



Pupil Premium Strategy Statement 2026–2029

This statement sets out how Lighthorne Heath Primary School uses pupil premium funding to improve educational outcomes for disadvantaged pupils.

Our strategy is rooted in a detailed understanding of pupils' strengths and needs, evidence-informed practice and a relentless commitment to ensuring disadvantaged pupils achieve, belong and thrive.

School overview

Detail	Data
School name	92 (carried forward from 2025/26; to be updated following the Autumn 2026 census)
Number of pupils in school	47.8% (carried forward from 2025/26; to be updated following the Autumn 2026 census)
Proportion (%) of pupil premium eligible pupils	47.8% (17% higher than the national average of 33%) 50% (25) of our female pupils are disadvantaged, 12.3% higher than the national of 32.9% 45.5% (20) of our disadvantaged pupils have a SEN provision, 16% higher than the national of 29.5% 31.8% (14) of our disadvantaged pupils are minority ethnicity, 7% lower than the national of 38.8% 13.6% (6) of our disadvantaged pupils have a first language other than English, -9% lower than the national of 22.6% To be updated following the Autumn 2026 census
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/2027 to 2028/2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Juliette Westwood (Executive Head Teacher)
Pupil premium leads	Jill Manley (Associate Head Teacher) and Juliette Westwood (Executive Head Teacher)
Governor / Trustee lead	Richard Butler (Chair of Governors and Lead for Disadvantaged Pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,285.00
Pupil premium plus / previously looked-after children	£0
Service pupil premium	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£58,285.00

Part A: Pupil premium strategy plan

Statement of intent

At Lighthorne Heath Primary School, disadvantage never limits our ambition for a child. We know our pupils well as individuals and use a combination of attainment and progress information, attendance and behaviour patterns, SEND and safeguarding information, pupil and parent voice, and teachers' professional knowledge to identify the barriers that matter most. We avoid assumptions about disadvantage and respond to emerging or changing needs quickly.

Our strategy is designed so that disadvantaged pupils benefit from consistently high expectations, strong relationships, an ambitious curriculum and timely adaptations that enable them to participate successfully alongside their peers. High-quality teaching is our first priority because it has the greatest potential to improve outcomes for disadvantaged pupils. Targeted academic support and wider strategies are then layered onto this universal provision where diagnostic assessment shows they are needed.

We follow the DfE menu of approaches and the EEF's tiered and five-step approach: diagnose need; use reliable evidence; develop a coherent strategy; deliver and monitor implementation; and evaluate, refine and sustain what works. Leaders monitor both implementation and impact, using quantitative and qualitative evidence to check that provision is making a sustained difference. Where it is not, we adjust it promptly. All staff share responsibility for ensuring disadvantaged pupils achieve, belong and thrive across academic learning and the wider life of the school.

Challenges

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

Challenge number	Detail of challenge
1	Attainment, language and prior learning Some disadvantaged pupils have gaps in prior learning, including language, phonics, reading, writing or mathematics. Small cohorts, mobility and overlap with SEND can make headline data volatile, so leaders use precise diagnostic and individual evidence to identify what each pupil needs next.
2	Attendance and continuity For a small number of pupils, absence, persistent absence, punctuality or mobility can interrupt learning. Early identification, strong family relationships and coordinated support are used to remove barriers and restore continuity quickly.
3	Social, emotional and mental health Some pupils experience barriers linked to emotional regulation, anxiety, adverse experiences or wider family pressures. These can affect readiness to learn and participation unless timely, relational support is in place.
4	Participation, enrichment and family engagement

Challenge number	Detail of challenge
	Financial, practical or confidence-related barriers can affect access to enrichment and learning beyond the classroom. Some families also benefit from additional support with home learning routines. The school aims for disadvantaged pupils to participate fully and feel that they belong.

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
Strong academic outcomes and progress	Diagnostic assessment shows key gaps are identified early and addressed. Disadvantaged pupils, including those with SEND, access an ambitious curriculum, make secure progress and increasingly meet age-related expectations.
Improved attendance and continuity	Attendance improves and persistent absence reduces. Individual barriers are identified early, support is agreed with families and pupils re-engage quickly following absence or transition.
Positive wellbeing and readiness to learn	Pupil voice and pastoral evidence show that disadvantaged pupils feel safe, known and valued. They engage positively in learning and access targeted support promptly when needed.
Belonging and wider participation	Disadvantaged pupils participate fully in clubs, visits, arts, sport, leadership and enrichment. Participation is tracked, barriers are addressed and pupil/family voice confirms a strong sense of belonging.

Activity in this academic year

The strategy follows the DfE menu of approaches and the EEF tiered model. Pupil numbers, pupil premium proportions, funding and costings have been carried forward from the previous statement as working figures and will be updated when 2026/27 information is confirmed.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,910 (carried forward pending 2026/27 update)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching, assessment and adaptive practice Sustain explicit instruction, strong modelling, questioning, responsive feedback and appropriate	EEF Guide to the Pupil Premium; EEF guidance on feedback, metacognition and SEND. DfE	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
adaptations. Staff identify misconceptions quickly and maintain high expectations for disadvantaged pupils, including those with SEND.	identifies high-quality teaching as the first priority.	
Early reading, language and reading-rich curriculum Maintain fidelity to the validated phonics programme and strengthen vocabulary, oral language, fluency and comprehension through high-quality texts and purposeful talk.	EEF evidence supports phonics, oral language and reading comprehension when matched to diagnosed need and implemented consistently.	1
Mathematics mastery and professional development Continue coherent mastery teaching through Power Maths and Origin Maths Hub support, alongside coaching and formative assessment so agreed approaches are implemented consistently.	EEF mathematics and implementation guidance emphasises explicit teaching, purposeful practice, high-quality professional development and sustained implementation.	1

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

Budgeted cost: £48,868 (carried forward pending 2026/27 update)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured academic intervention Use diagnostic assessment to provide short, time-limited support in language, phonics, reading and mathematics. Provision may include NELI, phonics keep-up, BR@P, LEXIA, number-sense work and targeted teacher/TA tuition.	EEF supports structured interventions that are closely matched to need, linked to classroom teaching and monitored for impact.	1
Targeted SEND support and effective TA deployment Use additional resources, adaptations and adult support to improve access and independence, with the class teacher retaining responsibility for learning.	The DfE menu includes targeted SEND provision and effective TA deployment; EEF stresses purposeful, evidence-informed support.	1, 3
Targeted SEMH and reintegration support Provide timely nurture, counselling, Drawing and Talking, Therapeutic LEGO/Brick-by-Brick, MHST support or other appropriate provision, including support after absence or transition.	EEF evidence supports well-implemented social and emotional learning and behaviour approaches alongside strong universal provision.	2, 3

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

Budgeted cost: £29,487 (carried forward pending 2026/27 update)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and family partnership Use a support-first approach: identify patterns early, listen to pupils and families, agree practical support and review impact. Breakfast club, pastoral or external support may be used where these remove barriers.	DfE attendance guidance and the pupil premium menu identify attendance, breakfast provision and parent support as appropriate wider strategies.	2, 3, 4
Relational behaviour and emotional wellbeing Sustain Emotion Coaching, restorative and trauma-informed practice, Regulation Stations and a coherent SEMH offer, combining predictable routines with high expectations.	EEF evidence supports consistent whole-school behaviour and social-emotional approaches with targeted support where needed.	3
Enrichment, participation and cultural capital Protect access to arts, sport, outdoor learning, trips, clubs and leadership opportunities. Track participation and remove financial, practical or confidence-related barriers.	The DfE menu includes enrichment and wider life skills; EEF evidence supports thoughtful arts, physical activity and wider participation approaches.	4

Total budgeted cost: £58,285.00 (carried forward pending 2026/27 update)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section summarises the impact of the previous strategy. Detailed 2025/26 outcome data will be added once final school and national information has been validated.

The previous strategy has established strong foundations for improving outcomes for disadvantaged pupils. Across the school, leaders have strengthened the consistency of phonics and early reading, mathematics mastery, formative assessment and metacognitive teaching. The school has also developed a broad graduated approach to inclusion, with increasingly coherent classroom adaptations and targeted academic and SEMH support.

Previous evidence showed positive movement in aspects of phonics, reading and attendance, while outcomes in some areas remained more variable because of small cohorts, mobility and the high proportion of disadvantaged pupils with additional needs. Leaders therefore avoid drawing conclusions from headline percentages alone and triangulate national measures with individual progress, work, diagnostic assessment,

attendance, participation and pupil/family voice.

The strongest impact is seen where approaches are implemented consistently, linked closely to classroom teaching and reviewed regularly. During 2026/27, leaders will continue to sharpen implementation and evaluation so that successful approaches are sustained and any provision that is not making sufficient difference is adapted promptly. The strategy will be updated with validated 2025/26 baseline and outcome information before publication.

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
Power Maths	Pearson
Origin Maths Hub / Teaching for Mastery	Origin Maths Hub / NCETM
Floppy's Phonics	Oxford University Press
LEXIA Core5 Reading	Lexia Learning
NELI	Nuffield Early Language Intervention
CLPE reading and writing professional development	Centre for Literacy in Primary Education
Drawing and Talking	Drawing and Talking
Therapeutic LEGO / Brick-by-Brick	Play Included Brick-by-Brick trained school practitioners

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?	N/A unless eligible pupils attract service pupil premium in 2026/27.
What was the impact of that spending on service pupil premium eligible pupils?	N/A unless applicable.