Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	Lowdham CE Primary
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25 to 2026-27
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Matt Jones Headteacher
Pupil premium lead	Tess Edmonds
Governor / Trustee lead	Amy Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM: £13,950 PLAC: £10,760 Forces: £360 Total: £25,070
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	£25,070

Part A: Pupil premium strategy plan

Statement of intent

Lowdham CE Primary School: '**Shine like Stars'**.

Here at Lowdham CofE Primary School, we are shaping the future. We are building the foundations for a passion for learning and exploration, for developing caring and independent thinkers. Through our exciting and enriched curriculum, we are helping to create scientists, poets, artists and explorers, readers, dancers, musicians and lovers of sports. Everything we plan, teach and encourage here is designed deliberately to develop young learners who feel they can excel in different areas and experience plenty. Our motto underpins all this: **'Shine like stars'** from the book of Philippians (2:15) is the driving force behind our conversations, our plans and is seen in and out of the classrooms every day.

We aim to have every child *shining*. Regardless of their background, their context or their arrival in school, we present opportunities from learning in the classroom to residentials, visits and our Forest School. Everything is shaped to give these all-important opportunities to the children in our care.

We understand the obvious need for children to leave us at the end of Key Stage 2 being good readers, confident mathematicians and with a strong sense of purpose and self-esteem. Our curriculum is designed as such to enable children and staff to flourish in many ways and for them to exceed expectations – to shine!

Our curriculum is built around engaging topics that fit in with the National Curriculum and suit the area in which we live. The children have a voice that is heard through our Leading Lights, our Sports Leaders, our Pupil Council, our King's Village Ambassadors and our Eco Team. They suggest ideas and initiatives that will engage the other children and that aid their learning of key concepts. Many educational visits and visitors are used to help bring the curriculum to life and to give the children access to the past and the future.

Pupil Premium is an additional funding to fully support disadvantaged pupils and to narrow the attainment gap between them and their peers across all subject areas, and to support the emotional needs of disadvantaged pupils. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We will also consider challenges faced by vulnerable children who are not disadvantaged. Funding is allocated to individuals, small groups, whole classes as well as whole school initiatives and training.

Funding is spent on four areas of school life:

- improving quality of teaching across the school through professional development and monitoring
- providing specific interventions to support academic learning
- support families to enable pupils to enrich their learning through for example after/before school clubs, visits, paying for fruit and/or milk, and instrumental tuition
- 1:1 support with ELSA

This strategy sets out a plan of targeted support for our disadvantaged pupils with consideration of research conducted primarily by EEF, EPI and NFER.

To ensure these approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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

Challenges

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

Challenge number	Detail of challenge
1	Home issues having an impact on readiness to learn. This is evidenced by communications from parents, ELSA time, staff conversations and pupil voice.
2	Teacher referrals for ELSA support has increased. Some of our disadvantaged children have experienced at least one adverse childhood experience in their lives.
3	Some parents lack the confidence or knowledge to support disadvantaged children at home. This is evidenced in planners/reading diaries, engagement in homework and attendance at Parents Evenings.
4	Some of our disadvantaged children are new to English and so have limited access to the curriculum. Parents speak very little English and rely on the children to translate.
5	Limited experience of the world, either first-hand or through books. This has a significant impact on their vocabulary, general knowledge, comprehension skills and ability to be creative writers resulting in not achieve age related expectations.
6	Additional vulnerabilities. Some disadvantaged pupils are listed on the Special Needs register and have an IPM, and some have different additional vulnerabilities that negatively impact their 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
Improved writing attainment among disadvantaged pupils, in line with national average.	KS2 writing outcomes in 2026-27 show that 80% of disadvantaged pupils meet the expected standard. 20% of disadvantaged pupils meet GDS
Improved reading attainment among disadvantaged pupils, exceeding national average.	KS2 reading outcomes in 2026-27 show that at least 80% of disadvantaged pupils meet the expected standard. 40% of disadvantaged pupils meet GDS
Improved maths attainment among disadvantaged pupils, exceeding national average.	KS2 maths outcomes in 2026-27 show that more than 80% of disadvantaged pupils meet the expected standard. 20% of disadvantaged pupils meet GDS.
Improved mental health and wellbeing of disadvantaged pupils.	Higher levels of wellbeing from 2026-27. This will be demonstrated by: parent and teacher observations, an increase in participation in enrichment activities, fewer referrals to ELSA, and pupil voice.

Activity in this academic year

This details how we intend to spend our pupil premium **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
CPD for PP lead and whole staff	EEF Effective PD EPI High Quality PD	1-6
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed.' EE	1-6
Continued use of phase books to support teaching of phonics in FS2 and Year 1, and additional reading books to be purchased for Years 2-6.	EEF Phonics Impact +5 months	3-6
PP lead **monitoring** of progress of PP children throughout school	EEF Effective PD EEF Improving Literacy Focus Education – Ofsted and Subject Leadership	1-6

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one reading with TAs	EEF 1:1 Tuition Impact + 5 months	1, 3, 4, 5, 6
TA supporting comprehension in small groups	EEF Oral language Impact + 6 months EEF Comprehension strategies Impact +6 months EEF Small group tuition Impact +4 months EEF TA intervention Impact +4 months EEF Making best use of TA	1, 3, 4, 5, 6
TA supporting maths in small groups	EEF Small group tuition Impact +4 months EEF TA intervention Impact +4 months EEF Making best use of TA	1, 3, 4, 6
TA supporting phonics in small groups	EEF Phonics Impact +5 months EEF Making best use of TA	1, 3, 4, 5, 6
TA supporting fine motor skills/handwriting in a small group	EEF Small group tuition Impact +4 months EEF TA intervention Impact +4 months EEF Making best use of TA	1, 3, 5, 6
TA/Teacher supporting arithmetic in small groups	EEF Small group tuition Impact +4 months EEF TA intervention Impact +4 months EEF Making best use of TA	1, 3, 6

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support with ELSA	EEF Social and emotional learning	2
Enrichment: trips, clubs, fruit/milk, instrumental tuition	EEF Arts participation Impact +3 months EEF Parental engagement Impact +4 months EEF Life-skills enrichment	3, 5
ELSA supervisions	EEF Effective PD EEF Social and emotional learning	2

Total budgeted cost: £25,000

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.

1. **Improved writing attainment among disadvantaged pupils, in line with national average by the end of KS2.**
   KS2 writing outcomes in 2026-27 show that 80% of disadvantaged pupils meet the expected standard. 20% of disadvantaged pupils meet GDS

The figure for disadvantaged children achieving EXS (or above) in 2026 is 60.4%. Whilst good progress was made at Lowdham, only 2 out of 4 children achieved EXS in writing in 2026 (50%). However, one of the two not achieving EXS is EAL. This pupil has further vulnerabilities. The other is on the SEND register; whilst he made super progress, he did not quite meet the expected standard.

Writing is closely monitored by the subject lead, and we work with our family schools on a yearly basis to moderate writing.

TA support in handwriting, using the school's handwriting scheme, had good impact on our PP children, and contributed to the two children achieving EXS. Small group intervention focusing on sentence structure and punctuation has also contributed to their progress.

Progress towards the desired outcome for next year is varied, as the data has fallen this year. However, due to such low numbers of PP children, it is not helpful to look at a three-year trend; the data is very much cohort specific each year. Data should therefore be treated with caution.

<u>Writing Comparative Data</u>
Lowdham: 50%
Newark and Sherwood: 54.5%
Notts: 58.3%
National: 60.4%

2. **Improved reading attainment among disadvantage pupils, exceeding national average by the end of KS2.**
   KS2 reading outcomes in 2026-27 show that at least 80% of disadvantaged pupils meet the expected standard. 40% of disadvantaged pupils meet GDS

The provisional figure for disadvantaged children achieving EXS (or above) in 2026 is 63%. Only 2 out of 4 children achieved EXS in reading in 2026 at Lowdham (50%). One of these children is EAL, and the other demonstrated he was working at the expected standard in previous assessments.

Every PP pupil who is considered to be in the bottom 20% of readers has been given the opportunity to read aloud to an adult at least three times per week in school, resulting in progress in book levels and improved scores in internal data.

Targeted PP children's fluency is improving as more volunteers have been in school on a regular basis, (listening to children read in all year groups) 1:1 up to 3 times per week. Children are also reading a greater variety of books as their reading is closely monitored. The purchase of phase books appears to have had a good impact on reading throughout KS1 and LKS2 for all children. TA led small group comprehension has boosted reading results across the school.

Progress towards the desired outcome for next year is varied, as the data has fallen this year. However, due to such low numbers of PP children, it is not helpful to look at a three-year trend; the data is very much cohort specific each year. Data should therefore be treated with caution.

Reading Comparative Data
Lowdham: 50%
Newark and Sherwood: 58.7%
Notts:60.8%
National: 63%

3. **Improved maths attainment among disadvantage pupils, exceeding national average by the end of KS2.**
   KS2 maths outcomes in 2026-27 show that more than 80% of disadvantaged pupils meet the expected standard. 20% of disadvantaged pupils meet GDS.

The provisional figure for disadvantaged children achieving EXS (or above) in 2026 is 61.7%. All 4 children achieved EXS in maths in 2026 at Lowdham (100%).

Differentiated breakfast maths clubs held in the Spring term for Year 6 – all disadvantaged children attended. TA provided arithmetic interventions during maths lessons at least 3 times per week in the spring term and summer 1.

Progress towards the desired outcome for 2026-27 is very good. However, although attainment in maths has improved over the past three years, due to such low numbers of PP children, it is not helpful to look at a three-year trend; the data is very much cohort specific each year. Data should therefore be treated with caution.

Maths Comparative Data
Lowdham: 100%
Newark and Sherwood: 59.4%
Notts: 61.5%
National: 61.7%

4. **Improved mental health and wellbeing of disadvantaged pupils.**
   Higher levels of wellbeing from 2026-27. This will be demonstrated by: parent and teacher observations, an increase in participation in enrichment activities, fewer referrals to ELSA, and pupil voice.

Qualitative feedback from class teachers highlights the positive impact of ELSA sessions on pupils' confidence, emotional regulation, and engagement in class. Overall, the interventions have contributed to improved self-awareness, emotional resilience, and well-being, with both pupil and parent voice evidencing the positive outcomes. This has then positively impacted on children's readiness to learn.
As of Autumn 2026, there have only been two ELSA referrals for PP children. This is a marked decrease from last year. This decrease can be attributed to the values of HeartSmart PHSE scheme being firmly embedded, along with our school's Lowdham Learner values being referred to each day. From our ELSA's records, having regular timetabled support, children have been enabled to express their feelings in a safe space which has led to a deeper understanding of how their thoughts, feelings and behaviours impact their daily life in school.
As a trauma-informed school, the wider staff team have received emotion-coaching training and are aware of the importance of listening to children fully to enable them to self-regulate.
We have had a series of workshops for KS2 from our local Mental Health team to support the wellbeing of all pupils. Children in Year 5 have participated in 'The Great Project', which focuses on promoting healthy relationships and domestic abuse awareness. Children in Year 6 participated in DAaRT, which teaches children to be responsible, to think about the consequences of their actions and make informed decisions.
All PP children are financially supported with trips, including residentials. All paid-for clubs offer at least one wholly funded place, and further support is offered where appropriate, for example, support with wrap-around care, uniform.

Further Comparative Data

Combined Reading, Writing and Maths (Data should be treated with caution due to low numbers of PP children)

Lowdham: 25% (1 out of 4 children)
Newark and Sherwood: 43.2%
Notts: 46%
National: 48.4%

EYFS: There was only one PP child in EYFS. This child did not achieve the GLD. Out of the 17 areas, they did not achieve in 5. This child will continue to be supported particularly in those areas throughout Year 1. The child currently has a referral to NST. *Data needs to be treated with caution due to low numbers.*

Lowdham: 0%
Newark and Sherwood: 53.8%

Notts: 48.2%
National: 54.8%
Year 1 Phonics: There was only one PP child in Year 1. This child did not achieve the required mark to pass their phonics test. However, this child is EAL, speaking very little English at home. They will continue to be supported in phonics as they move through Year 2. *Data needs to be treated with caution due to low numbers.*

Lowdham: 0%
Newark and Sherwood: 65.8%
Notts: 65.3%
National: 68.3%

Year 2 Phonics: No PP children retook the Phonics assessment.

End of Key Stage 1: There was one PP child in Year 2. He achieved expected standard in reading, writing and maths. *There is incomplete dataset so cannot make comparisons to LA or National results.*

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Maths
Primary Stars	Primary Stars Education
Coding	Discovery Education
TTRockstars	Maths Circle
Testbase	Testbase
Purple Mash	2Simple