

Pupil premium strategy statement

Lowther Endowed School & Little VIPs Day Care

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	17.14%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	31 st December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	<i>Michelle Clark</i> Headteacher
Pupil premium lead	<i>Michelle Clark</i> headteacher
Governor lead	<i>Simon Cooper</i> Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150
Pupil premium funding carried forward from previous years	£0,000
Total budget for this academic year	£15,150

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for disadvantaged pupils (pupil premium, FSM and other vulnerable groups) at Lowther Endowed School & Little VIPs Day Care are:

- All disadvantaged pupils make strong, sustained progress from their starting points so gaps in attainment (reading, writing, maths) narrow rapidly and disadvantaged pupils leave Year 6 well prepared for secondary education.
- Disadvantaged pupils develop strong oral language, vocabulary and reading fluency so they can access the full curriculum and achieve at least in line with their peers.
- Disadvantaged pupils experience the same cultural capital, enrichment and social opportunities as their peers (trips, clubs, music, wraparound care).
- Disadvantaged pupils benefit from the school's nurturing environment and receive early, co-ordinated pastoral and attendance support where barriers exist (including young carers, pupils with a social worker, and those affected by extended illness).

How the strategy works towards these objectives:

- We adopt the DfE "Menu of Approaches" three-tier model (High-Quality Teaching; Targeted Academic Support; Wider Strategies) and select evidence-based actions prioritised by the Education Endowment Foundation (EEF) to ensure funding is directed to approaches with the strongest evidence of impact for disadvantaged pupils [DfE: Pupil Premium guidance; EEF: Using Pupil Premium].
 - DfE menu: [Pupil premium guidance \(menu of approaches\)](#)
 - EEF guide: [EEF – Using Pupil Premium](#)
- High-quality classroom teaching is the first and primary strategy (Tier 1). We invest in validated systematic phonics, whole-school curriculum clarity, staff CPD and coaching to secure classroom practice that benefits all pupils.
- Targeted, time-limited interventions (Tier 2) such as small-group tuition, structured phonics catch-up and fluency/precision practice are used where assessment shows need. Tutoring and small group tuition will be closely linked to classroom learning.
- Wider strategies (Tier 3) address barriers to learning (SEL, attendance, enrichment, removal of cost barriers) so pupils are ready to learn and able to access opportunities.
- Implementation is monitored through frequent, planned review cycles (Assess → Plan → Do → Review), and the governing body receives regular PP impact reports.

We strive to develop pupils' skills, knowledge and understanding across all subjects. We develop resilience through trips (such as our outdoor experiences), enrichment activities across the curriculum, as well as explicit teaching of strategies (using a metacognitive approach) to tackle even the greatest of learning challenges. In a mixed-age class, flexible grouping is embedded and teachers ensure that children meet appropriate challenge in each task. Where a child has not succeeded, the teacher is aware due to ongoing assessment and support is put in place, such as the use of teacher-led intervention at lunchtime.

Children are individuals and require different types of support in order to meet their potential. Through assessment, we seek to understand pupils' differences and strive to understand barriers to learning. Adaptive teaching is how we provide tailored support to those who need it. The Education Endowment Foundation suggest 5 key strategies that can help learners:

- **Explicit instruction** denotes explanations which are clear. Modelling and frequent checks are used in order to ensure understanding. This could include guided practice, where the teacher will work with children as part of a group before they approach a task independently.
- **Cognitive and metacognitive strategies** are the range of approaches required to transfer content into pupils' long-term memory. Children should have an awareness of their own learning as well as the opportunity to plan, monitor and evaluate.
- **Scaffolding** relates to the range of supportive tools that can reduce cognitive load and provide structure. For example, a writing frame may be used in English or a partially completed example (gap fill) may be provided in other subject areas. The aim is to reduce scaffolding throughout the academic year.
- **Flexible grouping** is the allocating of groups temporarily, based on their mastery of a particular concept. This could be a group coming together to discuss a particular misconception, such as homophones, before rejoining the rest of the class. This works well in a mixed-age class, where there is the opportunity for children with weak foundational understanding to go back a step and review previous year groups' targets.
- **Technology** can remove barriers to learning and promote independence. Targeted, tailored resources can be independently used by pupils to reinforce learning and develop fluency in key knowledge of English and maths, enabling the teacher to work with pupils on areas of the curriculum that technology struggles to support.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences etc.
- Provide opportunities for all pupils to participate in enrichment activities including sport, art music, wilderness experiences, and learning within the community across the curriculum.
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be

reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained.

Framework note: Lowther Endowed follows the Ofsted inspection framework. This strategy emphasises curriculum, safeguarding, inclusion, personal development, behaviour and attendance as required in the 2025 framework.

Challenges

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

Challenge number	Detail of challenge
1	Under-developed oral language skills and vocabulary gaps across Reception → KS2, disproportionately affecting disadvantaged pupils.
2	Difficulties with phonics, decoding and reading accuracy among disadvantaged pupils; limited access to appropriately matched reading practice at home.
3	Reading and writing attainment for disadvantaged pupils is significantly below that of non-disadvantaged peers (including writing stamina and composition).
4	Significant learning gaps (esp. in maths and reading) from pandemic-related disruption and extended illness for some pupils; need for targeted catch-up and fluency.
5	Wider financial, social and emotional barriers (reduced enrichment, reduced parental scaffolding, attendance/ pastoral needs) that limit engagement and readiness to learn.

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
1. Improve oral language and vocabulary for disadvantaged pupils across Early Years and KS1/KS2	By end of academic year: targeted disadvantaged pupils show measurable improvement on school oral language baseline (vocabulary breadth and listening comprehension) and at least 75% of targeted reception/KS1 PP pupils meet age-appropriate oral language targets. Implementation checklist and termly progress evidence. Evidence base: EEF oral language interventions.
2. Secure consistent, high-quality phonics and reading practice so decoding and accuracy improve for PP pupils	By end of Year 2: all PP pupils in KS1 either meet the phonics screening standard or show clear catch-up trajectories; reading accuracy and words-per-minute measures show average increase of at least +6 months equivalent progress for those receiving targeted phonics intervention. Evidence: EEF Phonics guidance.
3. Raise disadvantaged pupils' reading	By end of academic year: increase in % of PP pupils achieving age-related expectations in reading and writing (target: reduce PP/non-PP gap by at least 50% on school

comprehension and writing outcomes	summative assessments). Writing moderation to show improved transcription automaticity and composition. Evidence: EEF literacy guidance.
4. Close identified maths fluency and curriculum knowledge gaps caused by disrupted schooling/illness	Targeted pupils make expected or better progress in maths; arithmetic fluency increased (timed checks) and reasoning outcomes improve in teacher assessments. Evidence: EEF small group tuition and maths guidance.
5. Improve attendance, engagement and access to enrichment for disadvantaged pupils; strengthen SEL and pastoral support	Persistent absence for PP pupils reduced; PP participation in clubs, trips and music reaches parity with peers (or specific percentage increase); targeted pupils show improvement on SEL baseline and reduced escalation of pastoral incidents. Evidence: EEF SEL and DfE attendance guidance.

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 - (Tier 1 — High-Quality Teaching)

Budgeted cost: £1,000 for training

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Continue to embed the ELS phonics programme across EY/KS1 and ensure books are precisely matched to phonics phases (daily, high-fidelity lessons); provide full SSP CPD for teachers & TAs; half-termly fidelity checks.	EEF evidence: systematic synthetic phonics shows positive impact (+5 months) and is particularly effective for disadvantaged pupils. EEF – Phonics	2, 3
2. Whole-school reading strategy: ensure daily matched reading practice, paired/paired-reading routines, repeated reading & fluency programmes; align guided reading to curriculum texts and vocabulary progression.	EEF literacy guidance and Teaching & Learning Toolkit: reading fluency and comprehension strategies are high impact when linked to phonics and vocabulary work. EEF – Preparing for Literacy / Improving Literacy guidance	1, 2, 3

<p>3. Curriculum clarity and subject review (foundation subjects): refine essential knowledge, retrieval practice and sequencing (address Ofsted AFI on essential learning), with subject leader time and staff CPD (including mixed-age curriculum planning).</p>	<p>EEF guidance on using evidence to design curriculum and the DfE menu's emphasis on high-quality teaching; effective curriculum sequencing and retrieval practice improves retention. EEF – Teaching & Learning Toolkit</p>	<p>4, 3</p>
<p>4. Professional development: instructional coaching cycles and peer coaching focused on feedback, questioning, checking for understanding and explicit vocabulary/oracy teaching; include release cover and coaching time.</p>	<p>EEF Effective Professional Development guidance: sustained PD, coaching and feedback increase teacher effectiveness and pupil outcomes. EEF – A guide to implementation / Teaching & Learning Toolkit</p>	<p>1, 3, 4</p>
<p>5. Embed explicit oracy & vocabulary routines across school (EYFS continuous provision to KS2 subject lessons) with targeted vocabulary planning for disadvantaged pupils.</p>	<p>EEF oral language guidance: oral language approaches have high impact (+6 months) and are particularly effective when embedded in the curriculum. EEF – Oral language interventions</p>	<p>1, 3</p>

Targeted academic support (Tier 2)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Structured small-group phonics catch-up (4–5 sessions per week, 15–20 mins) for targeted PP pupils delivered by trained staff using ELS resources; progress tracked weekly; time-limited blocks (e.g. 10–14 weeks).</p>	<p>EEF: small-group and one-to-one phonics interventions show clear effects; targeted phonics 4–5x/week effective. EEF – Phonics; EEF – Small group tuition / EEF – Small group tuition</p>	<p>2, 4</p>
<p>2. Daily fluency/precision teaching (timed practice, repeated reading, precision teaching) for pupils needing automaticity in reading and arithmetic; very short daily slots with progress recording.</p>	<p>EEF evidence: repeated reading and fluency interventions support reading accuracy and automaticity; precision practice supports retrieval and fluency. EEF – Preparing for Literacy / Phonics guidance</p>	<p>1, 4</p>

3. Targeted small-group tuition in maths (arithmetic fluency + problem solving) 2–3x per week, aligned to classroom learning; use diagnostic assessments to select participants and goals.	EEF: small group tuition is effective when closely linked to classroom learning and targeted at gaps. EEF – Small group tuition	4
4. Where required, one-to-one tutoring for pupils with significant gaps—short, intensive blocks linked to classroom curriculum.	EEF: one-to-one and NTP-style tutoring can produce measurable gains when targeted and aligned to classroom teaching. EEF – One to one tuition / Small group tuition	2, 3, 4
5. Peer tutoring and structured paired reading (older pupils or higher-attaining peers supporting younger pupils) with scripted routines and monitoring.	EEF: peer tutoring/paired strategies can be high impact if well structured. EEF – Peer tutoring / Small group tuition	1, 2, 3
6. SEND-specific targeted adjustments for PP+SEND pupils: specialist TA deployment, small-group instruction, assistive tech (text-to-speech / dictation) and multi-agency plans.	EEF guidance for SEN in mainstream schools recommends explicit instruction, scaffolding and targeted use of technology and TAs. EEF – Teaching Assistants; SEN guidance	2, 5

Wider strategies (Tier 3 — Non-academic barriers)

Budgeted cost: £1,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Social, Emotional and Mental Health (SEL) provision: whole-school SEL curriculum (SAFE principles), targeted ELSA sessions for identified pupils, staff SEL CPD and termly SEL measurement.	EEF: SEL interventions show positive effects on academic outcomes and wellbeing (+3 months) when embedded and well implemented. EEF – Social and Emotional Learning	5, 1
2. Attendance and family support: targeted family liaison / attendance actions for PP families (phone calls, transport support where needed, attendance plans and early help referrals); governors monitor attendance termly.	DfE guidance and EEF recommend targeted attendance work and family engagement to reduce absence and increase access to schooling. DfE – Pupil premium guidance; EEF – Working with Parents / EEF – Using Pupil Premium	5, 4

<p>3. Remove cost barriers to enrichment: subsidised trips (including residential), music lessons, after-school clubs, uniform/trips support and wraparound care places prioritised for PP pupils. Use school's outdoor spaces (woodland, Lowther links) for low-cost enrichment.</p>	<p>DfE menu: removing financial barriers and providing cultural capital and enrichment is an approved use of pupil premium; EEF notes extracurricular activities increase engagement (mixed evidence but important for wider outcomes). DfE – Pupil premium guidance / EEF – Arts participation & extracurricular evidence</p>	<p>5, 3</p>
<p>4. Breakfast club / breakfast provision for targeted pupils to improve readiness to learn and attendance; ensure accessibility for PP families.</p>	<p>EEF and wider evidence note breakfast/meal provision supports concentration and attendance; DfE allows use of PP to remove non-academic barriers. DfE – Pupil premium guidance; EEF – Using Pupil Premium guidance summary</p>	<p>5</p>
<p>5. Targeted parental engagement activities: reading workshops, home reading packs, text reminders and school–family visits for those identified; SEND/PP liaison for parental scaffolding strategies.</p>	<p>EEF: parental engagement strategies can improve attainment and engagement when targeted and practical. EEF – Working with Parents to Support Learning</p>	<p>1, 2, 5</p>
<p>6. Monitoring & governance: termly Pupil Premium progress meetings (Head, SENDCo, Pastoral lead, PP governor); publish annual PP strategy and impact on school website as required by DfE.</p>	<p>DfE requires an annual published PP strategy and recommends evidence-based planning and governor oversight. DfE – Pupil premium guidance</p>	<p>all</p>

Total budgeted cost: £15, 150

Implementation summary & responsibilities

- SLT (Headteacher) leads overall strategy, monitoring and reporting to governors.
- SENCO leads identification and provision for PP+SEND pupils.
- EY/KS1 lead ensures SSP fidelity and monitoring.
- Curriculum lead coordinates retrieval practice, essential knowledge frameworks and cross-subject vocabulary sequencing.
- Headteacher leads Tier 3 actions (SEL, attendance, family liaison).
- Governors: PP governor to review impact and challenge leaders.

Monitoring and evaluation

- Termly measures: phonics assessments, reading fluency WPM & accuracy, writing moderation samples, maths fluency checks, attendance and persistent absence data, SEL measurement (baseline + termly review).
- Interventions are time-limited (e.g. 10–14 weeks), with pre/post measures and RAG review. Interventions that do not demonstrate impact are adapted or ceased.
- Annual public report of Pupil Premium strategy (published on school website) aligned with DfE requirements.

Budgeting and value for money

- The school will prioritise low-cost, high-impact approaches first (e.g. phonics, oracy, targeted small-group tuition, SEL) and reserve a smaller proportion for higher-cost one-to-one tuition where evidence shows this is necessary.
- All commissioned tutoring providers and programmes will be subject to due diligence and impact review.

Evidence cited (selected core sources used in planning and activities)

- EEF – Oral language interventions (Teaching & Learning Toolkit): [Education Endowment Foundation – Oral language interventions](#)
- EEF – Phonics (Teaching & Learning Toolkit): [Education Endowment Foundation – Phonics](#)
- EEF – Small group tuition (Teaching & Learning Toolkit): [Education Endowment Foundation – Small group tuition](#)
- EEF – Social and Emotional Learning (Teaching & Learning Toolkit): [Education Endowment Foundation – Social and Emotional Learning](#)
- EEF – Using Pupil Premium (guide): [EEF – Using Pupil Premium](#)
- DfE – Pupil premium guidance and menu of approaches: [DfE – Pupil premium](#)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a small school, through ongoing high-quality dialogue amongst staff and regular observation of our small cohort of children, we are able to accurately and qualitatively assess pupils' progress alongside academic data. This is key as needs beyond the academic have begun to emerge.

The last eighteen months has been a period of significant change for the school, in which a new headteacher have been appointed and the school's role decreased from 45 to 35. This means our proportion of pupils receiving Pupil Premium has increased significantly and while the academic challenges previously identified remain (though all Pupil Premium pupils have made progress in the last academic year), significant new challenges relating to social and emotional development and wellbeing have come to the fore and will be prioritised alongside our academic endeavours.

In a small school, we know our families well and can handle situations sensitively and have a personal approach. We supported our pupil premium families with for example extra meetings e.g. regarding attendance, subsidising trips and residentials and providing uniform.

Externally provided programmes

Spelling Shed
Times Tables Rock Stars
ELS
White Rose

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children’s learning gaps. Communication with deployed parents has been supported through face time and communication book activities.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.</p>

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.