



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	Lingfield Primary School
Number of pupils in school	2023/2024 431 2024/2025 444 2025/2026 420
Proportion (%) of pupil premium eligible pupils	2023/2024 19.5% (23.8 N 22/23) 2024/2025 20% 2025/2026 24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Cassie Puplett
Pupil premium lead	Lucy Longley/Anna Sutton
Governor / Trustee lead	Cam Turner/Sue Darney

Funding overview

Detail	Amount
Pupil Premium funding allocation 2023/2024	£140,970
Pupil Premium funding allocation 2024/2025	£138,721
Pupil Premium funding allocation 2025/2026	£145,040

**see details of spend under Targeted Academic Support*

Part A: Pupil premium strategy plan

Statement of intent

At Lingfield we believe that **all** children have the right to high quality teaching and learning irrespective of their background. We know that the success of any strategy has to be underpinned by an effective approach to implementation and rigorous monitoring. Positive relationships with pupils and their families (who are intended to benefit the most from the work outlined in this strategy) is also important; this is one of our whole school values and at the heart of our teaching and learning philosophy.

As a whole school staff, we get to know our children and families well, often having taught siblings from the same families. We care personally but also challenge directly when we need to; we offer support, both educationally and emotionally; we're warm, friendly and approachable and we have a secure, reliable staff. Because we invest in building positive relationships, our families trust us. They know that their children, especially our most vulnerable, are in the best possible hands.

Over recent years, we have developed a consistent approach to tackling the attainment gap between advantage and disadvantage. Fundamentally, this has been built on research from the Education Endowment Foundation; best practice adapted from schools renowned for their success with disadvantaged pupils and through engaging with key books, blogs and podcasts by a range of experts such as Marc Rowland.

Serving a more complex community than our postcode suggests, means we constantly review and aim to improve what we offer our pupils. Our core, on-going provision, based on sound evidence and experience, accounts for a significant part of the funding we receive. How we spend the remainder is considered carefully and matched to our SDP priorities. We know that investing in quality first teaching benefits all pupils; we know that early intervention is key; we know that a commitment to ongoing, quality professional development is essential and we know that the lowest attaining pupils need the best instruction, either from the teacher themselves or well-trained, skilled teaching assistants. At Lingfield, we adopt all these approaches.

In this strategy statement, we detail the ongoing expenditure invested in tried and tested approaches as well as the new initiatives aimed at tackling identified gaps.

Challenges

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

Challenge number	Detail of challenge
1	Historically within our school, high need support is provided to a significant minority of pupils where parental engagement is poor, aspirations are low and levels of parental literacy is also limited.
2	We are significantly involved in supporting a number of children who have or continue to experience a variety of ACEs and increasing volatility and disruption in their home

	lives. This has resulted in a greater need to support the work carried out by our DSLs and a rise in children with outside agency support and child protection plans.
3	<p>Post pandemic and ongoingly, we have seen a significant rise in Special Educational Needs resulting in an increase in EHCPs and EHCNAs:</p> <p>4.4% in 23/24 5.1% in 24/25 4% (15/405 September) 25/26 (11/15 PP)</p> <p>We anticipate 18 further plans over this academic year totalling 8% (33/420 January) (6/18 PP) Total of 17/33 PP</p>
4	<p>Over time, we have seen a significant increase in social, emotional and mental health needs for a significant number of our disadvantaged pupils and their families. This has resulted in an increase in referrals to children's services including Early Help.</p> <p>2023-2024 Early Help - 17 PP children CIN - 0 PP children CP - 9 PP children</p> <p>2024-2025 Early Help - 4 PP children CIN - 8 PP children CP - 0 PP children</p> <p>2025-2026</p>
5	<p>2023-2024 Attendance Data Whole school attendance 93.6% (National 94.2) PP attendance 90.7% (National 89%)</p> <p>2024-2025 Attendance Data Whole school attendance 93.5% (National 94.6%) PP attendance 88.6% (National 89.4%)</p> <p>2025-2026 Attendance Data Whole school attendance PP attendance</p>
6	<p>In Reading and the PSC, internal data shows a historic trend of strong attainment for disadvantaged pupils at the end of EYFS and KS1 because of our embedded approach to early language development, securing the phonetic code and early reading. Attainment in Reading for disadvantaged pupils with SEND continues to be a focus for support and intervention. We recognise that the gains we have achieved within this pupil group are fragile and need to be maintained to ensure sustained, ongoing progress.</p> <p>2023-2024 PP data Reading:</p>

	<p>Reception: 56% GLD in reading W/O SEND: 71%</p> <p>Year 1: 69% EXS+ 23% GDS W/O SEND: 80% EXS+ & 30% GDS</p> <p>Year 2: 58% EXS+ 5% GDS W/O SEND: 77% EXS+ & 8% GDS</p> <p>Year 3: 62% EXS+ W/O SEND: 78% EXS+</p> <p>Year 4: 71% EXS+ 14% GDS W/O SEND: 82% EXS+ & 18% GDS</p> <p>Year 5: 80% EXS+ W/O SEND: 85% EXS+</p> <p>Year 6: 64% EXS+ 13% GDS W/O SEND: 75% EXS+</p> <p>Phonics:</p> <p>Year 1: 85% W/O SEND: 100%</p> <p>Year 2: 84% W/O SEND: 92%</p> <p>2024-2025 PP data</p> <p>Reading:</p> <p>Reception: 89% EXS (no PP with SEND)</p> <p>Year 1: 76% EXS+ 13% GDS W/O SEND: 100% EXS+ & 20% GDS</p> <p>Year 2: 73% EXS+ 18% GDS W/O SEND: 89% EXS+ & 22% GDS</p> <p>Year 3: 33% EXS+ W/O SEND: 50% EXS+</p> <p>Year 4: 47% EXS+ W/O SEND: 78% EXS+</p> <p>Year 5: 79% EXS+ W/O SEND: 90% EXS+</p> <p>Year 6: 80% EXS+ 13% GDS W/O SEND: 85% EXS+</p> <p>Phonics:</p> <p>Year 1: 75% W/O SEND: 100%</p> <p>Year 2: 91% W/O SEND: 100%</p> <p>2025-2026 PP Data</p> <p>Reading</p> <p>Phonics</p>
7	<p>Internal data shows that achieving EXS+ in writing continues to be slower than Reading and Maths and remains a primary area for accelerating progress. With the impact of our previous focus on Reading and Maths increasingly evident, maintaining the gains in these subjects whilst continuing to improve outcomes in Writing across the school for all pupil groups remains our focus.</p> <p>2023-2024 Writing PP Data</p> <p>Reception: 63% EXS W/O SEND: 71%</p> <p>Year 1: 67% EXS+ W/O SEND: 80% EXS+</p> <p>Year 2: 58% EXS+ W/O SEND: 69% EXS+</p> <p>Year 3: 62% EXS+ W/O SEND: 78% EXS+</p> <p>Year 4: 64% EXS+ W/O SEND: 82% EXS+</p> <p>Year 5: 80% EXS+ W/O SEND: 92% EXS+</p> <p>Year 6: 57% EXS+ W/O SEND: 73% EXS+</p> <p>2024-2025 Writing PP Data</p>

	Reception: 75% EXS Year 1: 63% EXS+ Year 2: 73% EXS+ Year 3: 28% EXS+ Year 4: 34% EXS+ 7% GDS Year 5: 50% EXS+ Year 6: 80% EXS+	W/O SEND: 71% W/O SEND: 100% EXS+ W/O SEND: 89% EXS+ W/O SEND: 50% EXS+ W/O SEND: 44 % EXS+ 11% GDS W/O SEND: 70% EXS+ W/O SEND: 86% EXS+
	2025-2026 Writing PP Data	

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
To improve the life chances of our most vulnerable, disadvantaged pupils with special educational needs	Engagement with the school will show that families are responding well to the interventions/support available to them, often involving multiple agencies. Pupils will show greater readiness to learn and, as a result, will make good progress across the curriculum over time and from their individual starting points.
To maintain support for pupils with SEMH/complex needs	Impact will be evident through improved behaviour. CAMHS/Mindworks referrals will reduce and those receiving support will be making progress as a result. Through observations, pupils will: reflect improved mental health awareness; increased resilience and improved knowledge of how to make smart choices in self-regulation. Suspensions will reduce over time. The Behaviour Policy will be understood by all stakeholders and implemented consistently and effectively across the school. Where the need is greatest, support to transition to specialist settings will be successful.
To achieve age related expectations or, where the gap is significant, to accelerate progress towards this in all core subjects. <i>Bread and Butter SDP 2025-2026</i> For higher attaining pupils to continue on this trajectory towards Greater Depth Standards	End of year assessments will show year on year improvements with attainment moving towards or above National for identified priority groups including disadvantaged pupils and those with SEND. <i>Attainment of PP (w/o SEND) is consistently strong compared against non-PP. Writing continues to be a focus</i>

	An increasing number of higher attaining disadvantaged pupils will achieve greater depth standard over the duration of this strategy.
To improve and sustain attendance of targeted pupils	Attendance of targeted groups will show an improving picture with incremental gains evident over time and decisive action from school leaders driving improvement on an individual as well as group basis. <i>See DFE data</i>
To develop pupils' cultural capital through an enriching and enhanced curriculum	Curriculum developments will be further embedded. Evidence in books; attendance to extra curricular clubs; representing the school at sporting events; having opportunities to learn beyond the classroom and learning to play an instrument will be commonplace for our disadvantaged pupils. (School vision)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 61,896

Key	Discontinued	Completed	Current/Ongoing
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Continual access to quality in-house and online CPD, reading and research for teachers and TAs <i>£2,500 (annual allocation)</i> 23/24 £1,794 24/25 £4,938 25/26	Investing in ongoing, high quality professional development is at the heart of effective school improvement. Quality first teaching is the number one way to improve progress for the most disadvantaged. Investing in our teachers' ongoing subject knowledge is part of our school culture <ul style="list-style-type: none"> - CPD summaries (staff library) - Putting Staff First (Uttley/Tomsett) - Lingfield Culture Deck - Rosenshine's Principles of Instruction - The Walkthrus - X (Twitter), blogs, podcasts - Core SDP texts 	All
Increased leadership capacity for managing safeguarding and increasing SEMH needs,	Well-trained, experienced and qualified leaders, with specific responsibility for working directly with our rapidly	1,2,3,4

behaviour and SEND caseloads £ 61,896 (DSL/SENDco contribution)	increasing SEND and safeguarding caseload, ensure pupil's safety, behaviour, wellbeing and access to education are our number 1 priority for all pupils. By prioritising the needs of our most vulnerable children and their families, all pupils achieve better; teacher wellbeing is maintained and the capacity for other leaders to focus of school improvement is sustainable	
Sustaining and embedding Specialist Teacher model (Funded by the LA)	Effective quality first teaching is at the heart of sound pupil progress. Small group tuition for pupils with highly specific SEND, following a bespoke specialist provision model, will allow identified pupils working significantly below their peers, to maximise progress.	6,7

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

Budgeted cost: £38,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and sustain PT speech and language assistant <i>Annual ongoing cost £8,233</i>	Internal data shows pupils make accelerated progress in these interventions. Early intervention of oral language and vocabulary development is at the heart of best practice/QF teaching. Targeted intervention, led by well trained staff aids progress <ul style="list-style-type: none"> - EEF toolkit/recommendations - Closing the Reading/Vocabulary Gap (Quigley) - Primary Reading Simplified - (Such) 	3,4,6,7
Maintain and sustain PT EYFS SEND/speech and language assistant inc. ETB intervention <i>Annual ongoing cost £9,008</i>		
1:1 reading tuition before and after school <i>Annual ongoing cost</i>		
Small group maths intervention (WhiteRose) <i>Annual ongoing cost £6,040</i>		
Read, Write Inc Comprehension intervention		
Maintain and sustain in class targeted maths support through SLT <i>Annual ongoing cost £15,463</i>		

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

Budgeted cost: £ 59,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and sustain a full-time Thrive practitioner <i>Annual cost £25,706</i>	In house assessments and observations show that almost all pupils in receipt of Thrive make good progress in their emotional development and in some cases this is accelerated. The impact of this intervention improves children's ability and readiness to learn in the classroom. Positive working relationships between home and school are also fostered. <ul style="list-style-type: none"> - The Thrive Approach - EEF metacognition and self regulation summary report 	2,3,4
Continue 1:1 contact between senior leaders and targeted vulnerable families <i>(Cost = LT time)</i>	Close involvement between our most vulnerable children, their families and the school is essential to ensure our pupils are safe, well cared for and to facilitate the positive impact of all other interventions. This builds engagement, ensures clear communication, fosters trust and improves relationships when younger siblings join our school. Additionally, at this time, parents are given tips and strategies to support learning, behaviour and SEND needs at home. <ul style="list-style-type: none"> - EEF Working with parents to support children's learning - Marc Rowland (various) - Cradle to Career Partnership - 	1
Sustain improving attendance through use of P/T attendance officer <i>Annual ongoing cost £21,649</i>	Internal data and individual case studies show the impact of our work on attendance as a result of recruiting an attendance officer. Close contact and a strong professional working relationship with our Educational Welfare Officer and rigorous communication around poor attendance also demonstrates our ongoing efforts to maintain the gains in this area. <ul style="list-style-type: none"> ● FFT attendance tracker ● DfE attendance toolkit ● Listening to, and Learning from, parents in the attendance crisis 	5
Specialist school dog mentor	The Dog Mentor programme has built upon the benefits of the human-animal	2,3,4

	<p>bond by providing children positive experiences with dogs that can help them educationally, developmentally, emotionally and socially.</p> <p>Over the last nine years, The Dog Mentor programme has been proven across the UK to have a positive impact on children in all areas including self-esteem, behaviour, peer relationships and better engagement skills. These improvements then result in improved academic achievement.</p>	
<p>Continual implementation of an ELSA (Emotional Literacy Support Assistant) £12,527</p>	<p>The Emotional Literacy Support Assistant (ELSA) project is a targeted professional development intervention for Teaching Assistants, delivered and supervised by Educational Psychologists (EPs). The intervention aims to build the capacity of schools to support the social, emotional and mental health needs of their pupils. It is often referred to on the section F of pupil's EHCPs as provision to be offered by school. This will complement Thrive and facilitate a 2 tier approach to supporting children with SEMH/trauma/ACEs</p>	<p>2,3,4</p>

Total budgeted cost: £152,646 (2023-2024) £140,973 (2024-2025) £160,522 (2025-2026)

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.

Impact of interventions 2024-2025:

Our long-standing, embedded interventions, delivered by experienced and trained staff, continue to impact positively on outcomes for children in receipt of the intervention. Almost all pupils make progress with many making accelerated progress.

- Thrive: (9 PP children)
 - 89% have made progress within their THRIVE banding
 - 44% have moved up a banding
 - 22% have achieved their age related banding
- ELSA: (6 PP children)
 - 67% have made progress towards their target
- Social communication: (24 PP children)
 - 92% have made progress towards their targets
 - 25% met their targets
- 1:1 before and after school reading: (10 PP children)
 - 100% made progress through PM benchmarking levels
 - 40% made accelerated progress and met EXS at the end of the year
- Reading BRP: (10 PP children)
 - 90% made progress through PM benchmarking levels
 - 40% made accelerated progress and met EXS + at the end of the year
 - 10% made accelerated progress to GDS
- Y6 Maths tuition (1 PP child):
 - achieved EXS at the end of the year
- WhiteRose intervention: (5 PP children)
 - 100% made progress toward the expected standard
 - 60% made accelerated progress and met EXS at the end of the year
- SALT: (9 PP children)
 - 44% made progress towards their targets
 - 56% fully met their targets
- OT: (7 PP children)
 - 100% made progress towards their targets
 - 29% met their target

Our staffing structure is key to the successful implementation of this pupil premium strategy. This, however, also has the biggest impact on funding and has increased significantly since 2022 as detailed above.

The Leadership Team has provided essential capacity to meet the increasing, complex needs of the pupils at Lingfield. This is evidenced in our work with the LA across safeguarding, behaviour and SEND. As a result of our work this year:

- 3 PP children with SEN have received STIP support
- 2 PP children with complex needs are on the journey to securing EHCPs
- 8 PP children with safeguarding concerns were referred to Early Help or children’s services for additional support
- 1 PP child with complex SEN have moved to specialist provision

The needs of our pupils with special education needs or disabilities, our disadvantaged pupils and those who are vulnerable and have experienced adverse childhood experiences rely on the staffing structure we have adopted in order to be successful. As a result, the investment in our leadership structure and the continual investment in our Specialist Provisions Team (The Oaks) are fundamental to pupil outcomes. Without these, the impact on the school as a whole would be detrimental.

As a result, this model will be extended in 2025-2026.

At the end of this academic year, we will be reviewing our provision further and beginning a new 3 year strategy. Much of the embedded practice (orange) with tangible, evidence based impact will remain the same with new provision (green) being put in place underpinned by research, reading and best practice.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	

Further information

Our Pupil Premium Strategy will be supplemented by additional activities/provision which includes:

- Priority places for pupils to attend extra-curricular clubs
- Free wraparound places at breakfast and after school club

- Representation at out of school events including academic, musical and sport related
- Selection to be school leaders across subjects with key responsibilities
- Financial support for residential, trips, uniform and other school essentials

Through wider professional development, central to our school culture, we continue to embed our practice and prioritise the equity of education to those who need it the most.