

Pupil premium strategy statement – Lawley Village Primary Academy

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 |
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| Number of pupils in school | 372 |
| Proportion (%) of pupil premium eligible pupils | 31 children 8% |
| 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) | 2024 2025 2025 2026 2026 2027 |
| Date this statement was published | 16.10.25 |
| Date on which it will be reviewed | 16.10.26 |
| Statement authorised by | Claire Freestone (Headteacher) |
| Pupil premium lead | Claire Freestone |
| Governor / Trustee lead | Sarah Worrall |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £46,965 |
| 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> | £46,965 |

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is a funding initiative aimed at closing the achievement gap for disadvantaged children. At Lawley Village Academy, we are committed to using this funding effectively to ensure all our students have access to high-quality education and support.

Our primary objectives for the use of Pupil Premium funding include:

- Improving educational outcomes for disadvantaged pupils.
- Enhancing access to resources and opportunities.
- Supporting emotional and social well-being.
- Narrowing the gap between the educational achievement of non-disadvantaged children and disadvantaged children.

Our school is set among the top 30% most income-deprived local authorities in England. With this, there is the potential challenge that less advantaged children do not have the same starting point, experiences and support as their peers. As a school we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers. We are committed to ensuring the disadvantaged children pupils receive the support they need to thrive academically and socially.

At Lawley Village Academy, we will be using a tiered approach to provide support to our most disadvantaged children.

Tier 1: High Quality Teaching

We will be investing in professional development for our staff to support implementation of approaches that will benefit all our children in school. We will also be investing in technology to support high-quality teaching.

Tier 2: Targeted Academic Support

We will be implementing small group interventions, which are designed to accelerate progress for disadvantaged students. These interventions will include targeted interventions to support language development, literacy and maths, as well as supporting SEND children with the resources they need to be successful at school.

Tier 3: Wider strategies

We will continue to provide enrichment activities for all our children to experience and will ensure that are most disadvantaged children are able to access these enrichments.

We will continue to provide funding for extracurricular activities, such as clubs and trips, to promote engagement and broaden horizons. We will continue to invest in resources and training that will benefit our children's Social and Emotional needs, including programs to build resilience and self-esteem among disadvantaged pupils. We will support parents to understand how they can support their children, by providing workshops for parents to support their children's learning at home.

We will constantly monitor our strategy to ensure that it is having the highest impact on all our children, but in particular our most disadvantaged children. We will regularly assess the effectiveness of our strategies through:

- Tracking academic progress and attainment.
- Monitoring participation in enrichment activities.
- Gathering feedback from pupils and parents.
- SLT reviewing websites and programs we have purchased to ensure they are best suited to the children's needs

At Lawley Village Academy, we believe that every child deserves the best possible start in life. Our Pupil Premium strategy is designed to provide targeted support to those who need it most, ensuring that all our pupils can thrive both academically and personally.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | There is a gap in the data for reading when comparing to the non-disadvantaged pupils. Low support from home has meant there is a gap in their fluency and comprehension compared to their non-disadvantaged peers. |
| 2 | There is a gap in the data for writing when comparing disadvantaged and non-disadvantaged children. |
| 3 | There is a gap in the maths data when comparing pupil premium children to their non-disadvantaged peers. |
| 4 | Emotional readiness to learn. Children from disadvantaged backgrounds may need additional teaching of strategies to ensure they are ready to learn. This might link to mental health and wellbeing of the child. |
| 5 | Pupils are less likely to experience enrichment due to low-income families, limited community engagement and lack of positive role models. |
| 6 | We have noticed that more children are entering school with poor communication and language skills. Pupil's listening, attention and understanding is lower on entry. |

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| 7 | Rapid growth- in September 2024, we opened up a new wing to our school, welcoming in an extra 15 children per year group. This has also meant that the children who receive pupil premium funding has also increased rapidly. |
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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 |
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| 1. Close the gap in reading between disadvantaged and non-disadvantaged children. | <p>All children to have access to daily phonics/guided reading sessions.</p> <p>PPG children to access extra weekly reading with the teacher or TA as they may not have this at home.</p> <p>Parents invited into reading workshops to understand how they can support their child at home.</p> <p>Reading books match the child's reading ability, are of high quality and are changed regularly.</p> <p>Daily opportunities to apply their phonics skills in EYFS and KS1.</p> <p>Guided reading sessions to focus on fluency and therefore enable children to develop their comprehension skills.</p> <p>Effective assessment is used regularly to ensure children are supported and challenged appropriately.</p> <p>RWI 1:1 sessions to target support for each child.</p> <p>ECTs to be supported by Reading lead through coaching and team teaching to ensure that Guided reading sessions and RWI sessions are implemented well.</p> |
| 2. Close the gap between disadvantaged and non-disadvantaged children in writing. | <p>Teachers and Tas to attend CPD (January PD Day) to support different aspect of writing.</p> <p>Opportunities to write are evident in EYFS and the environment.</p> <p>Pupils are taught to orally rehearse their sentences before writing.</p> <p>Children are supported in class by adults and have adaptations made to the resources to support them, where necessary.</p> <p>Teachers and Tas are supported in effective modelling of writing.</p> <p>Pupils are supported with working walls, table top resources and ICT where necessary.</p> |

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| | <p>Marking supports the children to edit and improve their work- feedback is effective.</p> <p>Writing interventions are tailored to target areas of development for the children and help them to work more independently in writing sessions.</p> <p>The long-term plan for writing ensures that children are taught the skills they need to write different genres.</p> <p>Writing lead to support teachers to plan effective lessons for mixed-age year groups.</p> <p>ECTs to be supported by Writing lead to ensure planning and lesson delivery is effective.</p> |
| <p>3. Close the gap between disadvantaged and non-disadvantaged children in maths.</p> | <p>Maths lead to support teachers to plan effectively for mixed-age year groups.</p> <p>Support from Maths Lead in Reach2 to ensure that planning for mixed-age classes is successful.</p> <p>Staff to attend CPD sessions ran by the Maths lead to ensure consistency in maths teaching across the school.</p> <p>ECTs to be supported by Maths lead to ensure planning and lesson delivery is effective.</p> <p>Pupils to access pre and post teaching to help support success within in the lesson.</p> <p>Pupils have access to working walls and tabletop resources to support their learning.</p> |
| <p>4. Improve confidence, resilience, and self-esteem in disadvantaged children.</p> | <p>Zones of regulation to be used in classrooms for the children to identify how they are feeling and then understand the strategies they could use to move themselves into the green zone.</p> <p>Children have access to Calm brain throughout the day to ensure that they are ready to learn.</p> <p>Evidence from lesson observations shows all children are engaged and making progress.</p> <p>Review support from ELSA sessions and PP accessing the sessions to be making good progress with their emotional needs.</p> |
| <p>5. Improved uptake of extra-curricular activities by disadvantaged children.</p> | <p>Pupils who are disadvantaged due to low income can attend or experience extra-curricular activities and events in line with their peers.</p> <p>Enrichment activities and trips are planned into the curriculum and allow all children to gain cultural capital.</p> <p>Pupils make a positive contribution to the community.</p> |

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| | Pupils can access wrap around care to ensure availability of appropriate nutrition. |
| 6. Improved language and communication in disadvantaged pupils. | <p>Talk boost interventions to be used in EYFS and KS1.</p> <p>Tier 2 language to be displayed in EYFS with the use of widgit.</p> <p>Pupils are in line with their peers when acquiring new language.</p> <p>Teachers and Tas are trained to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Children to be using the vocabulary planned into the curriculum.</p> |

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: £ 8,662.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Effective CPD: Consultant in for CPD directed at ALL staff teachers and Teaching assistants | Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment | 2 |
| RWI training for all new staff to enable | Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment | 1 and 2 |

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| effective delivery of phonics and reading: development days, practice sessions, coaching Phonics lead to be released | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | |
| 'Great reading schools' monitoring to support high quality teaching in reading lessons. | Reading lead to be released from class to monitor and evaluate reading sessions. Coaching and mentoring as part of CPD offer. Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment | 1 |
| Adaptive teaching Monitoring Via adaptive teaching leads | Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment | 1, 2, and 3 |
| Subject leaders release time for coaching and mentoring for writing and maths. | Excellent teachers need to know the essential components to effective literacy teaching. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Excellent teachers need to know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | 1, 2, and 3 |
| Development days for 'Click4teaching' to support development of maths and literacy in school | Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 2 and 3 |
| Use of Zones of regulation support children to self-regulate. | Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning | 4 |

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| Member of Staff trained for Elsa to deliver weekly interventions to support wellbeing. | Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning | |
| Participation in NELI to support communication and language acquisition in EYFS and KS1. | Evidence consistently shows that communication and language approaches benefit young children's learning. https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language | 6 |
| Investment in outdoor area to develop role play and oracy. 'Tiny town sheds' | | |

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

Budgeted cost: £ 13,338

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Early talk boost for children in Nursery to support language development. KS1 talk boost sessions for children in Reception and Year 1 to support language development | Evidence consistently shows that communication and language approaches benefit young children's learning. https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language Research has shown that: Early talk boost- 72% of children reached expected levels in understanding words and sentences (compared to 28% before) KS1 talk boost- 81% of children reached expected levels in their ability to talk in sentences (compared to 33% before) | 6 |
| Pre-teaching and same day catch-up strategies are used to support the progress of pupils with SEND | Using Support staff and some teaching staff to deliver precision teaching/ catch up or pre teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1, 2, and 3 |

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| and disadvantaged learners. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,999.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| ELSA sessions to support the emotional wellbeing of children. A member of support staff to attend the Emotional Literacy support training. | Mental health and wellbeing needs to be prioritised in schools and evidence suggests that if children's mental health and wellbeing is not good then they are unable to learn as effectively. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 4 |
| Financial support provided for children to access breakfast club, an extra-curricular club per term and money towards school trips. | Good quality wraparound childcare has a positive impact on children's outcomes. Research by Nat Cen shows that participating in organised sports and joining after school clubs can help to improve primary school children's academic performance and social skills. Enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many argue that enrichment approaches can directly improve pupils' attainment. | 5 |
| Calm Brain | SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation. | 4 |

Total budgeted cost: £37,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils.

| Intended outcome | Impact |
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| Close the gap between PPG and non PPG reading data | <p>All reception and ks1 children received daily phonics/guided reading sessions- children who need more support in phonics have been accessing 1:1 tutoring to ensure they catch up. These sessions have been delivered by a TA who has been trained in RWI. The RWI lead takes time to monitor phonics and early reading and then coaches staff as a result of observations</p> <p>Pre-teaching has been used to support children to access guided reading sessions. This has supported in closing the gap.</p> <p>3/6 PPG children passed the phonics screen check. 3 who have not achieved continued to have planned interventions through to the end of year 1.</p> <p>100% of year 6 leavers who were entitled to pupil premium funding achieved expected standard in reading</p> <p>This will continue to be monitored at a whole school level and continue to be targeted as we move into the next year of the strategy.</p> |
| Close the gap between PPG and non-PPG writing data. | <p>Teachers and TAS continue to receive training on modelled writing and interventions were used to support children to be effective working independently using resources and scaffolds to support them.</p> <p>The gap between our ppg and non ppg year 6 leavers at the start of the year was 22% and at the end of the year had reduced to 17%. Out of the 9 y6 children who were in receipt of PPG funding, 4 did not attain.</p> |
| Children are able to interact orally with high quality interactions from an early age | <p>Talk boost had been introduced in reception and year 1 to support children to make good progress with their speech and language. Re-assessments showed all children had made progress from their starting points. Next year we will move to Neli to continue to support quality interactions from an early age.</p> <p>Tiered vocabulary is being included in planning now and is displayed in all areas around the EYFS provision.</p> <p>Following interventions speaking rose from 68% to 83%. The data in communication and language also mirrored this improvement.</p> |
| All Children engaged in learning and emotionally ready to learn, | <p>We have had a member of staff trained in ELSA to support the children with situations and navigating their emotions. She works 1:1 with a selection of children and there is a referral process for teachers to highlight children they're worried about. Zones of regulation training has supported staff to understand how children are feeling and support the children where needed.</p> |

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| | All children have access to the zones of regulation colours in their class to support their communication of their needs. |
| All children, regardless of socio-economic status, have the same opportunities for enrichment as their peers. | <p>All children, despite deprivation, have had access to the same enrichment opportunities and have been able to access trips and residential. 100% of children accessed trip money, 51% of breakfast club and After School Club.</p> <p>These have been fully or partially funded by school using the pupil premium money. Opportunities provided improve children's cultural capital, understanding of British Values and future aspirations.</p> <p>As a school, we offered 16 different clubs last academic year and these were attended by PPG children apart from four clubs where no PPG attended. The children were in debate club, gardening club, sewing club. There was a wide offer to appeal to children's interests. Next academic year the clubs will be released to PPG children first to secure places.</p> |

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 |
|-------------|--------------------------|
| Widgit | Widgit Software Ltd |
| RWI | Ruth Miskin Literacy Ltd |
| Scarf | Coram education |
| Oxford Owl | Oxford university press |
| Calm Brain | Calm Brain |
| PE Planning | PE Planning |
| Talk Boost | Speech and Language UK |
| My Maths | OUP |
| TTRS | Maths Circle Ltd |
| Purple Mash | 2Simple |