Pupil Premium Strategy Statement
The Lancaster School

This statement details our school's use of pupil premium (Including EYPP for the 2026 to 2027 academic year) funding to help improve the attainment ofour 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	The Lancaster School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	51% PP 18% EYPP
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Miss N Haughton
Pupil premium lead	Miss N Haughton
Governor / Trustee lead	Mr Tim Culpin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,125 +£3,053 EYPP
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,843 £878 EYPP
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	£61,899

Part A: Pupil premium strategy plan

Statement of intent

Our curriculum is tailored to meet the needs, cohorts and diversity within our school community. Our curriculum empowers and enables our children to be **aspirational**, **creative, independent** and **resilient** learners. We aim that our pupils leave The Lancaster School with the key knowledge and skills which will enable them to be successful in the next stage of their education. The purpose of the pupil premium is to remove barriers to learning to enable all of our pupils to achieve well across the curriculum.

Our intention at The Lancaster School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, 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. It is important to recognise that all children are unique and require various approaches. We seek to provide the appropriate provision that addresses all vulnerable groups and ensures they are supported and make good progress.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that high quality teaching and learning opportunities meet the needs of all pupils.
- ensure disadvantaged pupils are challenged in the work that they're set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensuring that children are provided with a diverse range of stimulating 'real life' learning experiences through a rich and balanced curriculum whilst developing and enhancing basic skills.
- A curriculum which is flexible and responsive to local circumstances and to children's interests and enthusiasm.
- Ensuring that the moral and social development of our children is supported through a focus on the values which drive positive and safe behaviour and relationships.

Our ultimate aim is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language and communication skills among many disadvantaged pupils. This impacts on Reading, Writing and Maths progress in subsequent years.
2	Assessments, observations, and discussions with pupils indicate underdeveloped vocabulary, as well as grammatical sentence construction, handwriting and spelling.
3	On entry to Reception data is lower for disadvantaged pupils, with slower progress in basic skills as children progress through school.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with their phonics than their peers. This negatively impacts their development as a reader.
5	Our assessments and observations indicate that pupils who are disadvantaged and SEND are falling further behind especially in Reading, Writing and Maths.
6	Lack of opportunity for children to experience a broad range of learning opportunities beyond the classroom resulting in a lack of aspirations in attitude to learning and achievement, lack of resilience and failing concentration.
7	Lower attendance and punctuality rates for pupils eligible for PP were below that for all children. This reduces their school hours or prevents them from accessing the start of lessons. Use of TAs to ensure no child is left behind.
8	Poor nutrition and health attributed to many children not accessing a balanced diet.
9	Family issues such as safeguarding, welfare issues, single parenthood, worklessness, domestic abuse and substance abuse leading to tiredness, lack of routine and wellbeing deficit.
10	Trauma and other mental health issues in the family and/or child including loss and bereavement of loved ones. This can lead to poor retention, lack of positive learning behaviours and other trauma-based learning barriers.

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
Improved oral language and communication and vocabulary skills among disadvantaged pupils.	Assessments and observations indicate improved oral language and communication skills among disadvantaged pupils. This is evident when triangulated with other sources ofevidence including engagement in lessons, book scrutiny and on-going formative assessment. -80 % of pupils achieving expected in Listening, attention and understanding. -80% of pupils achieving expected in speaking.
Improved GLD attainment at the end of EYFS among disadvantaged pupils.	End of EYFS outcomes show that more than 70% of disadvantaged pupils achieved a GLD.
Improved phonics outcomes for disadvantaged pupils.	Disadvantaged pupils achieved in line with national or above in the phonics screening check.
Improved reading attainment for disadvantaged pupils at the end of KS1.	End of KS1 reading outcomes show that more than 60% of disadvantaged pupilsmet the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS1.	End of KS1 writing outcomes show that more than 50% of disadvantaged pupilsmet the expected standard and this increases year on year.
To sustain and achieve improved attendance and punctuality for all pupils, particularly disadvantaged pupils.	Attendance of disadvantaged pupils is at least 95%. The attendance gap between disadvantaged and non-disadvantaged pupils is reduced.
To achieve and sustain improved wellbeing for all pupils in school particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: - qualitative data from pupil voice, parentand teacher questionnaires -reduced emotional and behavioural incidents -an increase in enrichment activities forour disadvantaged pupils.
To provide experiences and opportunitiesto ensure that the disadvantaged pupils are able to apply these experiences to their learning.	Increased opportunities for children to have rich experiences related to our curriculum. Children able to apply their

	experiences to different areas of learning. - qualitative data from pupil voice, parent surveys and teacher observations

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: £40,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise the development of oracy and high-quality classroom interactions across the curriculum. Provide explicit teaching of oracy skills, including vocabulary development, reasoning, active listening and speaking with clarity and confidence. Develop staff expertise in high-quality classroom interactions, including modelling language, scaffolding pupil responses and extending thinking through effective questioning.	There is strong evidence base that suggests oral language interventions; including dialogic activities such as high quality classroom discussions have a positive impact on communication and language development as well as an impacton reading. Oral language interventions | EEF (educationendowmentfoundation.org.uk) Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them." https://www.suttontrust.com/our-research/life-lessons-2024/ https://voice21.org/publications/ten-years-of-impact/	1,2,3,4, 5
Ensure consistency and show fidelity to Read, Write Inc to secure stronger phonics teaching for all pupils. Release time for phonics lead to coach, team teach, deliver training, create CPD path-ways for individual practitioners to improve practice.	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component inthe development of early reading skills, particularly for children from disadvantagedbackgrounds. Phonics | EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

The school will be supported by the English Hub for 2026-2027.		
Develop consistency of Reading Comprehension skills across the school to ensure children continue to make good progress in Reading by the end of KS1. Release time for Reading lead to coach, team teach, deliver training, create CPD path-ways for individual practitioners to improve practice.	Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves (see also Meta-cognition and self regulation). On average, reading comprehension approaches improve learning by an additional 7 months' progress over the course of a school year. Reading comprehension strategies | EEF	1,2,4
Enhancement of our SEND teaching and Curriculum planning with DFE and EEF guidance. We will fund SENDCo release time to embed key elements of SEND Teaching practice in school and provide access to SEND	There is evidence from the EEF that suggests schools implement 1-5 recommendations to improve the provision for SEND children (E.G: improved attainment, attitudes and access to high quality teaching). Special Educational Needs in Mainstream Schools | EEF	5

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

Budgeted cost: £16,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional SALT sessions targeted at disadvantaged pupils to deliver specific group/1:1 programmes across school developing early communication and language skills. Additional Elklan/ Wellcomm trained staff to be created from within the workforce	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. On average 6 months progress can be made with these interventions. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Additional phonics sessions targeted at disadvantage pupils who require further support through Read, write, inc fast track tutoring.	Phonics approaches have a strong evidence base including a positive impact on pupils; particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics | EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

Develop the quality of social and emotional learning. SEL approaches will be embedded throughout the school by professional development and staff training (E.g. ELSA, Restorative Practice, Trauma Informed Interventions and Art therapy)	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	8,10

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

Budgeted cost: £4,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised breakfast club enables healthy eating prior to learning and a positive start to the day.	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation. The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. Magic Breakfast | EEF (educationendowmentfoundation.org.uk)	7,8,9
Rich opportunities to provide hooks for learning and experiences on which to relate to their reading and writing and build on their cultural capital.	The attitudes, beliefs, and behaviours that surround aspirations in disadvantaged communities are diverse. The existing wider evidence suggests that the relationship between aspirations and attainment is not straightforward. Approaches linked to gains in attainment almost always have a significant academic component.	6
Embedding principles of good attendance practice set out in the DFE's Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) This will involve our attendance champion attending training, implementing new	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

procedures to support attendance.		
Whole school emotional health and wellbeing strategies. E.g. Termly wellbeing days,restorative practice, ELSA, working with the MHST.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	9,10

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
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?	Bespoke intervention.
What was the impact of that spending on service pupil premium eligible pupils?	Support speaking listening and attention to ensure they were on track for Reception.

Part B: Review of outcomes in the previous academic year 2025-2026

Pupil premium strategy outcomes

Desired outcome	Outcomes	New steps for new academic year
Improved oral language and communication and vocabularyskills among disadvantaged pupils.	-73% of disadvantaged pupils achieved in CL – Listening, understanding & attention and speaking. This is an increase of 10% from 2024-2025.	-Continue with Speech & language intervention using WellComm resources. -Language and communication to continue to be a focus in EYFS. -On-going Oracy CPD for staff.
Improved GLD attainment at theend of EYFS among disadvantaged pupils.	-64% of disadvantaged pupils achieved GLD. This is a significant increase compared to 25% in 2024-2025 – showing positive impact of the strategies in place.	-Continue to develop the teaching and learning of the RWI phonics programme. -Develop early writing skills within the provision by working with external expertise and CPD for staff.
Improved phonics outcomes fordisadvantaged pupils.	-57% of disadvantaged pupils passed the phonics screening check. This is a 11% increase from the previous year.	-Regular monitoring and analysis of data continues to be in place. -1:1 tutoring of phonics. -The school are part of the English Hub for a second year.
Improved reading attainment fordisadvantaged pupils at the end of KS1.	-31% of disadvantaged pupils achieved EXS at the end of KS1. This data is still not where the school want it to be so further development is needed.	-KS1 Reading curriculum continues to be developed. -Continue with fidelity to the RWI phonics programme and the introduction of RWI comprehension.

To sustain and achieve improvedattendance for all pupils, particularly disadvantaged pupils.	-Attendance data for disadvantaged pupils was 93.3% (Year 1 and 2) this was a 3.6% increase from 2024-2025.	-Attendance tracking and monitoring to continue and support put in place where appropriate. -Attendance team across the federation to continue to work together.
To achieve and sustain improvedwellbeing for all pupils in school particularly our disadvantaged pupils.	-MHST, and schoolwellbeing approaches support pupil wellbeing. -Behaviour of some individual children was heightened due to additional needs – a SEND Hub was set up within the school to support these children.	-Continue with therapeutic interventions.
To provide experiences and opportunities to ensure that thedisadvantaged pupils are able toapply these experiences to theirlearning.	-Opportunities were provided to widen experiences.	-Continue to have visitors/trips to ensure disadvantaged pupils have the same opportunities and can apply this to their learning.