

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic years) 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	Lady Jane Grey PS
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	6.2% (12)
Academic year/years that our current pupil premium strategy plan covers	2025/2028
Date this statement was published	Updated November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Michael FitzGerald
Pupil premium lead	Michael FitzGerald
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,461.42
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£26,461.42

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our core aim is to ensure that disadvantaged pupils have every opportunity to succeed academically while prioritising their well-being throughout their school life. This commitment applies regardless of background or life experiences that may present barriers to learning.

We strive to provide a provision that enables disadvantaged pupils to access the curriculum and make progress comparable to their peers, closing any gaps in attainment. Individualised support, careful mentoring, and personalised targets are central to helping pupils reach their full potential.

Academic progress is only one aspect of our strategy. We also aim to broaden pupils' experiences and build cultural capital by offering opportunities to explore personal passions and interests, enriching their education beyond the classroom.

Our approach focuses on areas where disadvantaged pupils need the most support, with quality-first teaching at its core. This strategy reflects our values at Lady Jane Grey: to deliver high-impact interventions that close the attainment gap for disadvantaged pupils while also benefiting all learners. Progress is carefully monitored to ensure accelerated and sustained improvement for disadvantaged pupils alongside securing the best possible outcomes for their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children meeting age-related expectations in reading, writing and maths.
2	Ensuring high-impact provision for PP children across the school.
3	Well-being assessments demonstrated that the positive mental health of a proportion of our disadvantaged pupils has not been adversely affected by life experiences.
4	Ensuring PP children participate in enrichment activities to further aspirations.
5	Ensuring PP children's school attendance remains above 95.4%.

## 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
Increase of KS1 and KS2 attainment in reading, writing and maths to ensure closing gaps agenda for PP pupils.	Closed the attainment gap to national average progress/attainment scores in KS1 and KS2
Ensuring high-impact and targeted provision for all children, in particular those children in receipt of Pupil Premium.	Detailed programme of support in place for both academic and pastoral support.
Ensuring high-quality Well-being pastoral support programme is in place.	A comprehensive programme demonstrates that all children have access to support and then external if required.
PP children participate in enrichment activities to further aspirations.	Any barriers are removed to opportunities for PP to access enrichment activities: Financial barriers are removed, enabling all children to attend residential visits and class trips. Specialist clothing or equipment is not a barrier for all children being able to access such activities.
Ensuring PP children's school attendance remains at or better than 95.4% in line with their peers.	Weekly attendance analysis demonstrates high attendance for PP children.  The school will identify and provide support to parents of any children who fall below 95.4%

## 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: 11,509.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hive provision to deliver targeted social and emotional interventions, including gardening and lunchtime sessions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at a later stage in their lives.  <a href="#">EEF_Social_and_Emotional_Learning.pdf</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	3
Intervention programme of support running through the school calendar.	EEF Guidance Document states: Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions.	1, 2

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

Budgeted cost: £11,509.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers to lead delivery of TA intervention-led sessions. Each class to deliver focused support for PP pupils	The EEF Guidance Document:  'Integrating learning from work led by teachers and TA's.'  Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions.	1, 2

<p>Targeted interventions/catch-up sessions for the most disadvantaged and identified children</p>	<p>Learning in small group/1:1 interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them.</p> <p>Recommendation 6: Adopt evidence-based interventions to support TAs in their small group and 1:1 instruction.</p> <ul style="list-style-type: none"> <li>• Schools should use structured interventions with reliable evidence of effectiveness.</li> <li>• Sessions are often brief (20–50mins)</li> <li>• Occur regularly (3–5 times per week)</li> <li>• Maintained over a sustained period (8–20 weeks).</li> </ul> <p>Link: <a href="#">EEF</a></p>	
<p>Group reading intervention focused on:</p> <ul style="list-style-type: none"> <li>• Phonics acquisition and decoding</li> <li>• Inference, explanation and comprehension</li> </ul>	<p>The EEF Guidance Document: ‘Integrating learning from work led by Teachers and TA’s.’</p> <p>Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions.</p>	1, 2
<p>Writing intervention focused on:</p> <ul style="list-style-type: none"> <li>• Manipulating vocabulary and grammatical structures</li> <li>• Re-reading and self-editing</li> </ul>	<p>Learning in small group/1:1 intervention is consistent with, and extends, work inside the classroom and that pupils understand the links between them.</p> <p>Recommendation 6: Adopt evidence-based interventions to support TAs in their small group and 1:1 instruction.</p>	1, 2
<p>Numeracy intervention focused on:</p> <ul style="list-style-type: none"> <li>• Place value/conservation of number</li> <li>• Written arithmetic - providing opportunities for pupils to rehearse and improve their times table recall and written calculation skills.</li> <li>• Reasoning problems (verbal / written questions)</li> </ul>	<ul style="list-style-type: none"> <li>• Schools should use structured interventions with reliable evidence of effectiveness.</li> <li>• Sessions are often brief (20–50mins)</li> <li>• Occur regularly (3–5 times per week)</li> <li>• Maintained over a sustained period (8–20 weeks).</li> </ul> <p>Link: <a href="#">EEF</a></p>	1, 2

Tutoring opportunities after school, homework club for targeted PP children in Year 5/6	Targeted support for disadvantaged children with no home support to complete their homework.	1, 2, 3
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## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £6,317.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of Hive - Pastoral and well-being-based.</p> <ul style="list-style-type: none"> <li>Aligned to Nurture Principles</li> <li>Clear identification for all users it is a safe place to talk.</li> </ul>	<p>Children need to know they have a team of adults that they can approach and talk to in school with confidence and in private.</p> <p>Nurtureuk evidence-based:  <a href="#">nurtureuk research: promoting nurture in education</a></p>	3
<p>A whole-staff approach to maintaining regular contact with families and parents.</p>	<p>Children and their families need to know they have multiple adults within the school setting that they can go to and trust. Additional support beyond the immediate team is available if needed.</p> <p>EEF – Working with Parents to Support Children’s Learning:  <a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	3, 5
<p>Implementation of Attendance analysis and dashboards to provide specific targeted intervention/support for PP pupils</p>	<p>EEF – Supporting School Attendance:  <a href="#">1. Build a holistic understanding of pupils and families, and...   EEF</a>  “Explore the issue by going beyond headline data”</p>	5
<p>Residential Trips, Swimming and private swimming lessons, and dance lessons for PP children.</p> <p>Reflexology sessions from an external agency – targeting PP children.</p>	<p>The effectiveness of this approach in continuing to widen learning through enrichment activities are upheld by parental feedback. Opportunities have had a very positive impact upon the children themselves.</p>	4

**Total budgeted cost: £29,335.51**

# 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 2022 to 2025 academic year.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

### Impact and Outcomes – Academic Year 2024/25

#### Academic Achievement:

End-of-year assessment analysis shows that Pupil Premium (PP) pupils made progress that stabilised and strengthened their overall attainment. There were 15 children on PP.

Key outcomes include:

- Reading: 80% at Age-Related Expectations (ARE) or above
- Writing: 80% at ARE or above
- Numeracy: 73% at ARE or above
- Overall: 78% at ARE or above

These figures indicate strong progress for PP pupils, particularly in literacy, where targeted interventions have been highly effective. Writing and numeracy outcomes also reflect well-rounded academic development. Collectively, this demonstrates that tailored support, structured interventions, and consistent monitoring have had a clear and positive impact on pupil outcomes.

#### Attendance:

Whole-school attendance for 2024/25 was 95.7%, with disadvantaged pupils closely aligned at 95.1%. This success was achieved through proactive home-school communication following any absence. Notably, 53% of disadvantaged pupils achieved attendance levels equal to or higher than their peers, highlighting the effectiveness of attendance strategies.

#### Mental Health and Well-being:

There has been an increase in referrals to the Pastoral team and more parental engagement regarding mental health concerns. In response, the academy:

- Extended ELSA team hours and introduced after-school support sessions.

- Created a dedicated space known as The HIVE for emotional support.
- Delivered reflexology sessions to all 15 PP pupils, with 67% receiving multiple sessions.

While it is too early to measure the full impact of these initiatives, early indicators show strong engagement, with 60% of PP pupils receiving support from the ELSA and Pastoral team.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> <li>• Residential trip paid for out of one allocation.</li> <li>• Museum trip paid for from service allocation</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> <li>• Financial worry of paying for trips removed and a really good experience for the child on the trip.</li> </ul>