

# Pupil premium strategy statement- Lynnfield Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	R-Y6 - 268 N1 & N2 - 48
Proportion (%) of pupil premium eligible pupils	59.2% EYPP - 33 Y1 – Y6 = 154 pupils
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	31.12.2025
Date on which it will be reviewed	Reviewed termly Dec '25, March '26 and July '26
Statement authorised by	Susan Sharpe
Pupil premium lead	Carolyn Lakin
Governor / Trustee lead	Mark Tilling

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£256,035

# Part A: Pupil premium strategy plan

## Statement of intent

At Lynnfield, our mission is to ensure that all pupils, particularly those facing disadvantage receive the support they need to thrive academically, socially, and emotionally. With 59.3% of pupils eligible for Pupil Premium and 68.7% for EYPP, we recognise that this does not fully reflect the depth of deprivation in our community. Many families live in poverty but do not meet eligibility criteria, often facing financial pressures linked to low-income employment and extended family responsibilities.

Our school is situated in one of the most deprived areas nationally (IMD rank 132/33,755), with high levels of safeguarding need, mobility, and vulnerability. We serve a diverse population, including 50.7% EAL learners and a significant number of pupils with SEND and SEMH needs. Many pupils fall into multiple vulnerable groups.

Our strategy is rooted in evidence-based practice and aims to:

- Improve outcomes through high-quality teaching, diagnostic assessment, and targeted academic support
- Strengthen inclusive and trauma-informed provision, including nurture and therapeutic interventions
- Address barriers to attendance, wellbeing, and engagement through wider strategies and community partnerships

We are committed to using Pupil Premium funding to close attainment gaps, support holistic development, and ensure every child has the opportunity to succeed.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Reading fluency, decoding and comprehension</b> In Reception, word reading is 32% below national, indicating early decoding and phonological gaps. Across KS1 and KS2, pupils struggle with fluency, comprehension, and vocabulary.
2	<b>Early years language and literacy development.</b> Reception pupils eligible for pupil premium show significant gaps in foundational skills, including a 28% gap in GLD, 21% in attention and understanding, 22% in speaking and listening, and 32% in word reading. These gaps hinder readiness for phonics and early literacy.

3	<p><b>Pupil Mobility and Attendance</b></p> <p>High levels of pupil mobility, absence and punctuality are impacting continuity of learning and progress. The school has recorded a persistent absence rate of 32.4% and a severe absence rate of 3.3%.</p> <p>Frequent transitions and inconsistent attendance reduce access to high-quality teaching and interventions.</p>
4	<p><b>KS2 Maths – Reasoning and Higher-Order Thinking</b></p> <p>While pupil premium pupils in Key Stage 2 receive strong support, there remains a significant gap in maths attainment compared to national averages—28% at the expected standard and 24% at greater depth. The challenge lies in pupils’ ability to apply reasoning skills and use higher-order thinking to unpick complex problems and multi-step questions. Developing mathematical language, resilience, and problem-solving strategies is essential to closing this gap.</p>
5	<p><b>Social, Emotional and Mental Health (SEMH) Needs Linked to Mobility</b></p> <p>A growing number of disadvantaged pupils are joining the school from other regions of the UK and overseas, often with disrupted educational experiences and limited continuity of support. These transitions can lead to increased social, emotional, and mental health needs, affecting pupils’ ability to settle, build relationships, and engage with learning. The challenge is to provide timely, targeted SEMH support that enables these pupils to integrate successfully and thrive academically and socially.</p>
6	<p><b>SEND Pupils – Attainment and Complex Needs</b></p> <p>Pupils with SEND face significant barriers to achieving national expectations, particularly those with complex social communication needs.</p> <p>The challenge is to ensure that provision is consistently ambitious, inclusive, and tailored to meet the needs of pupils with complex profiles, while closing gaps in early literacy and numeracy.</p>

## 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
<p><b>Reading Fluency, Decoding and Comprehension</b></p> <p>Improve reading attainment across all phases by embedding a consistent whole-class reading strategy and targeted interventions.</p>	<ul style="list-style-type: none"> <li>• Increase the percentage of pupils achieving expected standard in reading at KS1 and KS2 by at least 10%</li> <li>• Reception word reading gap reduced by at least 15%.</li> <li>• Positive pupil voice feedback on reading confidence and enjoyment.</li> </ul>
<p><b>Underdeveloped Foundational Skills</b></p> <p>Ensure pupils in Reception develop strong foundational skills in communication, attention, and early literacy.</p>	<ul style="list-style-type: none"> <li>• Narrow the GLD national gap by at least 10%.</li> <li>• Improved outcomes in EYFS communication and language assessments by 10% against the previous years in school comparator</li> </ul>

	<ul style="list-style-type: none"> <li>• Observational evidence of improved attention and listening behaviours/</li> </ul>
<p><b>KS2 Maths – Reasoning and Higher-Order Thinking</b></p> <p>Raise attainment in KS2 maths by strengthening pupils’ reasoning, problem-solving, and mathematical language.</p>	<ul style="list-style-type: none"> <li>• Expected standard gap in maths reduced by 15% against the national.</li> <li>• Greater depth gap narrowed by 10% against the national.</li> <li>• Increased pupil confidence in tackling multi-step problems (evidenced through pupil voice and work scrutiny).</li> <li>• Staff CPD evaluations show improved confidence in teaching reasoning strategies.</li> </ul>
<p><b>Pupil Mobility and Attendance</b></p> <p>Improve attendance and reduce the impact of mobility on learning continuity.</p>	<ul style="list-style-type: none"> <li>• Persistent absence reduced to below 20%.</li> <li>• Severe absence reduced to below 2%.</li> <li>• Improved attendance for mobile pupils tracked termly.</li> <li>• Increased engagement with family support and attendance initiatives. Through termly review of Inclusion Assistant support.</li> </ul>
<p><b>SEND Pupils – Attainment and Complex Needs</b></p> <p>Improve attainment for SEND pupils through targeted, inclusive teaching strategies and early intervention, particularly in phonics, reading, and maths.</p>	<ul style="list-style-type: none"> <li>• Increased percentage of SEND pupils achieving GLD by 5% and passing phonics screening by 7%</li> <li>• Improved performance in MTC and KS1 SATs, narrowing the gap to national by 5%</li> <li>• Evidence of inclusive classroom practice and personalised learning plans</li> <li>• Positive pupil and parent voice regarding support and progress</li> </ul>

## 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: 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-class reading strategy with fluency and comprehension focus. Texts created support the pre teaching of knowledge for foundation subjects.	DfE reading project Improving Literacy in KS1', EEF Guidance Report Improving Literacy in KS2', EEF Guidance Report EEF: Reading comprehension strategies (+6 months); Fluency and oral reading practices improve decoding and understanding <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1
CPD for staff in all key stages on teaching higher-order thinking in maths and to further develop the delivery of maths knowledge in Early Years and Key Stage 1.	EEF: Teacher professional development (+4 months); Improves instructional quality and pupil outcomes <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a> Karen Wilding 'EY Maths 3-7'	3
Staff CPD on supporting complex social communication needs. Ensuring that pupils needs are effectively planned for and provision meets their needs.	EEF: Teacher professional development (+4 months); Improves quality of SEND provision <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> AET standards and competencies training	5
Staff CPD on understanding the impact and importance of school attendance using the Inclusive Attendance approach.	Inclusive Attendance Approach to Improving Attendance DfE: Improving school attendance guidance; EEF: Parental engagement (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4

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

Budgeted cost: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dialogic teaching and oral language interventions in EYFS. Using a communication friendly approach and ShREC across all early years and Year 1 provision. Embedding the Launchpad for Literacy assessment tool throughout school to identify gaps in literacy knowledge</p>	<p>EEF: Oral language interventions (+6 months); Strong impact on vocabulary and communication <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>                      Eklan                      ShREC approach                      Launchpad for Literacy</p>	<p>2</p>
<p>Structured phonics programme with additional tuition sessions which are targeted to support the most vulnerable and pupils who are identified as dual and triple disadvantaged.</p>	<p>EEF: Phonics (+5 months); Effective for early decoding and reading development <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>                      RAP FFT assessment</p>	<p>1, 2</p>
<p>Targeted maths support using manipulatives and visual models</p>	<p>EEF: Mastery learning (+5 months); Concrete resources aid conceptual understanding  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>                      Karen Wilding 'EY maths 3-7'</p>	<p>3</p>
<p>Early intervention in phonics and oral language for SEND pupils. Using the ELSEC team to provide targeted language support</p>	<p>EEF: Phonics (+5 months); Oral language interventions (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>                      AET standards and competencies training                      RWI SEND                      WELCOM assessment                      NELI assessment</p>	<p>1, 2, 5</p>

Use of personalised learning plans and inclusive classroom strategies	EEF: Individualised instruction (+4 months); Inclusion improves engagement and outcomes <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a> AET standards and competencies training	5
Use of RAP FFT as a diagnostic assessment tool to support with identification of decoding, fluency and comprehension needs.	EEF: Diagnostic assessment (+6 months); Supports identification of learning gaps and informs targeted teaching <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Diagnostic-Assessment-Tool.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Diagnostic-Assessment-Tool.pdf</a> RAP FFT assessment	1

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

Budgeted cost: £79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance mentoring and family liaison support. Increased parental engagement sessions and access to wider professional services delivered from school	DfE: Improving school attendance guidance; EEF: Parental engagement (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> Inclusive Attendance Approach to Improving Attendance	4
Bespoke induction pathway for mobile pupils including SEMH screening, assessment and identification of needs, behaviour induction.	EEF: Social and emotional learning (+4 months) Transition support improves wellbeing and engagement <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> Boxall Profile SEMH assessment tool	4
Pupil voice and wellbeing surveys to monitor integration	EEF: Feedback (+6 months) Supports responsive teaching and pupil engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	4
Regular pupil voice and parent feedback to inform provision through regular questionnaires,	EEF: Feedback (+6 months); Enhances responsiveness and pupil engagement	4

drop ins and parental engagement activities.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	
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**Total budgeted cost: £257,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Please note that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently**

*Intended Outcome: Pupils leaving the Early Years Foundation Stage demonstrate improved attainment in Communication, Language and Literacy.*

Impact Statement: Early Years Foundation Stage data for 2024–2025 indicates a positive trend, with outcomes in Communication, Language and Literacy improving compared to 2023–2024. Specifically, attainment in listening and understanding increased by 15%, and speaking improved by 11%. The effective use of WELLCOM assessments, combined with targeted interventions, has enabled pupils who were previously below age-related expectations to make accelerated progress.

Barriers Identified:

- Low baseline language skills on entry
- Limited parental engagement in early language development
- High proportion of pupils with speech and language delays

Evidence Sources:

- EYFSP data
- WELLCOM assessment tracking
- Intervention impact reports

Evaluation:

Targeted interventions and early identification strategies were effective. However, further work is needed to strengthen parental involvement and embed language-rich environments consistently across all EY settings.

Next Steps:

- Expand parental workshops on early language development
- Increase staff CPD on language modelling strategies
- Continue rigorous monitoring of intervention impact

*Intended Outcome: Improve current attainment in Reading, Writing, and Mathematics across the school.*

Impact Statement: School performance data for 2024–2025 presents a mixed picture. EYFSP word reading remained stable at 48%, while Year 1 phonics outcomes declined by 15%. At Key Stage 2, attainment at the expected standard increased by 10% in reading and 4% in writing, though mathematics saw a 5% decrease. However, combined Reading, Writing, and Mathematics improved by 10%, indicating stronger overall performance. Additionally, Year 4 multiplication check results rose by 14%, and the average point score increased by 2.2%. These outcomes reflect targeted interventions and curriculum adjustments, though further work is required to address phonics and mathematics gaps.

Barriers Identified:

- Decline in phonics outcomes linked to attendance and gaps in early reading
- SEMH needs impacting engagement in core subjects
- The fluency approach in mathematics is still in the early stages of implementation and requires deeper embedding to ensure consistency

Evidence Sources:

- EYFSP, Phonics Screening, KS2 SATs data
- Multiplication check results
- Internal assessment tracking

Evaluation:

Reading and writing interventions have had a positive impact, but phonics and mathematics require sharper focus. Curriculum sequencing and staff training need further embedding.

Next Steps:

- Strengthen phonics teaching through targeted CPD and fidelity to chosen scheme
- Embed mastery approach in mathematics across all year groups
- Increase parental engagement in supporting early reading

*Intended Outcome: Improve the personal development and welfare of pupils identified as having SEMH needs.*

Impact Statement: The school successfully retained the National Nurture Schools UK Award for a further three years following a rigorous reaccreditation process. This achievement reflects the sustained commitment to embedding nurture principles across the curriculum and wider school culture. Evidence from pupil voice, attendance data, and behaviour records indicates improved engagement and reduced incidents of emotional dysregulation. In-school provision such as ELSA support, Alliance mentoring, and nurture groups has strengthened pupils' resilience and emotional wellbeing.

Barriers Identified:

- High proportion of pupils with complex SEMH needs
- External agency support delays
- Parental engagement challenges

Evidence Sources:

- Pupil voice surveys
- Behaviour and attendance data
- Nurture group impact reports

Evaluation:

Nurture-based approaches and targeted SEMH interventions have been highly effective. Continued investment in staff training and parental engagement is essential to sustain progress.

Next Steps:

- Extend ELSA provision and nurture group capacity
- Develop parental workshops on emotional wellbeing
- Strengthen links with external agencies for timely support

*Intended Outcome: Improve attendance of all identified Pupil Premium pupils, particularly those classified as persistently absent (PA).*

Impact Statement: Attendance for identified Pupil Premium pupils has improved compared to the previous academic year, though persistent absence remains an area for continued focus. Key factors contributing to this improvement include the appointment of an Inclusion Assistant, which has strengthened capacity for targeted support, and the development of positive, collaborative, and trusting relationships with parents and carers. In-school provision such as ELSA support, Alliance mentoring, OPAL play approaches, and nurture groups has addressed SEMH needs, reducing barriers to attendance and promoting pupil wellbeing. To sustain and accelerate progress, the school is implementing an inclusive attendance approach, ensuring all staff receive training and that individual attendance plans are applied rigorously.

Barriers Identified:

- Persistent absence linked to SEMH and family circumstances
- Parental attitudes towards attendance
- Transport and logistical challenges for some families

Evidence Sources:

- Attendance data and PA tracking
- Family engagement records

- Impact reports from Inclusion Assistant interventions

Evaluation:

Strategies have begun to reduce absence, but consistency and whole-school ownership need strengthening. SEMH support has been a key driver of improvement.

Next Steps:

- Deliver whole-staff Inclusive Attendance training
- Embed inclusive attendance policy and monitoring systems
- Increase family engagement through targeted home visits and support plans in collaboration with the Local Authority Attendance team

## Externally provided programmes

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

Programme	Provider
Nurture schools programme Boxall assessment	Nurture UK
Jigsaw PSHE curriculum	Jigsaw
OPAL play	Outdoor Play and Learning Community Interest Company

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We currently do not have any pupils who qualify for Service Pupil Premium funding.

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*