

Pupil Premium Strategy Statement- Lilleshall Primary

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

Number of Pupils on Roll	216
Proportion of Pupils Eligible for PP	12.9%
Academic year/s that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	December 2025 -2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorized by	C A Cousins Headteacher
Pupil Premium Lead	L Field
Governor Lead	K Platford

Funding Overview

Pupil Premium Funding Allocation This Academic Year	£28,620
Pupil Premium Funding Carried Forward from Previous Years	£0
Total budget for this academic year	£28,620

Part A: Pupil Premium Strategy Plan

Statement of Intent

We are ambitious for all pupils, irrespective of their backgrounds or the current challenges they face ensuring they make good or better progress and achieve their full potential across all areas of the curriculum. We aim for all pupils to achieve high levels of attainment and progress; this includes our Pupil Premium pupils.

We aim to know our pupils and their families well as individuals and recognize the challenges that they face whether this is working with other agencies or having an additional role as a young carer. This should enable us to support them more effectively and have a positive impact on their outcomes and future.

High-quality teaching is at the heart of our school, and teachers and support staff consider carefully the barriers to individuals learning and adapt their teaching and learning experiences accordingly. Experiential learning and well considered educational visits are used to support the learning of all pupils but are crucial to our pupil premium pupils extending their experiences, vocabulary and cultural capital..

Our approach will be responsive to individual needs, and we will focus on getting to know our pupil premium pupils even better, so we don't make assumptions about the impact of being pupil premium. We:

- ensure pupil premium 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 pupil premium 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. Unsettled Home Environments	Frequent changes in home relationships lead to emotional instability and lack of consistency.
2. Lack of Home Routines	Poor boundaries around eating and bedtime contribute to low attendance and punctuality.
3. Underdeveloped Oral Language Skills	Vocabulary gaps and limited expressive language from EYFS to KS2, especially among PP pupils.
4. Poor personal, social and emotional skills.	Pupils needing additional adult support for emotional needs, insecurities and social interactions.

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 emotional resilience and social skills	Pupils show improved engagement, reduced behavioral incidents, and positive relationships.
Increased attendance and punctuality	PP pupils meet school attendance target (e.g., 95%) and show reduced lateness.
Enhanced oral language and vocabulary	Pupils demonstrate improved language use in assessments and classroom interactions.

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.

1. Teaching (for example CPD, recruitment and retention)

Budgeted Costs £8,000

Action	Evidence Base	Challenge numbers addressed	Intended Impact
Embed oral language strategies across curriculum (e.g., dialogic teaching, vocabulary instruction)	EEF: Oral Language Interventions (+6 months)	3	Improved vocabulary and expressive language across subjects.
CPD for staff on inclusive teaching and trauma-informed practice PINs Project September 2025	EEF: Social and Emotional Learning (+4 months)	4	Staff better equipped to support pupils with emotional needs.

2. Targeted Academic Support

Budgeted Cost £9,000

Action	Evidence Base	Challenge number addressed	Intended Impact
Small group language interventions (Talk Boost in KS1)	EEF: Early Years Interventions (+5 months)	3	Accelerated language development in early years and KS1.
1:1 or small group tutoring for PP pupils with language gaps	EEF: Small Group Tuition (+4 months)	3	Targeted support closes vocabulary gaps.

3. Wider Strategies

Budgeted Costs £11,620

Action	Evidence Base	Challenge number addressed	Intended Impact
Nurture groups and pastoral support identified individual adults to support pupils	EEF: SEL Interventions (+4 months)	4	Pupils develop emotional regulation and resilience.

through informal conversation and intervention where needed.			
Breakfast club (Funded by school) and attendance incentives	EEF: Parental Engagement (+4 months)	2	Improved attendance and readiness to learn.
Parental support on routines and boundaries	EEF: Behaviour Interventions (+3 months)	2	Increased parental engagement and home consistency.

Total budgeted cost £28,620

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance for our disadvantaged pupils was a concern, and this has been effectively addressed through a clear action plan and vigorous implementation and all pupils who were targeted have improved attendance with the majority of pupils now achieving 90% plus. Attendance for our PPG pupils was 94.99% compared with non-PPG pupils who attendance was 96.7%. We will continue to address this gap, monitoring carefully attendance and addressing absence quickly.

Disadvantaged.

EYFS

66% of disadvantaged children achieved national benchmark of GLD in Word Reading, Writing, Number and Numerical patterns. In all other areas it was 100% of children. Attendance was an issue for the one disadvantaged pupil that did not achieve GLD and stood at 67% in Spring Term 2025. This has been addressed through early help strategies and the attendance for this child is now 97% (attendance Autumn Term 2025). This is above National and Local Authority standards.

Year 1 Phonics Screening

100% of disadvantaged children achieved a pass in the phonics screening. This is above National and Local Authority data.

Year 6

100% of disadvantaged children achieved expected standard or above in all of the Year 6 SATs. This is above National and Local Authority outcomes

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
PINs Programme (Partnerships for inclusion of neurodiversity in schools)	STSA

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>
There was one Service pupil in year 6 during the academic year 2024-2025 the funding was used to support 1:1 tuition for this pupils and to purchase additional reading materials. Some of the additional TA hours were used to support group work with this pupil.
The impact of that spending on service pupil premium eligible pupils
The impact was 100% of the Service pupils met Age Related Expectations in reading however they did not reach the expected standard in writing and mathematics. 100% of Service Children scored full marks on the Year 4 multiplication test. 100% of Service Children passed the Phonics Screening in Year 1.

Further information (optional)

<p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:</p> <ul style="list-style-type: none"> • At the beginning of each academic year staff will a class overview showing the needs of all groups of pupils including PPG. This will ensure that staff are aware of who the PPG pupils in their class are. • School Committees will continue to run for School Council including Emotional Health and Wellbeing, Eco-Committee, E-Safety Committee and Sports Leaders and Junior Road Safety Officers. Each Committee will have a pupil premium member where possible, ensuring their voice is heard and they are high profile. • The school will offer a wide range of high-quality extracurricular activities to boost wellbeing and broaden experiences. Pupil premium children will have funded places and also influence what is on offer. • Funded places at Breakfast Club for pupils who would benefit from breakfast before starting the school day. <p>Planning, implementation and evaluation</p> <p>When planning our pupil premium strategy, we review and evaluate the impact of the previous years and also consider the pupil premium children we have now and their barriers to learning and specific, individual needs, as these change overtime. We triangulate our evidence base with lesson visits, book looks and pupil voice.</p>

We have considered a number of reports, studies, research papers and conferences regarding effective pupil premium and considered what we can do differently.

Our three year plan will be reviewed during the Autumn term each year and we will adjust our plan accordingly.