

Pupil premium strategy statement 2024-25

Lympstone C of E Primary School

This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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	Lympstone C of E Primary School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	5.2% (FSM) 38% (Service)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emily Mellor
Pupil premium lead	Emily Mellor
Governor / Trustee lead	AJ Culley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,2040 (FSM) £ £22,4040 (service) £10,2080 (LAC)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,960

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all disadvantaged children have the same fair opportunities as those more advantages and therefore have access to additional support in school to help them achieve their potential in line with their peers.

Our current PP strategy identifies phonics and writing as key areas to develop as these unlock reading and writing across other areas of the curriculum and help to develop key communication skills. We have targetted these areas for intervention, TA support and resources.

We also fund nurture support for those who need it to enable increased classroom engagement and positive mental health

The key principles of our PP strategy are achievement and self- belief for all pupils and to develop a love of learning, creating aspirations for the future with positive mental health and self- worth. Our Pupil premium strategy is modelled on our school vision of ' Let all that you do be done in love'

Every day we endeavour to Inspire, Believe, Achieve.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance at school</i>
2	Time to devote to individual intervention.
3	Lack of positive learning behaviours such as listening skills.
4	Gaps in prior knowledge and retention.
5	Poor mental health
6	Additional SEND needs.

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
<i>Improved concentration in lessons</i>	Evidence of progress and work completed in books has increased.
A feeling of success and academic drive at school	Attendance has improved for PP children to be in line with school targets and national average (96%).
Interventions and support in accessing writing and phonics	Achievement levels and or progress levels in writing and reading have improved showing a rise in reading book bands and the acquisition of more age related writing objectives each half term. Daily catch up phonics sessions develop early reading at an accelerated rate.

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: £26,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teaching assistants across the school to support children in classes with small group and 1:1 intervention</i>	All classes have morning TA support ensuring that smaller groups can be supported in maths and English learning and PP children can have access to more individualised learning if needed.	172
<i>Forest schools sessions for KS1 and KS2 once a week in small groups</i>	Teacher led activities to support problem solving, communication and interaction and following instructions	Up to 8 in a group with TA supervision.
<i>Phonics and speech and language support</i>	Specialist phonics and speech and language teaching from fully trained teachers and teaching assistants in Foundation and KS1. S&L needs are increasing and this approach tackles the problem early before children enter KS2.	Up to 30 children
<i>Relational approach</i>	Training for all staff in relational and restorative behaviour management ensuring that all adults in school understand how to support children with this approach, especially those with trauma.	Whole school

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

Budgeted cost: £ No cost, these activities are already taking place in school

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics interventions daily for KS2 falling behind</i>	Daily phonics is the recommended way to see improvement in reading ability and spelling	10

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

Budgeted cost: £ No cost, these activities are already taking place in school

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thrive continuation</i>	1:1 approach that builds a trusting relationship and allows children to feel heard and discuss their needs, this has positively impacted many children over the years and support happiness and good attendance	20
<i>Meeting with and support for parents</i>	All teachers and Head teacher regularly offer support to families to ensure they feel cared for and listened to. Where possible we sign post and give practical support.	All children as needed
<i>Targetting well- being as a priority in each classroom</i>	Mindfulness is a priority for allowing children to feel in control of their emotions. Self- help strategies are regularly discussed within classes and shared at home.	All children
<i>Development of Mental Health support</i>	HeadsUP and MHST are working within school as well as offers of family support worker.	20

Total budgeted cost: £ £51,960

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 2023 to 2024 academic year.

All PP children were benchmarked and assessed for phonics and were given daily targeted individual or small group intervention. All lowest 20% children received additional reading support within school. Thrive was used continuously to support individual children especially with anxiety. All staff were trained to deliver high quality phonics and guided reading in class. Additional maths resources were purchased to support children in class. Y6 PP children had access to small group teaching for maths and English 1:8 every morning.

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
Little Wandle letters and sounds phonics	Little Wandle
English support online	Learning Village

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?	Thrive, TA support, Forest school
What was the impact of that spending on service pupil premium eligible pupils?	All children have access to TA support when needed to share and discuss feelings, helping to support mental health needs.

Further information (optional)

Quality first teaching is the main strategy that addresses children's needs and preferred teaching styles, we use visual, audio and kinaesthetic teaching styles and tailor our approach to children's specific needs. We have a higher than average ratio of teaching assistants to support our SEND children and our PP children every day in class.

