



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.

What is pupil premium funding?

The Government has allocated extra funding to schools to support vulnerable children to achieve their very best. The Department of Education will allocate the following amounts – known as pupil premium - for 2025/26:

- £1,515 per pupil who has been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,630 per pupil who has been adopted from care or has left care.
- £2,630 per pupil for children who are looked after by the local authority.

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS)
- or the War Pensions Scheme (WPS)

Schools will receive £350 for each eligible pupil.

The PP strategy has a separate section for pupils eligible for Service Premium. At present we have 3 service children on roll.

Our Context:

Detail	Data
School name	Lantern Lane Primary School
Number of pupils in school	389 (F2 to Year 6)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers:	2023 to 2024. 2024 to 2025 2025 to 2026
Date this statement was published	September 2023.
Date on which it will be reviewed	September 2024 September 2025 September 2026. Next review due: September 2026
Statement authorised by	Mr P Fowlie, Head teacher
Pupil premium lead	Mr P Fowlie, Head teacher. Paula Panther, Assistant Head.
Governor lead	Jen Bewlex-Allen.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year *This is based on actual PPG numbers at October 2024 at the current agreed levels of funding.	£128,760

Part A: Pupil premium strategy plan

Statement of intent

At Lantern Lane, we have clearly defined aspirations for all our pupils, as described in our intent statement, and consider our pupil premium strategy to be the vehicle whereby we give our disadvantaged pupils the additional support they may require achieving this in the same way as any other child that we work with. Our pupil premium strategy is based on addressing the barriers to success that we have identified for our pupil premium children from working with them daily and through an understanding of the context of our school. We base our decisions on evidence, gathered both externally and from within our school, and ensure that all strategies are evaluated for impact.

Our pupil premium strategy – and the decisions that underpin it – is based on the following principles:

Whole-school ethos of attainment for all:

There is a culture of high expectations for all. There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed and staff adopt a 'solution-focused', personalised approach to overcoming these. Disadvantaged pupils and their families are held in high regard. Leaders, teachers and other adults understand their role within the school's strategy to promote strong outcomes for all these children.

Addressing behaviour and attendance:

A strong emphasis is placed on developing positive behaviours for learning, so children can maximise the benefit they get from the learning experiences planned. Where appropriate, the reasons for behaviour are explored to ensure behaviour management strategies are effective for pupils that need support.

Attendance is closely monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

Quality First Teaching:

The school places a strong emphasis on ensuring all disadvantaged pupils receive quality first teaching. Responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress. Teachers are committed to successfully engaging with the disadvantaged pupils who may need additional support to thrive.

Professional development is focused on: securing strong subject knowledge; understanding how cognitive load impacts on learning; deliberate instruction & faded scaffolding; use of different questioning techniques and feedback.

Interventions are additional to the entitlement to quality first teaching; class teachers retain accountability for pupil achievement, and a senior leader oversees the intervention programme, ensuring that these are effective and are offered to the right children at the right time.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school – at whole school, group and individual level. Extensive knowledge of the children is used to ensure barriers are overcome so that disadvantaged pupils can benefit from the quality first teaching; enrichment programme; emotional well-being support, and interventions (both academic & pastoral) that enable them to succeed in their learning across a wide range of subjects. Learning gaps and misconceptions are identified and addressed so that pupils can further their learning to enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented. Regular pupil voice ensures we engage with the children's understanding of what helps them to learn.

Data-informed:

The progress of disadvantaged pupils is discussed at Data Support Meetings and at key assessment points (a minimum of 4 times yearly). Actions are identified, implemented and regularly reviewed within each assessment phase. This programme of accountability for all staff is led by a senior leader in school.

Clear, responsive leadership

A Strategy Group, which includes leadership and a governor, review the effectiveness of strategies at the end of each assessment point. Self-evaluation is rigorous, honest and acted upon; it is also shared with staff so that everyone is aware and can make the best decisions to support strong outcomes for these children. The effectiveness of the strategy – on an individual pupil basis - is reviewed termly and is based on internal analysis, research and best practice. Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils. Resources are targeted at pupils at risk of underachievement at all levels of attainment. Outside agencies are fully utilised e.g. early help, healthy families.

Challenges

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

Challenge number	Detail of challenge
1	Children begin school with fewer of the skills that provide the secure platform they need to be successful learners, e.g. independently meeting their physical needs; having the receptive & expressive language to engage productively in learning opportunities; having the emotional and social skills that support success in the school setting.
2	The complexity of need within the Pupil Premium cohort is increasing significantly. Over 50% of disadvantaged pupils are either identified on the SEND register or are considered vulnerable to SEND: these factors compound disadvantage and contribute to the complexity of the needs of many of our pupil premium children, putting even greater emphasis on the personalisation of provision. In addition, a number of our pupil premium families are accessing support from Early Help & Social Care whilst children's wellbeing, attendance, and engagement with school are also being impacted by both parent and own mental health. Many pupils experience difficulties with self-regulation and require significant support to manage behaviour and access learning. All of these factors are creating barriers to our pupil premium children fulfilling their potential in line with their non-PPG peers.
3.	In the last year (see below), disadvantaged learners at Lantern Lane have performed strongly compared to their peers nationally at the end of KS2. Despite this, there were still attainment gaps – albeit relatively modest - in writing and maths in KS2 when compared with their peers at Lantern Lane, which we are seeking to close further. In addition, there are cohorts across school where the attainment gaps in writing (& the other core subjects) are more significant; these need to be addressed through the quality teaching approaches and carefully targeted intervention that have supported the progress seen to date. Some of the barriers to writing success for disadvantaged learners are identified as being: limited life experiences; limited vocabulary and experience of varied reading texts. With many disadvantaged children entering school with lower literacy rates, the highest standards of early reading & writing provision together with phonics teaching must be sustained. It is vital that children's starting points are accurately assessed and teaching is targeted accordingly.

	Furthermore, recognising the increasing number of disadvantaged learners with complex SEND, personalised provision is increasingly required to ensure that all children are making progress from their own starting points.
4	Limited access to full participation in the school curriculum and school life (Uniform, resources, residentials, trips, sporting opportunities).
5	Lower attendance rates for some PP children when compared to non-PP children impact on the consistency and continuity of their learning. Persistent absence is a feature for some of our disadvantaged children, especially when there are other vulnerabilities such as SEMH needs of the children or within families. Parents often need support to ensure regular attendance and some children need support to transition successfully from home to school.

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: how we will measure impact.
A: By the time that pupil premium children finish EYFS, they will have the skills needed to maximise their learning potential in school.	PP children will perform in line with their peers in terms of achieving a good level of development by the end of EYFS because of: Staff having a detailed understanding of their individual barriers to becoming effective learners. The learning environment and curriculum being closely tailored to address these barriers. Robust tracking of progress and timely intervention.
B: Targeted support provided will enable all pupil premium children with an additional need to make good progress, in terms of both their learning and social and emotional needs from their relative starting points.	Pupil premium children will be making at least expected progress from their relative starting points as a result of having all their learning and SEMH needs met through personalised support. Appropriate academic support will be in place for these children to underpin good or better learning outcomes. Appropriate social & emotional support will be in place for these children to underpin good or better learning outcomes. Varied support will be provided to the wider family so that children have the support and confidence to ensure they can take advantage of all that school offers Effectiveness of targeted support will be evaluated regularly based on understanding of children's attainment & progress – with changes made as appropriate.
C: Academic outcomes for PPG children at Lantern Lane will be at least above their national peers and increasing in line with their non-PPG peers. Pupil Premium children in English (in particular writing) will increasingly achieve in line with their peers.	Proportion of pupil premium children achieving age-related expectations will increase, closing the gap to both their non-PPG peers and continuing to match/ outperform PPG performance nationally. All PPG children will have their provision closely aligned with their individual needs.

	Provision will be tracked to ensure that it is effective and having a positive impact on the learning of the children. Disadvantaged children with complex SEND will be making good progress from their respective starting points based on an appropriate assessment tool.
D: Equality of opportunity for our pupil premium children in terms of enrichment opportunities & cultural experiences will be improved.	All pupil premium children will access a full range of in-school enrichment, school trips & residential, which will have a positive impact on their wellbeing; engagement with school (& hence progress of their learning). Cultural experiences, e.g. theatre visits, bookstore trips, attendance at local sporting events, will be offered to all our pupil premium children as part of an enhanced curriculum.
E: Good levels of attendance will support pupil premium children to take advantage of all academic and personal development opportunities.	The attendance of PP children at Lantern Lane will be stronger than their national PP peers. The gap between the attendance of PP children and their non-PPG peers will start to close. There will be a personalised approach to supporting families where there is persistent absence. Where attendance is below this, a package of support will be in place to increasingly close the attendance gap.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year (2025-26)** to address the challenges listed above. Note that refinements or additions to approach under the 3-year strategy – based on latest evaluation - **are shown in green.**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost (approximately): £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
*New staff to receive training on mastery approach to writing developed since 2023 - to sustain the high-quality teaching which has supported stronger outcomes and ensure consistency for our most vulnerable learners. Previous training has been focused on key features of approach: cross curricular links and varied writing stimuli/ extended experience with different texts and writing models/ explicit vocabulary teaching/ talk for writing]	*Mastery learning linked with stronger progress and levels of attainment (EEF suggests gains of 5 months). This has also been evidenced in school in maths & whole class reading approaches – so the CPD will be focused on transferring these successful practices in the context of writing. * Research shows (Hart & Risley 1995) that children experience very different oral & written language experiences in the home as young children (and beyond). Teachers must take responsibility for equalising these experiences for disadvantaged children where this is identified as a need. *Oral language intervention has a strong evidence base (EEF+7). Developing children's vocabulary and giving them the opportunity to try out ideas orally gives children the confidence to record in written form.	1/2/3/5
*All teacher staff to have CPD in relation to developing adaptive teaching practices further.	*Disadvantaged pupils are more likely to start lessons with differing levels of prior knowledge and vocabulary. The Great Teaching Toolkit Evidence Review identifies adapting tasks, explanations, questioning, and scaffolds to pupils' readiness as a key feature of effective teaching. Coe, R., Rauch, C., Kime, S. & Singleton, D. (2020). <i>Great Teaching Toolkit: Evidence Review</i>.	1/2/3
*All staff teaching phonics to receive further training to ensure fidelity to scheme and consistency in both teaching and formative assessment.	*It is recognised that disadvantaged children may acquire phonics skills more slowly so quality provision in phonics – together with additional 1:1 or small group support is essential.	1/2/3

	*Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. EEF, Closing the Disadvantage Gap, October 2022.	
*Investment in developing Lantern Lane as a relational school (including training of key personnel who will then deliver training to the rest of the staff and support ongoing implementation).	*A relational schools approach has a positive impact on the progress and wellbeing of Pupil Premium pupils by increasing their sense of belonging, improving attendance and strengthening engagement with learning. According to the National Foundation for Educational Research (NFER), pupil wellbeing and sense of school belonging are significantly associated with school attendance, which is itself strongly linked to educational outcomes. Frontiers in Education, Alaimo and Kelly (2025).	
*Teacher recruitment: to invest in teachers with much greater experience, recognising the increasingly complex needs of our cohorts and the disadvantaged learners within them.	* The Education Endowment Foundation states that high-quality teaching is "the most important lever schools have to improve outcomes for disadvantaged pupils." Education Endowment Foundation (2023). Written evidence submitted to the House of Commons Education Committee on Teacher Recruitment and Retention. * Research from the Learning Policy Institute found that teachers become significantly more effective during their first 5 to 10 years of teaching. Experienced teachers are better at classroom management, diagnosing misconceptions, adapting instruction and accelerating pupil progress.	
<i>*To provide staff in EYFS with the knowledge & skills to build continuous provision supporting PP children to gain the skills they need to succeed in the primary curriculum (& achieve GLD) especially in relation to writing & word reading.</i> <i>Release to visit other units/ quality assurance review and support.</i> <i>*To ensure that all PP children are identified at the start of their school experience.</i>	*When pupils start school, the relative gap in outcomes between those from disadvantaged backgrounds and their more well-off peers is approximately 4 months. By the time they finish primary school, this has more than doubled to 9 and a half months. DfE – The Attainment Gap 2018. *High-quality continuous provision is a vital component of an effective EYFS curriculum for disadvantaged children. It provides rich opportunities for language development, self-regulation, social interaction and independent problem solving, all of which are associated with improved long-term outcomes. Evidence	

	from the Education Endowment Foundation indicates that play-based learning can accelerate progress by up to four months, while Development Matters highlights the importance of enabling environments that respond to children's individual needs and support every child to succeed. Education Endowment Foundation (2018). <i>Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years.</i> London: EEF. Department for Education (2023). <i>Development Matters:</i> **Classrooms where children have regular opportunities to express themselves on paper (without feeling constrained by spelling/handwriting expectations) help children to understand that writing has a real purpose (Dyson 1988).	
*External training to be accessed in respect of Colourful Semantics to support foundational skill of sentence construction. This approach to be trialled in Year 1 with a view to being extended to EYFS and Year 2 if successful.	Colourful Semantics is used to develop the oral language, vocabulary and sentence construction skills of disadvantaged pupils who have speech, language and communication needs. By providing a structured visual framework for communication, it helps pupils improve confidence, expressive language and readiness for literacy, enabling them to access learning more successfully across the curriculum. Research shows positive impacts on language development, sentence construction and communication outcomes. The power of Colourful Semantics – A language intervention, The Plymouth Learning Partnership, September 2025.	
*Staff in EYFS and KS1 to receive training and SLT support to ensure that there is early identification of SEND – so support can be provided promptly.	*The Education Endowment Foundation (EEF) highlights the importance of building an ongoing, holistic understanding of pupils' needs and implementing timely support, particularly as pupils with SEND are significantly more likely to be disadvantaged and face greater attainment gaps than their peers. The Department for Education (DfE) also identifies early identification and intervention as key factors in securing positive academic, social and emotional outcomes for children with SEND.	1/2
*Monitoring of pupil premium support & outcomes to be coordinated by a senior leader in school.	*Experience in our setting and other primary settings has shown that initiatives are most effective when the whole school is engaged	1-5

*Staff held accountable for progress of PPG children through regular challenge of data support meetings and performance management cycle.	with senior leaders providing direction, support & accountability in a consistent and personalised manner. *Strong relationships with teaching staff together with high expectations for all children support good learning outcomes.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost (approximately): **£38,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
*Weekly Forest Schools' sessions for children in EYFS. Aim: to support the EYFS Characteristics of Effective Learning by encouraging children to play and explore, actively learn, and think creatively and critically, building strong foundations for future learning and achievement.	Forest School is a valuable intervention for Pupil Premium children because it promotes confidence, resilience, communication, wellbeing and engagement in learning. By providing rich, hands-on experiences and opportunities for success, it helps address barriers that can contribute to educational disadvantage and supports children to thrive both academically and socially. Education Endowment Foundation (EEF): Outdoor Adventure Learning Toolkit. McCree, Cutting & Sherwin (2018), <i>The Hare and the Tortoise go to Forest School:</i>	1/3
*Development of The Nest. Our Inclusion Hub provides a nurturing, personalised environment for children with complex needs and those working below National Curriculum expectations, helping them make meaningful progress from their individual starting points. It supports the development of communication, interaction, independence, emotional regulation and engagement skills, enabling pupils to access learning and thrive in school.	For disadvantaged pupils with complex needs, an Inclusion Hub provides targeted, personalised support that addresses barriers to learning, including communication, self-regulation, engagement and social interaction. This enables pupils to build the foundational skills required for learning and enables a personalised curriculum closely tailored to their individual needs and starting points.	2/3
*Development of Rise & Shine – an intervention to support children to transition into school and regulation ahead of the school day (positive impact on attendance also).	The EEF identifies attendance as a key factor in addressing educational disadvantage and highlights the importance of creating a culture of belonging and improving universal provision for pupils. A calm start to the day supports self-regulation, which the EEF identifies as an important contributor to successful learning and particularly beneficial for disadvantaged children.	2/3/5

	EEF, Supporting School Attendance, January 24. Free breakfast clubs: guidance for schools. DfE, April 2026	
<i>*Precision teaching being used to support the progress of target children in English (following extensive training for support staff working with these children)</i>	*Research shows that Precision Teaching can improve fluency, accuracy and retention of learning through frequent assessment, repetition and timely adaptation of teaching, making it particularly effective for pupils requiring additional support. The approach aligns closely with the Education Endowment Foundation's (EEF) guidance on targeted interventions and responsive teaching for disadvantaged pupils and those with SEND, helping to accelerate progress from individual starting points.	2/3
<i>*Research into the most effective fine motor skill interventions, e.g. training about the development of muscle memory.</i> <i>*Fine motor skills interventions prioritised in F1 & F2 (dough disco/ wiggle whilst you squiggle)</i>	Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. DfE: https://help-for-early-years-providers.education.gov.uk/physical-development/fine-motor-skills	1/3
<i>*1:1 intervention developed to support EYFS and Year 1 learners with the critical skill of blending for early reading.</i>	For disadvantaged pupils, blending interventions can be particularly effective because they address gaps in early language and literacy development before they become barriers to future learning. The Education Endowment Foundation identifies phonics as a highly effective approach, with pupils making an average of +5 months' additional progress , and notes that targeted phonics support can be delivered successfully through small-group and one-to-one interventions.	1/2/3
<i>*Continuation of Writers' Conferences in UKS2 – to support personalised writing feedback for disadvantaged children.</i> <i>Barriers to progress are identified, targets are set & additional support will then be provided either in class; through small group work or individually.</i>	*Effective feedback supports strong progress [EEF + 7 months] with effective verbal feedback showing even stronger gains. Lower attaining pupils are particularly well-supported by explicit identification of next steps.	1/2/3
<i>*Continued investment in inclusive technology. All staff trained in the use of Clicker 8 (new version) allowing this to support children with appropriate learning needs across the school.</i>	Children with additional needs are supported to access the curriculum resulting in learning and self-esteem gains. National Literacy Trust survey concluded that the main benefits of Clicker 8 were: -engagement in learning; - differentiated support; -opportunities for personalised learning; -supporting learner independence.	1/2/3

<i>*Data support meetings to have a focus on improving outcomes for PPG children through coordinating approaches in whole class with intervention programmes, both academic and pastoral.</i> <i>These are now to be conducted jointly by PPG Lead and SENDCo, recognising significant overlap between PPG and SEND groups.</i> <i>Focus of meetings refined to allow more in-depth discussion about needs and strategies for vulnerable children.</i>	*Experience in our setting and other primary settings has shown that initiatives are most effective when the whole school is engaged with senior leaders providing direction, support & accountability in a consistent and personalised manner. *Regular challenge over the progress of pupil premium children is a feature in all the schools recognised for their successes in closing disadvantaged difference.	1/2/3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost (approximately): £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
*Emotion Coaching approach continues to be embedded across school. *Staff CPD in respect of safeguarding vulnerable children. **Wellbeing Support Assistant role (children with emotional & social barriers to learning supported through a varied package of support). *Provision of ELSA to continue.	Emotion Coaching supports disadvantaged pupils to develop emotional regulation, resilience and positive relationships, helping them overcome barriers to learning and engage more successfully in school. EEF evidence shows a positive impact on self-regulation and prosocial behaviour, with particularly strong benefits for children eligible for Early Years Pupil Premium. Association for Child and Adolescent Mental Health. “Teachers are widely recognised as being well-placed to identify mental health & well-being issues provided they are supported with appropriate training”. Schools with social and emotional learning programmes show an increase in scores in standardised tests, compared with scores from non-intervention schools (Durlak et al, 2011).	1/2/3/5
*Work with external agencies (including Early Help) in the promotion of children’s wellbeing directed by senior leaders and Wellbeing Support Assistant.	NICE recommends that children in primary education (aged 4–11 years), who are showing early signs of emotional and social difficulties should be considered for external intervention delivered by specialists.	1/3
*Financial support in respect of uniform and childcare (e.g. afterschool care).	DfE supported strategy as it promotes inclusivity and readiness for school, which in turn has a positive impact on being ready to learn.	4/1/3
*Subsidisation of school enrichment activities (e.g. ice skating/ music tuition); school trips & residential. <i>*Senior leader oversight to ensure equity and monitor effectiveness.</i>	Council for Learning Outside the Classroom supports increasing equality of opportunity in respect of trips & residential that are linked to curriculum learning or developing personal skills, e.g. independence, collaboration & problem solving. EEF associates outdoor learning with progress gains.	4/1/3

Aim to increase numbers of disadvantaged children accessing music lessons.		
*Wellbeing Assistant Role continues to be directly involvement with daily absence and supporting families where this is a concern. * Regular senior leader involvement with families where there is persistent absence. *Relational approach adopted (see above) by all staff working with families where there are concerns around persistent absence * Families alerted to risks of poor attendance through discussions at parents' evening with senior leaders supporting this as required. *Profile of attendance raised in school through regular and consistent communication with parents and through discussion with children/parents in weekly assemblies.	DfE research (2016) showed that every day of absence for a child was associated with a lower chance of achieving 5+ good GCSEs. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	1/3/5.

Service pupil premium funding:

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?	Given the small numbers in school (4 children), our strategy is to individualise provision, where needed. Examples include: *Targeted academic support during whole class time; *Intervention to support accelerated progress, e.g. reading booster groups & critical readers; *Emotional & social support through personalised social and emotional programmes *Access to enrichment opportunities;
What was the impact of that spending on service pupil premium eligible pupils?	All children were able to engage successfully with the curriculum, supporting them to make appropriate progress. Gaps for these children, both academically and socially/ emotionally, are being addressed through quality first teaching foremost and through focused intervention, where appropriate. 75% of service pupil premium children are meeting age-related expectations across the core subjects.

Part B: Review of outcomes in 2024 to 2025 (Completed September 2025).

General Statement – Attainment & Progress:

Attainment & progress for PPG children is tracked – on an individual basis – on a termly basis in line with the school data cycle.

This informs the intervention programme that is offered to each child.

Progress and the chosen intervention are evaluated termly by the PPG Lead; discussions with year groups about the appropriateness of proposed intervention and ensuring the targeting of gaps is regular (including through the formal medium of termly Data Support Meetings).

The aim of the intervention programme is to support progress and ensure that disadvantaged difference in writing (& all core subjects) continues to reduce through the most appropriate use of resources. This programme is informed by rigorous evaluation of the different range of interventions offered each year.

Intended Outcome A:

By the time that pupil premium children finish EYFS, they will have the skills needed to maximise their learning potential in school.

Success Criteria:

PP children will perform in line with their peers in terms of achieving a good level of development by the end of EYFS as a result of...

Staff having a detailed understanding of their individual barriers to becoming effective learners.

The learning environment and curriculum being closely tailored to address these barriers.

Robust tracking of progress and timely intervention.

Outcomes & Next Steps:

In 2024 to 2025, there were 6 x FSM6 children in EYFS at Lantern Lane. 67% (4 x children) achieved a good level of development which was in line with their non-FSM6 peers and compared very favourably with national position of 51%.

This was the first time in the last 4 years that there has been no difference in outcomes for pupil premium children (compared with their peers) and reflects the investment made in enhancing the EYFS offer – and intervention programme - particularly as it relates to early reading and early writing.

The 2 x children who did not achieve GLD both have complex SEND.

The 2024-25 outcomes demonstrate that the school's EYFS strategy and targeted use of PPG funding have been highly effective, with FSM6 children achieving GLD in line with their peers for the first time in four years and significantly above national outcomes for disadvantaged children.

Next Steps:

Consider ways in which children's readiness for formal learning can be accelerated both before and once they start in F2, e.g. Forest School intervention.

Maintain the successful EYFS strategies that have resulted in FSM6 children achieving GLD in line with their peers for the first time in four years. Continue investment in high-quality early reading and writing provision, alongside targeted intervention and rigorous progress monitoring.

Further refine personalised support for disadvantaged children with complex SEND and monitor future cohorts closely to ensure parity of outcomes is sustained.

Intended Outcome B: Targeted support provided will enable all pupil premium children with an additional need to make good progress, in terms of both their learning and social and emotional needs from their relative starting points.

Success Criteria:	Outcomes & Next Steps:
Appropriate academic support will be in place for these children to underpin good or better learning outcomes. Appropriate social & emotional support will be in place for these children to underpin good or better learning outcomes. Effectiveness of targeted support will be evaluated regularly based on understanding of children's attainment & progress – with changes made as appropriate. Progress & attainment will be stronger for these children from their relative starting points.	<u>Progress & Achievement</u> 24 (30%) of our pupil premium children are also on our SEND register. 33% are assessed using B Squared and are making at least expected progress from their respective starting points. 25% are making expected progress in terms of the national curriculum whilst 29% have made accelerated progress in at least one core area. NB: 3 children joined during the academic year so there is limited data upon which to form a judgement about progress. There were an additional 19 (24%) pupil premium children that were considered vulnerable to SEND at the end of the 2023 to 2024 academic year. 18% are assessed using B Squared and are making at least expected progress from their respective starting points. 37% are making expected progress in terms of the national curriculum whilst 42% have made accelerated progress in at least one core area. SEMH Whilst 44% of all Pupil Premium children received a SEMH intervention, this rose to 57% of this group. These SEMH interventions support children's wellbeing so that they can access the teaching and targeted support that is designed to promote their progress. Targeted support is having a positive impact, with most disadvantaged pupils with additional needs making at least expected progress and many making accelerated progress in one or more core subjects. Next steps: - To continue and refine targeted academic interventions, ensuring support is closely matched to individual needs and reviewed regularly for impact. - Early identification of emerging SEND needs should be strengthened so that support can be provided promptly. - SEMH provision should remain a key priority, recognising its contribution to attendance, engagement and academic success. The impact of SEMH interventions should be monitored more closely through pupil voice, attendance, behaviour and progress data. - Revisit the research about effective adaptive teaching recognising the individualised needs of many of the pupil premium children at Lantern Lane.
Intended Outcome C: Academic outcomes for PPG children at Lantern Lane will be at least above their national peers and increasing in line with their non-PPG peers. Pupil Premium children in English (writing) will increasingly achieve in line with their peers.	

Success Criteria:	Review & Next Steps:
Proportion of pupil premium children achieving age-related expectations will increase, closing the gap to both their non-PPG peers and at least matching PPG performance nationally. This year, the focus has remained on writing. Next steps from last year. it is appropriate to continue the successful strategies that have improved writing outcomes while prioritising reading and phonics through targeted intervention, early identification of gaps and rigorous progress monitoring. Additional support for cohorts is appropriate where attainment gaps remain widest, particularly in Year 1 & Upper KS2. Likewise, there is a need to maintain a strong focus on high-quality adaptive teaching and to ensure disadvantaged pupils remain a key priority in pupil progress meetings so that support can be deployed swiftly and effectively.	Outcomes in writing for KS2 disadvantaged children were significantly higher when compared to disadvantaged children nationally (69.2% compared to 59.6%). Outcomes in reading for KS2 disadvantaged children were significantly higher when compared to disadvantaged children nationally (76.9% compared to 63.3%). Outcomes in maths for KS2 disadvantaged children were in line when compared to disadvantaged children nationally (61.5% compared to 60.7%). At KS2, our disadvantaged children outperformed our non-PPG in reading. However, gaps of 14pp and 9pp remained in writing and maths respectively (12pp and 19pp in the previously year). In Phonics, 50% of our children achieved the expected level compared with 85% of their non-PPG peers and 67% of their national peers. Three of the children not passing the Phonics Check have very significant additional needs that affect their ability to access the curriculum and are being supported to make progress through a personalised programme. In Year 2, all children retaking the check (without significant SEND) achieved the expected level. Disadvantaged differences in writing have generally reduced over time in Years 3, 5 and 6, with Year 5 eliminating the gap entirely and Year 6 showing a substantial improvement by Summer 2025. However, gaps remain more persistent in Years 2 and 4, indicating that while targeted strategies are having a positive impact overall, the children in these year groups will require carefully targeted support both in class and through intervention. The vast majority of PPG children (96%) are making at least expected progress in writing with an average of 8% making better than expected progress (11% in KS2) – with 80% of our PPG learners accessing at least one writing intervention. In conclusion, disadvantaged pupils at Lantern Lane achieved strong outcomes overall, with performance comparing favourably to national disadvantaged benchmarks, particularly at Key Stage 2. The sustained focus on writing has contributed to improved attainment and a more modest, stable gaps between disadvantaged pupils and their peers. Reading remains a notable strength, while targeted support has enabled

	pupils with significant additional needs to make progress from their individual starting points. Although some gaps remain, particularly in phonics and in attainment for disadvantaged pupils with SEND, the strategy has had a positive impact and has successfully supported disadvantaged pupils to achieve well across the curriculum. Next steps: - Continue to fully embed the writing whole class and intervention strategy with the aim of closing the gap between our PPG children and their non-PPG peers further (and sustaining this by a close focus on children currently in year 2 & 4). Consider new approaches that are known to support early writing, e.g. Colourful Semantics. - Continue to strengthen early literacy and phonics provision for disadvantaged pupils, ensuring barriers to learning are identified and addressed as early as possible, e.g. through evidence-informed interventions to develop fine motor skills and blending of sounds. - Continue to provide personalised support for disadvantaged pupils with SEND, ensuring provision is closely matched to individual needs and enables pupils to make the best possible progress from their starting points (The Nest). - Revisit the research about effective adaptive teaching recognising the individualised needs of many of the pupil premium children at Lantern Lane.												
Intended Outcome D: Equality of opportunity for our pupil premium children in terms of enrichment opportunities & cultural experiences will improved.													
Success Criteria:	Review & Next Steps:												
All pupil premium children will access a full range of in-school enrichment, school trips & residential. Cultural experiences, e.g. theatre visits, bookstore trips, attendance at local sporting events, will be offered to all our pupil premium children as part of an enhanced curriculum.	There is no financial barrier to children participating in wider opportunities and cultural experiences. Residential took place in Year 4 & Year 6: In Year 4, 65% of our PPG children received financial support so that they could access the trip whilst 80% of the Year 6 PPG children were also subsidised. Across Year 1 to 6, 11 children received subsidised music lessons (e.g Rock Steady, guitar or piano) and a further 6 children had financial support to access other activities outside school, e.g. swimming lessons and basketball coaching. The table below shows the proportion of PPG children participating in 1+ clubs or sporting events across the year: <table><tr><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td><td>Year 6</td></tr><tr><td>45%</td><td>65%</td><td>59%</td><td>72%</td><td>56%</td><td>61%*</td></tr></table>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	45%	65%	59%	72%	56%	61%*
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6								
45%	65%	59%	72%	56%	61%*								

	Many of these children were involved in more than one club. Some were involved in 3 or even 4. During pupil voice, PPG children attending activities rated them as a positive aspect of school life. Of the children not attending, a number of reasons became apparent: children with significant SEND were less likely to stay beyond the end of the school day whilst a number of the older children did not want to miss time afterschool with their friends or weren't engaged by the range of activities. Next Steps: - Extend the number of PPG children accessing music lessons through continued commitment to subsidising lessons and instrument hire. - Consider the logistics of offering more enrichment during the school day.
Intended Outcome E: Good levels of attendance will support pupil premium children to take advantage of all academic and personal development opportunities.	
The attendance of PP children at Lantern Lane will be stronger than their national PP peers. The attendance of PP children will be in line with their non-PPG peers. Where attendance is below this, a package of support will be in place to increasingly close the attendance gap.	This outcome has been partially achieved. In 2024-25, the attendance of Pupil Premium pupils was 92% (unchanged from the previous year), which is in line with the national attendance rate for disadvantaged pupils (91.8%). However, a 3.5 percentage point gap remains between the attendance of Pupil Premium and non-Pupil Premium pupils within the school, indicating that disadvantaged pupils are not yet attending in line with their peers. Persistent absence at Lantern Lane is 16.8% compared to national persistent absence of 23.5%. A significant proportion of children with persistent absence (67%) are also on the SEND register or identified as vulnerable to SEND, adding to the complexity of determining what factors are driving the poor attendance. In conclusion, whilst current provision is being effective in maintaining attendance rates for our PP children at least in line with the national comparator (persistent absence rates are lower), we recognise the importance of attendance in supporting every other area of our strategy. Support for attendance is key to any pupil premium strategy because pupils cannot benefit fully from high-quality teaching, interventions, or enrichment opportunities if they are not in school regularly. Improving attendance helps disadvantaged pupils access learning consistently, narrowing attainment gaps and improving long-term outcomes. Our aim is to reduce the gap between PP children and their non-PPG peers. Accordingly, it remains appropriate for significant resources to be committed to working with families where attendance is low.

	Next Steps: - Regular senior leader involvement with families where there is persistent absence. - Families alerted to risks of poor attendance through discussions at parents' evening with senior leaders supporting this. - Relational approach to understanding challenges for families where attendance is a concern. - Regular tracking of attendance to continue.
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