

Pupil premium strategy statement - Lambourn Church of England Primary School

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	114
Proportion (%) of pupil premium eligible pupils	29%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	M. Cupit
Pupil premium lead	M. Cupit
Governor / Trustee lead	A. Webster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,720.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£72,720.00

Part A: Pupil premium strategy plan

Statement of intent

At Lambourn CofE School, we are committed to ensuring that all pupils, regardless of background or the challenges they may face, thrive within a supportive and nurturing environment where they can experience success. We strive to ensure that every pupil makes strong progress and aspires to high levels of attainment through an ambitious curriculum and consistently high-quality teaching.

Our school community encourages all pupils, particularly those who are disadvantaged or vulnerable, to 'aim high, aim far' and be the best they can be, guided by our Christian vision of 'Let Your LIGHT Shine'. The purpose of our Pupil Premium strategy is to remove barriers to learning and support disadvantaged pupils to achieve these aspirations, including those who are already high attainers.

High-quality teaching lies at the heart of our approach, with targeted support focused on the areas where disadvantaged pupils require it most. Evidence shows that this approach has the greatest impact on reducing attainment gaps, while also benefiting all pupils. Alongside improving outcomes for disadvantaged pupils, we are committed to sustaining and enhancing the attainment of their non-disadvantaged peers.

Our strategy is informed by robust diagnostic assessment and is responsive to both shared challenges and individual needs, rather than assumptions about disadvantage. The approaches we implement are carefully aligned to work together to help pupils flourish.

To ensure effectiveness, we will:

- provide appropriate challenge for disadvantaged pupils in all learning experiences
- intervene swiftly when needs are identified
- promote a whole-school culture in which all staff share responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they can achieve

Ultimate objectives for disadvantaged pupils

- To close the attainment gap between disadvantaged (Pupil Premium, PP) pupils and their peers so that PP pupils achieve school targets in statutory assessments and leave Year 6 with the knowledge, skills and cultural capital required to thrive in secondary school and life.
- Improve communication, language and vocabulary from Reception through KS2 so pupils can access the full curriculum and make accelerated progress in reading, writing and maths.

- Improve attendance, engagement and parental partnership so that disadvantaged pupils benefit from consistent high-quality teaching and targeted academic support.
- Reduce barriers to learning for PP pupils and PP pupils with SEND by ensuring adaptations and specialist support are in place.

How this strategy works towards achieving our objectives

- The plan aligns activity to the DfE Menu of Approaches (Tier 1 HighQuality Teaching; Tier 2 Targeted Academic Support; Tier 3 Wider Strategies) and uses evidence from the Education Endowment Foundation (EEF) and DfE to select and sequence actions most likely to impact disadvantaged pupils at Lambourn Primary.
- We prioritise high-quality whole class teaching that reduces reliance on reactive interventions, while deploying targeted small group/one-to-one intervention for pupils who need accelerated keep-up and catch-up.
- We combine curriculum approaches (oracy, systematic phonics, reading comprehension strategy, maths fluency in fundamentals and explicit writing pedagogy), targeted interventions (tutoring, catchup phonics, speech & language support) and wider strategies (attendance support, parental engagement, cultural capital / enrichment).

Key principles of the strategy

- Evidence led: choose approaches based on strong, replicated evidence (EEF / DfE guidance). All core classroom actions are EEF aligned and proportionate.
- Whole school coherence: sequence learning so transcription (handwriting & spelling), oral composition and sentence mastery free children's working memory for higher order composition.
- Priority to early years and KS1 foundations (communication & language, phonics, handwriting and maths fluency in fundamentals) to prevent gaps becoming entrenched.
- Precision & monitoring: identify PP pupils rapidly through formative assessment; measure impact termly and reallocate resources where impact is insufficient.
- Inclusion & ambition: maintain high expectations for all PP pupils, including those with SEND; adapt delivery rather than lower aspirations or expectations.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps across Reception → KS2, disproportionately affecting disadvantaged pupils (WellComm screening shows communication & language needs on Nursery entry; school oral language priority).
2	Limited life experiences and cultural capital for many disadvantaged pupils that restrict background knowledge and therefore reading comprehension and curriculum access.
3	Academic attainment gaps: internal data show disadvantaged pupils lag nonPP peers in reading and maths (Y6 2025 all pupils: Reading 70%, Writing 74%, Maths 52%; RWM combined 52%. PP pupils: Reading 50%, Writing 75%, Maths 33%). Phonics screening check 2025: 80% (Y1 target 80%; Y2 re-sit 100%). PSC PP pupils: Y1 60%, Y2 re-sit 100%. EYFS GLD 65% (school GLD target 69%).
4	High proportion of PP pupils with SEND needs (36.36% SEND; 9% EHCP) - extra SEND demand among disadvantaged pupils requires tailored support to access classroom teaching.
5	Attendance: attendance for PP pupils below non-PP peers (persistent absence risk) limiting curriculum access and progress.

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 & vocabulary (Challenge 1)	By end of academic year: Reception → Year 2 PP cohort mean WellComm/other oral language screening score improved by at least one band; targeted KS1/KS2 PP children show measurable +6 months equivalent progress on spoken vocabulary/teacher assessment. Increase in targeted pupils accessing language interventions. (Monitoring: WellComm/EYFS speaking & listening data/reading comprehension pre-post assessments.)
Broaden cultural capital & life experiences (Challenge 2)	All PP pupils attend at least two funded enrichment experiences per year (educational or enrichment visit, arts or residential). Teachers record stronger background knowledge on topic-specific assessments; reading comprehension scores for PP pupils rise by at least one term on internal measures.
Narrow attainment gaps in reading, writing and maths	By Y6 (next SAT's cycle) PP targets: Reading 78%, Writing 78%, Maths 78%,

(Challenge 3)	RWM combined 67%; whole-school internal termly assessments show PP cohort making at least expected progress term-on-term with reduction in gap to non-PP pupils by 50% within two years. Phonics: Y1 80% target met; Y2 re-sit 100%. GLD improved to 69% in 2025.
Improve access & outcomes for PP pupils with SEND (Challenge 4)	SEND PP pupils identified early; individual provision plans (Outcomes, SAPP's, SAP's and one page profiles) in place with clear small-step goals; interventions show at least expected progress per term; fewer SEND PP pupils require catch-up and keep-up. EHCP application timelines maintained.
Raise attendance and reduce persistent absence among PP pupils (Challenge 5)	Reduce persistent absence (PA) rate for PP pupils which is currently in line with national by 5 percentage points and reduce whole-school PP absence gap vs non-PP by 50% within 18 months. Increase the percentage of PP pupils with attendance \geq 96%. (Monitoring: weekly attendance reports, termly Governor review.)
Strengthen parental engagement (Challenge 6)	Increase attendance at family/parent/engagement and workshop events for PP families by 30%; increase frequency of home-reading logs/online engagement; targeted parent workshops achieve 75% positive feedback and measurable increase in home reading frequency for participating families.

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: £17,369.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole school CPD programme on high-quality oracy practice and daily classroom talk routines; training for Reception → KS2 staff on dialogic teaching and planned vocabulary instruction; link to classroom planning (weekly vocabulary banks, explicit teaching of Tier 2/3 words). Implementation: 6 twilight CPD sessions + coaching cycles; curriculum maps updated to include vocabulary and oracy milestones.</p>	<p>EEF: Oral language interventions – high impact for very low cost; early years & primary evidence (+6 months). Oral language interventions EEF</p> <p>EEF: Oral language interventions and EEF guidance on building vocabulary/reading comprehension Oral language interventions EEF</p> <p>EEF: Reading comprehension strategies and EEF blog synthesis on oral language practice. Reading comprehension strategies EEF</p>	<p>Challenge 1 Challenge 3</p>
<p>Implement whole school reading comprehension strategy (explicit teaching of strategies; reciprocal reading routines in upper KS2; use 'Reading Reconsidered' and 'Reading House' approaches). Include explicit modelling, planned domain knowledge pre-teaching to support comprehension.</p>	<p>EEF: Reading comprehension strategies – high impact (+7 months). EEF: Reading comprehension strategies and related EEF guidance (DNA of reading comprehension). The Reading House EEF Reading Reconsidered Teach Like a Champion</p>	<p>Challenge 1 Challenge 2 Challenge 3</p>
<p>Strengthen writing curriculum: implement research based writing sequence (sentence mastery → paragraph models → composition), CPD for teachers in evidence informed writing pedagogy; embed DfE Writing Framework guidance across key stages (handwriting,</p>	<p>DfE: The Writing Framework (2025) and EEF commissioned Writing Practice Review. DfE: The Writing Framework (2025) ; EEF: Writing Practice Review</p>	<p>Challenge 1 Challenge 3</p>

transcription, composition).		
Maintain high-quality systematic synthetic phonics (SSP) delivery across Reception & KS1 with additional staffing for targeted catchup sessions; ensure decodable books for home reading; autumn & spring phonics catchup for Y1/Y2 PP pupils.	EEF: Phonics – high impact on early reading; Early Literacy Evidence Store. EEF: Phonics ; EEF: Early Literacy Evidence Store	Challenge 1 Challenge 3
Whole school handwriting & transcription programme starting in Reception (daily short sessions; ready to write' routines; specific support for lefthanders).	DfE guidance and EEF early literacy references emphasize handwriting, oral composition and transcription as foundational (see DfE Writing Framework and EEF Early Literacy). DfE: The Writing Framework (2025) ; EEF: Early Literacy	Challenge 1 Challenge 3 Challenge 4

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

Budgeted cost: £45,886.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group tuition for PP pupils below age-related expectations in reading, writing or maths (structured small group sessions 3x/week, clear session plans and pre/post assessment). Where additional intensity needed, one-to-one tuition is deployed.	EEF: Small Group Tuition (moderate/large effects when structured). One-to-one tuition also effective for targeted accelerated progress. EEF: Small group tuition ; EEF: One to one tuition	Challenge 3 Challenge 4
Reciprocal Reading intervention for disadvantaged readers	EEF: Reading comprehension strategies and reciprocal reading	Challenge 1 Challenge 3

<p>in KS2 (small group guided sessions to teach prediction, summarising, questioning, clarifying).</p>	<p>evidence—effective in primary. EEF: Reading comprehension strategies</p>	
<p>Phonics catchup groups for Y1/Y2 PP pupils (post PSC re-sit support and targeted daily practice), plus targeted spelling sessions in KS2 for those with gaps.</p>	<p>EEF: Phonics interventions and small group catch-up recommendations. EEF: Phonics</p>	<p>Challenge 3</p>
<p>Speech, language & communication targeted support (use existing WellComm screening on entry; deliver small group or 1:1 language intervention for identified children; close liaison with SALT /SENDCo).</p>	<p>EEF: Oral language interventions show high impact, especially early years. EEF: Oral language interventions</p>	<p>Challenge 1 Challenge 4</p>
<p>Structured programmes for writing catch-up (e.g., sentence combining, modelled writing + guided practice) delivered to small groups and monitored for impact.</p>	<p>EEF: Evidence for explicit writing strategies and sentence combining approaches in improving composition; EEF Writing Practice Review. EEF: Writing Practice Review</p>	<p>Challenge 3</p>
<p>Deploy well-trained HLTA's/TAs strategically: deliver targeted interventions under teacher direction and run pre-teaching/overlearning and precision teaching` sessions for PP pupils.</p>	<p>EEF: Teaching Assistant deployment is effective when TAs are well trained and used to deliver structured interventions aligned to teacher instruction. EEF: Teaching Assistant Guidance/Toolkit (see deployment recommendations in EEF resources)</p>	<p>Challenge 3 Challenge 4</p>

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

Budgeted cost: £9,444.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement plan: targeted casework for families of PP pupils (early contact, attendance contracts, pastoral support, multi-agency meetings where needed), designated attendance lead and weekly monitoring.	DfE: Working together to improve school attendance guidance (sets out effective approaches and parental partnership). DfE: Working together to improve school attendance ; EEF highlights attendance support as a key wider strategy for disadvantaged pupils.	Challenge 5
Breakfast club & vulnerable-pupil meal support (remove barriers to punctuality/concentration ; funded places for PP pupils).	EEF: Wider strategies evidence for breakfast clubs and school meal support can support attendance and concentration (case for targeted provision for disadvantaged pupils). [EEF: Parental engagement & wider strategies summary pages — see toolkit sections] (https://educationendowmentfoundation.org.uk/) and DfE attendance guidance. (See also local evidence and case studies.)	Challenge 5 Challenge 6
Targeted parental engagement programme (reading at home support, parent workshops on phonics/oracy/writing, family learning sessions; home-school reading packs for PP families).	EEF: Parental engagement is an effective and cost-effective strategy to support attainment and behaviour. EEF: Parental engagement	Challenge 6
Cultural capital and curriculum enrichment: subsidised visits, arts partnerships, in-school cultural experiences and authors/performers; targeted PP funding for trips and residential.	EEF / RSA Learning About Culture programme shows promising approaches for cultural learning and the EEF is actively evaluating arts & culture interventions; cultural learning can support background knowledge and engagement. EEF: Learning About Culture report	Challenge 2
Social, emotional & behaviour support: AATIMHP sustaining, Nurture approaches,	EEF: Behaviour interventions can produce moderate improvements when school-wide and targeted. EEF: Behaviour interventions	Challenge 4 Challenge 5

<p>ELSA/trained SEMH staff, behaviour mentoring for PP pupils with regulation needs, bereavement and family support referrals.</p>		
<p>Targeted support to reduce barriers to participation (uniform, resources, music lessons, clubs) so PP pupils access extra-curricular learning.</p>	<p>DfE encourages use of PP for removing barriers to enrichment and access. EEF case studies on cultural learning and PP usage. EEF: Learning About Culture report</p>	<p>Challenge 2 Challenge 6</p>

Total budgeted cost: £72,700.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Programme	Provider
PiXL – PiXL Portal, DTTR, Resources & Strategies	PiXL portal.pixl.org.uk Home
Read Write Inc. Phonics and Get Writing!	Ruth Miskin Literacy https://www.ruthmiskin.com
Write Stuff Programme	Jane Considine Education https://www.janeconsidine.com/
AATIMHP Anxiety, Attachment, Trauma Informed Mental Health Project	West Berkshire with Flourish (formerly AC Education), Birmingham Newman University and consultant Tony Clifford.

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

- Rationale and evidence summary (selected references used in this plan)
- Oral language interventions (high impact in early years & primary; +6 months average impact): [EEF: Oral language interventions](#)
- Reading comprehension strategies (explicit strategy instruction; +7 months average impact): [EEF: Reading comprehension strategies](#)
- Phonics & Early Literacy (strong evidence for early reading & spelling foundations): [EEF: Phonics](#) ; [EEF: Early Literacy Evidence Store](#)
- Writing pedagogy & practice review (prioritise sentence mastery, transcription & composition): [EEF: Writing Practice Review](#) ; [DfE: The Writing Framework \(2025\)](#)
- Small-group and one-to-one tuition (targeted academic support evidence): [EEF: Small group tuition](#) ; [EEF: One to one tuition](#)
- Parental engagement evidence (improves attainment & home learning): [EEF: Parental engagement](#)
- Cultural capital & enrichment evaluation (EEF Learning About Culture trials and report): [EEF: Learning About Culture – Overarching Evaluators' Report](#)
- Attendance guidance & school practice (DfE): [DfE: Working together to improve school attendance](#)
- Behaviour & SEMH (EEF evidence summaries): [EEF: Behaviour interventions](#)
- Implementation & CPD considerations: EEF resources on effective professional development and school implementation (see EEF evidence based toolkits linked above).
- Use current WellComm screening entry data as baseline for all Nursery/Reception entrants and schedule targeted small-group oral language interventions for those most in need (challenge 1).
- Agree PP cohort list and baseline data (attendance, phonics, reading, writing, maths, SEND status); set termly data capture calendar.
- Prioritise CPD this term for: oracy and vocabulary instruction; reading comprehension strategies; phonics fidelity checks; DfE writing framework familiarisation for all teachers.
- Launch targeted attendance plan (attendance lead identified and weekly PP attendance monitoring started).
- Ring-fence PP funding for: subsidised enrichment for all PP pupils (target 2 experiences), targeted intervention programmes, and funded places at breakfast club for vulnerable PP pupils.

- Academy Committee: present this strategy at the next Full Academy Committee meeting and publish version on the school website in line with DfE expectations.