



## Pupil premium strategy statement

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 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	206
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 to 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
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	£15,150 FSM £10,520 PLAC £350 Forces Total: £26,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,020



## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium is an additional funding to fully support disadvantaged pupils and to close 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 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 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 needs. Some disadvantaged pupils are listed on the Special Needs register and have an IPM.

## 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.
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## 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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for PP lead	<a href="#">EEF Effective PD</a> <a href="#">EPI</a>	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
PP lead to attend network meetings	<a href="#">EEF Effective PD</a> <a href="#">EPI High Quality PD</a>	1-6
Phase books purchased to support teaching of phonics in FS2 and Year 1, and additional reading books to be purchased for Years 2-6.	<a href="#">EEF Phonics</a> Impact +5 months	3-6
PP lead monitoring PP throughout school	<a href="#">EEF Effective PD</a> <a href="#">EEF Improving Literacy</a>	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	<a href="#">EEF 1:1 Tuition</a> Impact + 5 months	1, 3, 4, 5
TA supporting comprehension in small groups	<a href="#">EEF Oral language</a> Impact + 6 months <a href="#">EEF Comprehension strategies</a> Impact +6 months <a href="#">EEF Small group tuition</a> Impact +4 months <a href="#">EEF TA intervention</a> Impact +4 months <a href="#">EEF Making best use of TA</a>	1, 3, 4, 5, 6
TA supporting maths in small groups	<a href="#">EEF Small group tuition</a> Impact +4 months <a href="#">EEF TA intervention</a> Impact +4 months <a href="#">EEF Making best use of TA</a>	1, 3, 4, 6
TA supporting phonics in small groups	<a href="#">EEF Phonics</a> Impact +5 months <a href="#">EEF Making best use of TA</a>	1, 3, 4, 5, 6
TA supporting fine motor skills/handwriting in a small group	<a href="#">EEF Small group tuition</a> Impact +4 months <a href="#">EEF TA intervention</a> Impact +4 months <a href="#">EEF Making best use of TA</a>	1, 3, 5, 6
TA/Teacher supporting arithmetic in small groups	<a href="#">EEF Small group tuition</a> Impact +4 months <a href="#">EEF TA intervention</a> Impact +4 months <a href="#">EEF Making best use of TA</a>	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	<a href="#">EEF Social and emotional learning</a>	2
Enrichment: trips, clubs, fruit/milk, instrumental tuition	<a href="#">EEF Arts participation</a> Impact +3 months <a href="#">EEF Parental engagement</a> Impact +4 months <a href="#">New Direction Cultural Education</a> <a href="#">Cultural Learning Alliance</a> <a href="#">EEF Life-skills enrichment</a>	3, 5
ELSA supervisions	<a href="#">EEF Effective PD</a> <a href="#">EEF Social and emotional learning</a>	2

**Total budgeted cost: £26,000**



## 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.

#### Children’s Progress in Reading and Maths

##### KS2 2025 FSM children (4 out of 29 children)

	Lowdham	Notts	National
Reading	100% (25% GDS)	61.2%	63.3%
Writing	75%	57.5%	59.6%
Maths	75%	60.2%	59.6%
Combined	75%	45.8%	47.6%

***Writing was a priority on the SIP for the year 2023-24. Number of combined was a priority on the SIP for year 2024-25, and again in 2025-26.***

##### Phonics Screener 2025 FSM children

	Lowdham	Notts	National
Year 1	N/A	64.4%	66.8%
Year 2	N/A	80.3%	Not released%

##### KS1 2025 FSM children (1 FSM children at end of KS1)

	Lowdham	KS1 non-statutory so no comparative data available
Reading	0%	
Writing	0%	
Maths	0%	
Combined	0%	

***PP child is EAL, speaking no English at home.***

##### EYFS Good Level of Development 2025 FSM children (1 FSM child in EYFS)

	Lowdham	Notts	National
	0%	47%	51.5%

***PP child is EAL, speaking no English at home.***



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***Improved writing attainment among disadvantaged pupils, in line with national average.***

Good progress was made: 75% of disadvantaged pupils met the expected standard in KS2 compared with 59.6% nationally. This is a 35% improvement on last year’s data. Writing has been a priority for the school for the last two years, and following CPD and monitoring (book looks, school moderation, family of schools’ moderation), and senior staff modelling planning and teaching. Writing was also moderated by the Local Authority in 2024. Children’s stamina has improved. Grammar is taught as part of good quality writing lessons and not as stand-alone lessons. Data shows that writing has improved across the key stages, 3 out of 4 FSM children attained EXS (including one EAL) at end of KS2. Improvement was significant in grammar and vocabulary of the other child. This child has a number of ACEs and their progress has been closely monitored and supported.

Data supports good progress towards the aspirational expected data for 2026-27 of 80% of disadvantaged pupils achieving EXS.

***Improved reading attainment among disadvantaged pupils, in line with national average.***

Good progress was made overall. 100% of disadvantaged pupils in KS2 met the expected standard, compared to 63.3% nationally. This is a 40% improvement on last year’s data.

25% of disadvantaged pupils achieved Greater Depth, compared to 18.9% in Nottinghamshire, and 21.3% nationally.

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 now reading a greater variety of books as their reading is closely monitored. TA provided targeted support on a weekly basis to groups of children in Yea 6 focusing on comprehension. Children demonstrated accelerated progress following this support in assessments. 50% of disadvantaged pupils were new to the school; there was high mobility in this class.

Training for all staff in phonics has been undertaken. All staff have greater confidence in teaching phonics. TAs take smaller groups to make accelerated progress. The data demonstrates good progress towards the aspirational expected data in 2026-27 of 80% of disadvantaged children achieving EXS.

***Improved maths attainment among disadvantaged pupils, in line with national average.***

Good progress was made overall. 75% of disadvantaged pupils met the expected standard at KS2 compared to 60.7% nationally. This is a 15% improvement on last year’s data.

The pupil who did not achieve EXS has a number of ACEs. Their progress has been monitored and supported closely.



Differentiated breakfast maths clubs held in the Spring term for Year 6 – all disadvantaged children attended.  
 TA provided targeted support on a 2 x per week basis to groups of children focusing on arithmetic across all year groups. TA also supported children in small groups during lesson times across all year groups. Data shows children demonstrated good progress following this support in assessments across the school.  
 Embedded knowledge of times tables is being effectively addressed. Plans for support for times tables have been put in place for this year across both key stages.

**Improved mental health and wellbeing of disadvantaged pupils.**

Good progress was made overall.  
 In 2024, ELSA and SLT have completed the NottsAlone 8 principles of mental health audit. This showed that our work and funding was used appropriately in order to support the most vulnerable children and ensure that they got the time and invaluable direction needed to help them access the curriculum and make progress.

21% of disadvantaged pupils given at least 6 weeks of ELSA support. Teachers agree that children who attend ELSA sessions are more regulated in class and are ready to learn.

Mental Health team in each half term delivering whole class workshops across KS2 and small 'Worry Warriors' group.

PP children were prioritised when offering places for sports, craft and music clubs, and their places were paid for. Over the course of the year approximately 25% PP children accepted a place in a club at some point over the year. 21% PP children have had free music lessons.

80% PP children had trips paid for by school, and of all PP children who participated on a residential trip in Years 3 and 6, school contributed half the total amount.

Parents have agreed that these initiatives have had an impact on children's well-being. Pupil voice demonstrates that children enjoy 'special time' with ELSA and they enjoy articulating how they feel, through words or play.

## Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Maths
Primary Stars	Primary Stars Education
Espresso Coding	Discovery Education
Mathletics	3P Learning
TTRockstar	Times Tables RockStars
Testbase	Testbase