

Scotton Lingerfield Primary School

Pupil premium strategy statement

2024/25 – 2028/29 (updated October 2026)

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	Scotton Lingerfield Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 – 2028/29
Date this statement was published	October 2026
Date on which it will be reviewed	December 2026
Statement authorised by	D Calvert
Pupil premium lead	D Calvert & B Hope
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12670
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	£12670

Part A: Pupil premium strategy plan

Statement of intent

At Scotton Lingerfield Primary school, it is our intention that all children, irrespective of their background, or any challenges they may face, make good progress or better from their individual starting points across all subject areas.

We are passionate about providing a safe and nurturing environment for our children, where challenge and need are understood and supported, leading to positive behaviours and successful outcomes for pupils.

Our pupil premium spending has been based on educational research and evidence of impact in previous years. As a school, we promote the development of the whole child. We ensure that children are accurately assessed from their starting points to allow targeted early intervention, support and challenge to be provided to meet all needs.

We recognise that not all vulnerable pupils are disadvantaged but may still face challenges. The actions outlined in this statement aim to support the needs of all vulnerable children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. To ensure our approach is effective, we will:

- Make early identification of need and act upon that need
- Adopt a whole school approach in which all staff are responsible for the outcomes of disadvantaged pupils and have increased expectations about what they can achieve
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure that the teaching and learning meets the needs of all children
- To ensure that disadvantaged children can access the same enrichment activities as non-disadvantaged children
- To improve the mental health and well-being of disadvantaged children.

Our strategy is also aimed at addressing the wider school plans for education recovery, notably through the support through the National Tutoring Programme for those children whose education was most significantly impacted by the pandemic.

Challenges

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

Challenge number	Detail of challenge
1	A number of pupils eligible for pupil premium have other factors such as SEN, Early trauma, EAL to consider when planning successful interventions.
2	Social, emotional and wellbeing needs are high amongst many pupils including some disadvantaged children.

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
Early intervention ensures that pupils are confident learners and have the key skills to support them as they progress into KS1	Attainment at the end of the EYFS is in line or above national performance indicators Progress assessments demonstrate that children make effective progress from their individual starting points, particularly in reading and phonics.
Increased wellbeing and emotional support for all pupils, including disadvantaged	Support groups in place for all children, including disadvantaged. Raised awareness of mental health. Targeted support measures impact Increased participation in enrichment activities. Improved ability to understand emotions
To ensure that children in receipt of Pupil Premium have a high level of pastoral support	Children will feel happy and secure in school with regular opportunities to develop their mental health and wellbeing.
All children will have the opportunity to access all activities, including trips, residential, after school clubs, wrap around care and peripatetic music lessons.	Access to clubs and activities shows that disadvantaged pupils are accessing a broad range of enrichment activities

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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to quality CPD for staff through the NYC and Hart Alliance to ensure a consistent whole school approach to teaching across all areas of the curriculum.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2

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

Budgeted cost: £6285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics rapid catch up and additional phonics sessions for pupils identified as at risk of falling behind	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1,2
Mastering number intervention	Mastering number is a programme developed by the NCETM and aims to develop good number sense in all children.	1,2
Additional targeted support in class/small groups to enable all pupils to remain in line with their peers and to support those needing additional input.	https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence	1,2
Alternative provision to support SEMH needs	The alternative provision provides part-time, therapeutic placements designed for primary-aged children struggling in mainstream schools due to SEMH needs, neurodivergence, or trauma. While formal longitudinal academic studies on individual private providers are rare, the evidence of impact for this model relies on a combination of regular	1,2

	internal tracking, parental feedback, and broader scientific data supporting sensory-based interventions.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved social and emotional wellbeing for PP children and other vulnerable pupils.	Targeted nurture support from trained TAs. Timetabled sessions and opportunity for support as and when needed.	1,2
Financial support for enrichment activities	Disadvantaged children do not have access to the same range of activities that promote cultural capital that non-disadvantaged children access. When visits can go ahead, support is provided to ensure that all children, including disadvantaged pupils, can access them.	1,2
Purchase of uniform/resources for disadvantaged pupils to enable them to feel part of the school community	https://www.gov.uk/government/publications/school-uniform/school-uniforms Having the correct uniform helps children feel an integral part of the school community.	1,2
Targeted pastoral interventions	Pupil feedback has shown positive impact of this provision	1,2

Total budgeted cost: £12670

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 2023 academic year.

Statutory assessments show that the school is achieving at or above national standards in most areas.

Early Years Foundation Stage (EYFS) GLD	Cohort size	Good Level of Development (GLD)
School	15	87%
National 2024		TBC%

Phonics screening check	Cohort size	Year 1	Year 2
School	15	100%	n/a
National 2024		82%	89%

Key stage 1	Cohort size	Reading	Writing	Maths	RWM combined
Percentage of pupils who achieved the expected standard	15	88%	50%	75%	38%
Percentage of pupils who achieved greater depth	15	13%	0%	13%	0%

Key Stage 2	Cohort size	Reading	Writing	Maths	RWM combined
Percentage of pupils who achieved the expected standard	9	89%	100%	89%	89%
National 2024		75%	73%	75%	74%
Percentage of pupils who achieved greater depth 2024	9	22%	44%	44%	11%

Key Stage 2	Cohort size	Reading	Writing	Maths	GPS
Average scaled scores in reading and maths	9	106	n/a	107	105

There were two pupils in Reception in receipt of pupil premium funding in 2025 2026. One of these pupils achieved GLD.

There was one pupil in Y1 in receipt of pupil premium funding in 2025 2026.

Two pupils in Year 4 were in receipt of Pupil premium. They both achieved greater depth in reading and maths one was at age expectation in writing, the other achieved greater depth.

There was one child in Y6 in receipt of pupil premium funding in 2025 2026. They achieved ARE in writing and were just below ARE in reading and maths.

**There were 6 children on roll in receipt of pupil premium funding in 2025 2026.*

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
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N/A	
N/A	

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?	Pastoral support
What was the impact of that spending on service pupil premium eligible pupils?	Pupil has access to support when needed