

Pupil premium strategy statement

2024-27



This statement details our school's planned use of pupil premium (and recovery premium funding) for the 2025-2026 academic year.

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	Lent Rise School
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	17%
Academic years that our current pupil premium strategy plan covers	2024-2027
Date this statement was first published	September 2025
Date on which it was last reviewed	July 2025
Date on which it will be reviewed next	July 2026
Statement authorised by	Jill Watson
Pupil premium lead	Sarah Boxall
Governor / Trustee lead	Pauleen Muldoon

Funding overview for 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£113,055

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for academic year (2025-26) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,055

Part A: Pupil premium strategy plan

Statement of intent

At Lent Rise School, we intend to reduce the barriers to learning for children eligible for pupil premium and recognise how these barriers may factor into many aspects of their lives, impacting on their cultural capital. We recognise that not all strategies and interventions put in place suit every child; we tailor this approach and aim to consider this within planning with our **Learn, Reach, Shine** values at the forefront of our minds.

Using EEF's recommended '*Three Tier Approach*', we draw on recommended strategies to improve teaching, provide targeted support to access the curriculum and beyond.

Our aim is to prevent the widening of age-related attainment gaps between pupil premium and non-pupil premium children. We also strive to support and nurture children's health and wellbeing, enhancing opportunities and providing equal opportunities for all.

Attendance and punctuality are key in extending knowledge; we aim to ensure that these children arrive to school on time. We will do this through:

- Assessing and reviewing regularly through formative, summative and adaptive teaching opportunities
- Providing access to supplies for disadvantaged children through breakfast and after-school provision
- Offering support of payment for activities, educational opportunities and residential visits.

We recognise that there are barriers to learning, whether that be due to cultural capital, individual needs or attendance. The key challenges to achievement that we have identified amongst our disadvantaged pupils are:

- Poor oral language skills due to use of technology and lack of reading being completed within the home environment
- Late arrivals due to lack of breakfast and routine leading to emotional needs
- Low attendance rates
- Parental engagement
- Emotional and attachment needs and increased anxiety
- Attainment gaps

We recognise that there are still opportunities to be developed. At Lent Rise School, our aim is to:

- *Continue to develop children's cultural capital*
- *Build on our knowledge of Voice21*
- *Develop our enrichment offering even further*
- *Developing assessment across foundation subjects to ensure all pupils make at least good progress*

Challenges

These are the key challenges to achievement that we have identified amongst our disadvantaged pupils and the systems we have put in place to reduce these barriers:

Challenge number	Detail of challenge
1	<p><u>Underdeveloped oral language skills and vocabulary due to less talk, increased use of technology changing reading habits outside of school.</u></p> <p>As a Voice21 school, we have developed our curriculum to enhance the language, oral, social and communicative skills for our pupils. We factor in this way of learning across the curriculum in many ways, ranging from drama activities, debates, chatty buddy sessions and tailored teacher questioning.</p>
2	<p><u>Late arrivals due to lack of breakfast and routine leading to emotional needs</u></p> <p>Whilst we recognise that there are occasions when late arrivals cannot be helped, we ensure that the wellbeing of pupil premium is paramount. Staff have positive relationships with their pupils and often begin asking children how they are in a morning.</p> <p>Those children presenting as emotional are identified and wellbeing time is given, whether that is with the teacher, a teaching assistant or a member of the wider SLT team. We also factor in the child's individual needs and whether they would be suitable for ELSA sessions.</p>
3	<p><u>Low attendance rates</u></p> <p>Recognising that illnesses are common, we have a dedicated wellbeing officer, who tracks attendance and works closely with pupils and their families daily. Our pupil premium lead, Keeley Vessey and our wellbeing officer, Hannah Slade, track and analyse the data for pupil premium children per half term, working closely with families to try and narrow the gaps. Rachael Small also holds weekly attendance assemblies and praises the attendance of classes across the school.</p>

4	<p><u>Parental engagement</u></p> <p>We believe that working closely with families is beneficial for the child and encourages their educational journey.</p> <p>To develop relationships and an understanding of what is being caught across our curriculum, we hold termly parental consultation meetings with teachers, discussing termly reports and targets for children moving forward. Staff engage with parents, including those who cannot attend, offering alternative sessions elsewhere.</p> <p>To narrow the gap between children with SEND eligible for pupil premium and those who are not, the parents of these children engage with our SENDCO, Rob Jenkins through 'coffee mornings'. We also invite parents to attend curriculum evenings – a chance for pupils to show what they have been learning.</p>
5	<p><u>Emotional and attachment needs and increased anxiety/behavioural issues due to COVID</u></p> <p>Our Learn, Reach, Shine ethos and consideration of children's wellbeing in shaping them into who they are, we have a dedicated ELSA, play therapist and wellbeing officer, who spend time with identified pupil premium children and work with their emotional and attachment needs. We also have newly introduced therapy guinea pigs to offer alternative therapy strategies, developing pupil premium children's cultural capital and awareness of the link to real-life and contexts outside of the school environment.</p>
6	<p><u>Attainment gaps</u></p> <p>At Lent Rise School, our Pupil Premium lead, Keeley Vessey, tracks and analyses data for Reading, Writing and Mathematics every half term, sharing findings with our Curriculum Lead, Sarah Boxall, teaching staff and wider SLT, identifying key focus pupils for each teacher to provide a focus moving into the new term.</p> <p>With the intention of developing the knowledge and acquisition of skills of our 'more able' pupil premium children in particular, we regularly give verbal feedback and ensure they make the same amount of progress compared to their peers through: school-led tutoring, dedicated reading time with our Accelerated Reader Champion, Kirsty Akehurst, pre-teaching opportunities and spending time during assemblies working on key areas.</p>

7	<p><u>Development of Cultural Capital</u></p> <p>Our developed curriculum at Lent Rise fosters children's cultural capital; we value its importance in shaping children who they are and who they are yet to be. Our enrichment afternoons allow children to socialise and communicate with different staff and pupils across the school, experiencing new learning opportunities, therefore developing new skills.</p> <p>Furthermore, offering support of payment for educational visits ensures that disadvantaged children can experience the same opportunities as their peers, developing their cultural capital.</p> <p>In developing their cultural capital, our Pupil Premium Lead, Keeley Vessey and Deputy Head and DSL, Rachael Small, run a weekly 'life skills' club, open to children in UKS2 eligible for pupil premium. Our aim is to expose children to skills needed in later life.</p> <p>Through a rich and bespoke system of developing these skills, children will promote our Learn, Reach, Shine values through kindness, consideration and tolerance for others' views. Their language, and acquisition of language, will be rich and relatable to subjects discussed.</p> <p>The impact of school-led tutoring, pre-teaching opportunities and dedicated reading time will enable children to further their understanding of what has been taught, both prior and new skills, revisiting prior and new concepts, enabling the knowledge to 'stick'.</p> <p>Our children will develop their cultural capital and make relative progress in correlation to their non-pupil premium peers.</p>
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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>Reading for pleasure books and a development of oracy across the school through a new programme.</p> <p>Reading for pleasure to be thoroughly embedded throughout the curriculum, with a range of high-quality resources/books available.</p>	<p>Children to enjoy reading which will be reflected via the use of Accelerated Reader</p> <p>Through teacher feedback and pupil surveys it will show children are communicating more clearly, demonstrating and increasing their understanding during lesson time.</p> <p>Lessons clearly adapted for individual pupils and scaffolded accordingly with increased</p>

<p>To embed oracy across the curriculum school through a new programme (Voice 21) – Completion of Phase 1 and beginning phase 2.</p> <p>Introduction of Bucks Oracy liaison group.</p>	<p>progress evident in all subject areas, closing the attainment gap.</p>
<p>Breakfast club and fruit to be offered to all children where necessary. Resources to be provided and emotional needs to be assessed by class teachers prior to lessons.</p>	<p>Children feel safe at school as teachers are aware of their situation.</p> <p>Breakfast to fuel concentration at the beginning of the day.</p>
<p>All children to demonstrate an interest in their learning which can be measured through observations and pupil voice.</p>	<p>Outstanding teaching in all classes across the school as observed by Schools Improvement Advisor</p> <p>Progress and attainment will increase.</p>
<p>Overall attendance and late arrivals to improve through check ins from teachers.</p> <p>Children to be contacted after 2 days of absence with a follow up phone call. Parents to be contacted if lateness continues more than a 2-day period.</p> <p>Half termly attendance tracking by Pupil Premium and Wellbeing Officer.</p>	<p>Our system of tracking late arrivals and well-being focus will enable children to feel safe, a sense of belonging and empowered to learn.</p> <p>The impact of monitoring attendance and working closely with families across all areas of the curriculum will further develop parental engagement and children will feel inspired to be in school.</p>
<p>Parents to attend parents' evenings and to approach the school where required.</p>	<p>Follow ups for parents who have not booked appointments for the teacher parent evenings. Regular contact from the school to ensure needs are met. Stronger links with parents.</p>
<p>Children to happily engaged in learning</p>	<p>Increase well-being for pupils. Children's engagement in all curriculum areas and experiences.</p>
<p>Attainment gaps to be narrowed using interventions by teachers and teaching assistants.</p>	<p>Enhanced monitoring of intervention impact to ensure misconceptions are identified and are re taught effectively.</p>
<p>Pupils experience a wide range of extra-curricular activities to promote character education and personal development.</p>	<p>Access to and participation in a wide range of extra curriculum experiences to broaden opportunities. Children develop new skills, encouraging an increase in self-confidence / self-esteem and promoting a higher sense of connection to the school and to their learning</p>

Activity in the academic year 2025-26

This details how we spent our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £35,510

Activity	Evidence that supports this approach. EEF Metacognition and Recognition:	Challenge number(s) addressed
Teaching assistant staff meetings and training	<p>Training to be focused on upskilling new and existing staff to ensure that needs are met for all children across the school.</p> <p>CPD – externally and internally – specific to SEND and disadvantaged pupil needs. Developing confidence in teaching and questioning to enable and support pupils.</p> <p>Communication to be clear between both teachers and teaching assistants to maintain progress and support for all disadvantaged children.</p> <p>Audits will evidence impact.</p>	2 ,5, 6
Whole Staff Monitoring	At least twice weekly monitoring of interventions and support staff to reduce any variation in teaching and increase impact on learning	2 ,5, 6
Whole Staff Training	Upskilling staff with training on how to support pupils through differentiation and feedback will support strategies for engagement in learning and enable greater access to the curriculum for all pupils, with a focus on those vulnerable pupils identified.	2,5,6
Whole school Oracy programme	<p>Training for staff across to school to support with speaking and listening skills. Misconceptions to be easier to identify as children will be able to explain and articulate themselves accurately.</p> <p>Further development of the curriculum, with clearer differentiation and scaffolding enabling staff to cater for a broader range of needs.</p>	1,6
Continuous Provision Development	Embedding continuous provision in Y1 to ensure the curriculum meets the needs of the pupils. This involves planning, environment and training.	1,5,6

Targeted academic support

Budgeted cost: £22,910

Activity	Evidence that supports this approach EEF Metacognition and Recognition:	Challenge number(s) addressed
1-1 Support	One to one and small group opportunities are provided with a focus on Reading, English and Maths, pupils new to the UK as well as EAL pupils.	5,6
Structured interventions	Reading for pleasure to teachers in the classroom to be included in these boosters	5, 6

Wider strategies

Budgeted cost: £54,630

Activity	Evidence that supports this approach EEF Social and Emotional Learning Strategies and Metacognition:	Challenge number(s) addressed
Preparing children for learning	Children access a healthy breakfast and social activity at the beginning of the day to enable them to be ready to learn.	2
Nurture group	Children to access small group to be led by two trained teachers to support wellbeing across a wide range of children. A calm, safe space for children to share any problems they may be facing at school or home.	2, 5
Monitoring of parental engagement	Disadvantaged parents to be contacted if they have not booked a slot for parents evening. They will be encouraged to do so. Teaching Team led parenting support groups Lateness to be addressed to assess the needs of parents and ensure the children are in school on time.	1, 3, 4 6
Behaviour for Learning Support	Phase leaders and SLT provide weekly monitoring and target setting across the school.	1,2,3,4,5,6
ELSA support	Weekly support enables greater access to the curriculum for identified pupils	3,5,6
Access to wider curriculum	All pupils can access visits and enrichment activities. One to one or small group music lesson opportunities A vast array of enrichment activities are provided after school by the teaching team. e.g. music, football, deep dive, art and craft, choir, Development of grasshoppers provision	1
Uniform	Uniform support is provided to enhance inclusion and attendance	3
Transport	Emergency transport providing continued education benefit for pupils and community services	3

Play Therapy	Pupils are supported with specific targeted support when working alongside parents.	6

Total budgeted cost: £113,055.00

Part B: Review of outcomes for year (2025-26) * not yet known

*for previous year see document with review date July 2025.

Intended outcome	Success criteria	Impact Review July 2026

[Key stage 2 attainment: National headlines, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

Assessment Data (2025-2026)

* not yet known

EYFS

** % of children in Reception at Lent Rise School achieved GLD			
Listening, Attention & Understanding	%	Word Reading	%
Being Imaginative & Expressive	%	Writing	%
Speaking	%	Number	%
Self-Regulation	%	Numerical Patterns	%
Managing Self	%	Shape, Space & Measure	%
Gross Motor Skills	%	Building Relationships	%
Comprehension	%	Fine Motor Skills	%
The Natural World	%	Past & Present	%
Creating with Materials	%	People, Culture & Communities	%

Key Stage 1

Key Stage 1 Teacher Assessments	% of pupils achieving 'Expected' standard	% of pupils achieving 'Greater Depth' standard	% National Expected standard
Reading			
Writing			
Maths			
**% of children at Lent Rise School reached the pass mark or above in the National Phonics Screening check in 2026			

Key Stage 2

**% of children at Lent Rise School achieved 22 or above in the Year 4 Multiplications check			
End of Key Stage 2 Test Results	% of pupils achieving 'Expected' standard	% of pupils achieving 'Greater Depth' standard	% National Expected standard
Reading			
Writing			
SPaG			
Maths			
% of children at Lent Rise School achieving the 'expected' standard in Reading, Writing and Maths (2025)		% of children nationally achieving the 'expected' standard in Reading, Writing and Maths (2025)	
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