

# Pupil premium strategy statement Lyndon Junior School 2024 - 2025

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each year</b> )	2024- 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Jane McKinley
Pupil premium lead	Jane McKinley
Governor	Andy Hopkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,600.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£177,600

# Part A: Pupil premium strategy plan

## Statement of intent

At Lyndon Green Junior School, we firmly believe that every child has the right to the highest possible standards in their education, regardless of whether they are disadvantaged or not. The primary aim of our Pupil Premium Grant (PPG) expenditure is to prioritise high-quality teaching. This approach has been proven to have the greatest impact on closing the attainment gap for disadvantaged pupils, while also benefiting non-disadvantaged pupils in our school. By focusing on expert teaching and addressing training needs, we intend to narrow the attainment gaps between disadvantaged and non-disadvantaged pupils, ensuring that our Pupil Premium children achieve Age-Related Expectations (ARE) in core subjects.

Our curriculum is designed to be relevant and, most importantly, inspiring for all our children. Our goal is to nurture successful, confident, responsible, and effective learners.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The strategies we have adopted work together to help pupils excel. To ensure their effectiveness, we will:

- Challenge disadvantaged pupils in the work they are set.
- Intervene early at the point when needs are identified.
- Adopt a whole-school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of their achievements.

## Challenges

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

Challenge number	Detail of challenge
1	<b>SEND &amp; PP</b> There is a significant correlation in our school between children with Special Educational Needs and Disabilities (SEND) and those eligible for the Pupil Premium grant, highlighting the need for a targeted, holistic approach to ensure these pupils receive the tailored support necessary to thrive academically and personally
2	<b>PHONICS</b> Assessments, observations, and discussions with pupils suggest that our disadvantaged pupils often face greater difficulties with phonics

	compared to their peers, which negatively impacts their development as readers.
3	<b>MENTAL HEALTH &amp; WELL BEING–</b> Through our observations, we have identified that some of our disadvantaged pupils experience challenges with low self-esteem, difficulties in forming and maintaining friendships, and struggles with managing their emotions effectively.
4	<b>ATTENDANCE</b> Our attendance data reveals that disadvantaged pupils have significantly lower attendance rates compared to their non-disadvantaged peers. Furthermore, our assessments and observations indicate that absenteeism is having a detrimental impact on the progress of disadvantaged pupils

## 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 reduce the number of children who need a phonics intervention in school.	Children who have received phonics intervention to use the strategies in lessons.
Outcomes in core subjects to be in line with the national figure	High quality teaching Adaptations Narrowed attainment gap between Disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils	Sustained high levels of wellbeing through: Qualitative data from pupil voice, parent and pupil surveys and teacher observations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Overall absence rate to reduce and the gap between the disadvantaged pupils and non-disadvantaged reduced.

## 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: £27,331

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers on scaffolding and adaptive teaching	<a href="#">EEF SEND guidance report</a>	1,2,4
Subscription to Accelerated Reader to promote a love of reading and immerse pupils with rich books to enhance their vocabulary	Staff have observed the increase of engagement with reading particularly our boys and reluctant readers. Accelerator reader is well received in school and our data outcomes for reading reflect this.	1,2
Subscription to Little Wandle phonics programme	Phonics remains a barrier for some of our pupils. Using a validated phonics programme will ensure that all pupils leave our school in year 6 being able to read fluently and confidently. <a href="#">Phonics Toolkit</a>	1,2
Subscription of Reading Wise decoding programme to train and empower teaching assistants to support measurable impact on struggling	EEF toolkit relating to <a href="#">phonics</a> : "This indicates the importance of training and support in phonics for interventions led by teaching assistants."  EEF toolkit relating to <a href="#">Teaching Assistant Interventions</a> : "Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact"	1,2

disadvantaged readers' decoding	<a href="#">DfE-funded RCT</a> demonstrating teaching assistant's capacity to improve reading through ReadingWise decoding in a targeted intervention	
Subscription of ReadingWise Vocabulary programme to train and empower staff and teaching assistants to support measurable impact on struggling disadvantaged readers'	<p>It is beneficial to use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p> <p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge - <a href="#">EEF-EEF Vocabulary</a></p> <p>EEF toolkit relating to <a href="#">Teaching Assistant Interventions</a>:</p> <p>"Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact"</p>	1,2
Subscription to Now Press Play	<p>Majority of our disadvantaged pupils have limited access to recreational activities and experiences. Now press play immerses children through drama developing speaking and listening opportunities as well as improving vocabulary and allowing children to make connections and explain what is happening more coherently.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4
Improve the social and emotional learning.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3,4

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

Budgeted cost:£83,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured small-group reading intervention: ReadingWise Decoding</p>	<p><a href="#">DfE-funded RCT</a> demonstrating a 78% faster improvement in reading than 'business as usual' and an average reading age increase of over 9 months in one term (4.5m additional gains).</p> <p>EEF toolkit relating to <a href="#">phonics</a>: "Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning."</p>	<p>1, 2</p>
<p>Structured small-group reading intervention: Reading wise comprehension</p>	<p>EEF toolkit, <a href="#">Comprehension Strategies</a>:</p> <p>"The average impact of reading comprehension strategies is an additional six months' progress over the course of a year."</p> <p>"Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text."</p> <p>"There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills."</p>	<p>1,2</p>
<p>Additional phonics sessions targeted at</p>	<p>Phonics approaches have a strong evidence base indicating a positive</p>	<p>1, 2</p>

disadvantaged pupils who require further phonics support.	<p>impact on pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of time.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting families who have attendance concerns – Use of external provider CSAWS	<p>Our data shows that a high percentage of our PA children are our disadvantaged pupils. With regular support and monitoring we want to work with families to improve attendance rates.</p> <p><a href="#">Improving School Attendance</a></p>	4
Increasing the size of the pastoral team with a full-time learning mentor	<p>Evidence from EEF shows that social and emotional support can increase progress of up to 4 months. However, we are mindful that this needs to be regularly monitored. We complete pre and post questionnaires</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3,4
Whole school training from Beacon behaviour support services.	Schools with good behaviour and consistent management systems support pupils to achieve better academic outcomes	3,4

**Total budgeted cost: £177,599**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our data outcomes (2024) for disadvantaged pupils is an improving picture and the gap is narrowing

	Disadvantaged pupils	All pupils
Reading ARE	65%	76%
Writing ARE	62%	75%
Maths ARE	66%	79%
Combined ARE	58%	65%

Year 4 MTC check 2024

Mean average	Disadvantaged pupils	All pupils
<b>LGJS</b>	<b>19.6</b>	<b>21.7</b>
<b>Nationally</b>	<b>18.9</b>	<b>20.6</b>

Attendance data

Year	Disadvantaged pupils	All pupils
2023/2024	92.52%	95.7%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Times tables rock stars	Maths Circle
Reading wise	Ideas wise
Now press play	Now press play
Accelerated reader	Renaissance learning
White Rose	Teach active