining 20% and PP children specifically. PP pupils in all year groups have targeted quality first teaching and interventions based on their attainment scores being lower than their peers to close gaps in knowledge and understanding to ensure conceptual understanding is secured to enable progress and children keep-up rather than catch-up.

75% of our disadvantaged children met the expected standard in Writing in line with non-PP and national standards, 50% in SPAG, 50% Reading and 33% in Maths. There is still an achievement gap to be closed between PP pupils and their non-PP peers, with the focus this academic year to be on Maths and Reading.

Reading

SAT's assessment data – (2024 – 2025)

All Pupils - SAT's 2025 - Expected **70%** Greater Depth **17%**

PP Pupils SAT's 2025 - Expected **50%** Greater Depth **8%**

Writing

Teacher assessment data (Local Authority Moderated) – (2024 – 2025)

All Pupils - Expected **74%** Greater Depth **13%**



Pupil Premium Pupils - EXS **75%** PP Greater Depth **0%**



EGPS

SAT’s assessment data – (2024 – 2025)

SAT’s SPAG 2025 - Expected **57%** Greater Depth **17%**

PP Pupils SAT’s SPAG 2025 - EXS **50%** PP Greater Depth **15%**

Maths

SAT’s assessment data – (2024 – 2025)

SAT’s All Pupils - Expected **57%** Greater Depth **13%**

SAT’s Pupil Premium Pupils - Expected **33%** PP Greater Depth **8%**

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
PIXL therapies	PIXL
Read Write Inc	Ruth Miskin Phonics Training
Write Stuff Programme	The Learning Zone

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
NA	

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium, including:

High Quality Teaching – Quality First Teaching (QFT)

Developing high quality teaching, assessment within a broad and balanced, knowledge and schema-based curriculum that responds to the needs of pupils'. Professional development to support the implementation of evidence-based approaches as well as mentoring and coaching for teachers and ECT's. [High-quality teaching | EEF](#)

After identifying the correlation between PP and SEND pupils, we used our non-teaching SENDCo to help support these children and their teachers, devising individualised strategies and interventions in order to ensure that the additional barriers that these children faced were overcome. As part of this, the SENDCo ran training sessions to ensure that teachers were able to improve their skills when identify specific learning needs. This had a result on end of-year data, with PPG SEN pupils making equal or greater progress from their starting points than non-SEN PPG children, and those with neither PP or SEND. There was still a noticeable gap in attainments however, so this focus needs to remain, to ensure that gaps close and high aspirations and expectations are promoted.

Targeted academic support

One to one, small group academic tuition and support. Targeted interventions to support oracy and language development, literacy and numeracy Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND. Higher Level Teaching Assistant deployment and evidence informed interventions. [Targeted academic support | EEF](#)

Wider Strategies

Supporting pupils' social, emotional and behavioural needs - Mental Health Training - The DSL/SENDCo, was able to train as a senior mental health lead in 2024 through a DfE funding grant

<https://www.gov.uk/government/publications/senior-mental-health-lead-training-grant-funding>. The training selected focussed on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. West Berkshire Mental Health and Inclusion Pilot – 'Attachment, Aware Trauma Informed Mental Health Project (AATIMHP). Building on Excalibur Academies Trust Trauma Informed training 2023-2024 we applied and joined the pilot programme for 2024-2025. The programme ran for one year with the ambition to create a sustainable approach to mental health and inclusion, which will benefit all young people's learning and achievement.

<https://www.education.ox.ac.uk/research/the-alex-timpson-attachment-and-trauma-programme-in-schools/> Many of our children and young people face significant issues and have ACE's (adverse childhood experiences) that affect their wellbeing and readiness for learning, which tenacious inclusion

practice in our schools will help them to overcome. All our children and young people need to feel safe and included, so they can maximise their learning and achievement in school.

Reading Strategy

We are embedding our reading strategy through careful curriculum planning and staff training (focussed on reading skills, metacognition, the use of dialogic talk, and the development of a strong, engaging reading culture, including developing a love of books and reading).

According to the EEF, reading comprehension strategies can have high impact (on average +6 months). Alongside phonics, comprehension is a crucial component of early reading instruction. Oral language interventions, including dialogic activities such as the promotion of talk and high-quality classroom discussion, are inexpensive to implement with high impacts on reading. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.

EEF: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learninghttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategiestoolkit/reading-comprehension-strategies>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacyhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2ks2>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learninghttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approachestoolkit/collaborative-learning-approaches>

[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](#)

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learninghttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulationtoolkit/metacognition-and-self-regulation>

EYFS Maths Strategy

We are using consultant support to provide training and support in the development of children's mathematical understanding and effective pedagogy, ensuring our pupils have strong skills and understanding.

<https://educationendowmentfoundation.org.uk> (Improving maths in the Early Years and Key Stage 1).

Extra-curricular Activities

We identified in talking with PP pupils that many of them struggle to access extra-curricular activities. These are vital to developing children holistically, so we use funding to help support educational visits, enrichment experiences and visitors. This enriches the curriculum, as well as ensuring children are given the opportunity to access contextual learning. Feedback from pupils, parents, SIAMS and Ofsted inspectors is positive – children are able to access events they would otherwise miss. Within school, this also allowed us to leverage these events, supporting children's cultural capital in different lessons.

We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities focus on building life skills such as confidence, resilience, and



social skills. Disadvantaged pupils are encouraged, financed, and supported to participate. These include residential; 100% PP sign up for the residential and subsidised as required, Winter, Easter and Summer Camps, choir, football, music lessons, Wellbeing Warriors Workshops and bespoke drama groups run by the Watermill Theatre group.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on educational outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils informed by the latest research and evidence.