



School overview

Detail	Data
School name	Lipson Vale Primary School
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years 2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Peter Lewis-Cole
Pupil premium lead	Peter Lewis-Cole Abbie Naylor
Governor lead	Laura Hernandez

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£163,620

Part A: Pupil premium strategy plan

Statement of intent

Our intention is a concise one: that every pupil in our school, irrespective of disadvantage, are given the knowledge, skills and opportunities so that they can create a successful future for themselves. Our 3-year strategic plan enables us to take a long-term view of improving the educational opportunities for our pupils and seeks to address the present inequalities that reveal themselves through our internal and external information.

We will consider the challenges faced by our most vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Using the EEF's tiered approach, we have interrogated measures of performance for our pupil premium children and have identified clear actions which seek to remove existing barriers and enable increased successes, both academically and socially. Our overarching priority supports our school vision of 'Together we are inspiring a community with a bright future' and promotes a school wide culture of equity for all pupils: providing them with what they need to be successful.

We recognise that future academic successes result from firm foundations and a strong start. Our pupil premium strategy complements that development work already taking place in school to strength our foundation curriculum and widen opportunities for pupils through understanding curriculum skills and knowledge in the context of careers.

Through ongoing CPD and a continued spot-light on disadvantaged pupils through leader actions, we will strength our whole school culture that recognises and promotes everyone's responsibility to secure the academic progress and attainment of disadvantaged pupils, as well as ensuring their positive mental health and wellbeing. We will achieve this by:

- Ensuring that every child is in front of an excellent teacher
- Tailored learning to the individual and acts to remove any barriers that they may have
- Everyone holding ambitious expectations for disadvantaged pupils and their learning is challenging
- Staff acting swiftly to intervene, when needed, to break down barriers.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language baseline assessments in Foundation evidence the need to prioritise this area. Language development and oracy throughout the school can prevent full engagement from pupils.
2	Overtime, pupils find it hard to recall and retrieve key information important for future learning.
3	Many pupils require adaptations to be made to provide equity in access. This is most significant for our doubly disadvantaged pupils.
4	Doubly disadvantaged pupils are not making progress in line with their disadvantaged peers.
5	Those pupils working below their chronological curriculum do not have clear pathways of how to ensure they return to age-appropriate curriculum.
6	Historic legacy of under valuing education which results in poorer attendance and / or late arrivals to school.

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>1. High quality teaching Learning over time is highly effective and ensures that disadvantaged pupils make secure progress from their relative starting points.</p>	<ul style="list-style-type: none"> • As a result of having a secure understanding of adaptive practice, all staff ensure that learners have the necessary support to fully access classroom learning. • Oracy is at the heart of teaching and learning and pupils have the necessary skills to effectively communicate their thoughts. • Teachers and leaders accurately and acutely monitor the progress of disadvantaged pupils and ensure that the correct provision is given to promote secure progress. • Knowledge is retained over time through the skilled application of retrieval practice by all staff. • High quality coaching and mentoring enables staff to implement the necessary research informed changes that enhance learning.
<p>2. Targeted academic support As a result of targeted and swift intervention, the gap between disadvantaged pupils and their non-disadvantaged peers continues to reduce.</p>	<ul style="list-style-type: none"> • Leaders ensure that interventions are of a high quality, time limited and precise in addressing learning gaps. • 1:1 and small group tuition enables gaps in learning to be addressed and for learners to access whole class learning. • Through robust internal processes, doubly disadvantaged pupils have the necessary support identified and provided in a timely manner. • A highly effective teaching assistant is in every class for the teaching of core subjects.
<p>3. Wider strategies Disadvantaged pupils attend school on time, every day and are enabled to access a wide range of extra-curricular activities.</p>	<ul style="list-style-type: none"> • Pupils are supported to be regulated and understand their emotional needs which, in turn, enables them to be 'ready to learn'. • Extra-curricular activities provide rich and varied opportunities for pupils ('something for everyone'). • Disadvantaged attendance (including lateness) improves and is in line with their non-disadvantaged peers. • Trips, visit and residential are accessible to all pupils and financial support is given to disadvantaged pupils where money is a barrier.

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: £67,758.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscribe to and use infant / junior language link to screen and access language acquisition for pupils in Foundation and year 3.	Chartered College: The Plymouth Oracy Project Chartered College: Dialogic Teaching	1, 4
Secure and maintain guaranteed and protected release time for SLT.	EEF's High Quality Teaching	3, 4
Secure and maintain guaranteed and protected release time for Early Reading leads.	EEF's Phonics report	1, 3
Provide release time for subject leads to create a progression and coherent vocabulary progression for all year groups.		1, 2
Provide release time for subjects leads to identify key knowledge to retrieve across the school and create retrieval quizzes for every year group.	Chartered College's The Role of Retrieval Practice	2, 3
Provide all staff with bespoke CPD on adaptive practice.	EEF's Effective Professional Development	2, 3
Ensure availability of support and advice from SEND and Inclusion Lead by maintaining their out of class role.	EEF's Special Educational Needs in Mainstream Schools EEF's 5 a day	3, 4
Ensure access to specialist support for pupils through procuring multi-disciplinary teams' hours through our psychology service.		3, 4
Provide the maths leads with protected release time weekly.	EEF's Mastery Learning	2, 4

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

Budgeted cost: £74,996.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide staff with ongoing training to ensure they maintain an up-to-date knowledge.	Rosenshine Principles	3
Provide support staff with sufficient time and resources to enable them to deliver effective interventions.	EEF's Making Effective Use of Teaching Assistants	5
Leaders to regularly check the quality of interventions and provide ongoing support.		3, 5
Provide tuition for pupils who are off-track from making expected progress.		
Hold SEND review meetings to monitor progress and identify precise actions.	EEF's Special Educational Needs in Mainstream Schools	4
Conduct a thorough review of internal processes for early identification and support of pupils with SEND.	EEF's 5 a day	4

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

Budgeted cost: £50,803.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide protected time to maintain the role of Attendance Lead to ensure robust monitoring and quick action.	DfE's Working together to improve attendance	6
Parent Support Advisor to work alongside families as an advocate for disadvantaged pupils.		5, 6
Provide and maintain protected ELSA time.	EEF's Social and Emotional Learning	
Increase availability of extra-curricular clubs run by support staff.		
Provide universal access to educational experiences by fully funding these.		
Provide access to free music tuition to promote self-discipline, motivation and pride.		
Continue engaging with the national breakfast scheme.		

Total budgeted cost: £193,553.80 (school are contributing an additional £29,938.80 towards this strategy from the school's main budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The impact of last year's strategy has been positive in many ways. We have reviewed and improved school systems and processes, refined our use of assessment to monitor the impact of teaching and learning and worked relentlessly to make positive changes to the attendance of our most vulnerable pupils.

One of our most vulnerable groups is those pupils who are doubly disadvantaged (e.g., those with SEND and eligible for free school meals) and a significant piece of work has been undertaken to improve the IEP target setting and reviewing process to ensure that all targets are achievable and measurable. These improvements actions have included greater communication and consistency. Targets are now reviewed termly with the over sight of the SEND and Inclusion Lead, communicated effectively to parents/carers, progress identified and new targets set. This increased rigor is ensuring that our doubly disadvantaged pupils are making good progress from their relative starting points and are being monitoring closely.

The mental health and wellbeing offer to all our pupils continues to be a strength of the school. As well as our mental health first aiders being in classrooms and available to pupils, the structured interventions provided through ELSA are having a positive impact of pupil's wellbeing. The ELSA sessions have been reviewed during the academic year and refined so that they focus on one key area of support with interventions being delivered weekly for a 6-week period. The entry and exit assessments are able to evidence the positive impact this is having on pupils.

We know that a barrier for many of our pupils (but disproportionately our pupils who are disadvantaged) is oracy and speech and language. Using Infant and Junior Language Link to screen pupils routinely, we have been able to identify pupils who require intervention with greater precision and provide school-based support using the tools provided on this platform. The assessments conducted as part of this evidence that pupils who receive school-based support make good progress in the areas of need identified.

Universally across the school, our attendance has shown strong improvement (even now reaching above pre-pandemic levels). This is the result of continued monitoring, intervening early with families and analysing patterns and trends precisely as an attendance team. For our disadvantaged pupils their attendance has increased by 1.5% compared to the previous year and for our pupils with special education needs their attendance increased by 3.4%. Our attendance for disadvantaged pupils was higher than schools we are compared to on the DfE comparison platform.

Throughout the year we have provided personalised in-house CPD to all staff to consolidate a school wide understanding of adaptive practice. The CPD has ensured that all staff are aware of how to best adapt learning for our disadvantaged pupils so that they have the necessary scaffolds and prompts to enable them to be successful. We have evaluated our approach and the improvements made as a result of this CPD and can evidence positive changes in practice as a result.

Our continued commitment to providing access to extra-curricular activities has seen a further 100 hours available for pupils. In school tracking has enabled us to evaluate the activities that disadvantaged pupils are attending (with the most popular being a higher percentage than pupils in school). Using this information, we have been able to exploit the activities attended and increase this type (e.g. more disadvantaged pupils attended non-competitive sporting clubs. Therefore, we have increased the number of these clubs offered).

As we enter the 3rd year of this 3-year plan, we are on track to meet the objectives set.

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance Learning
Read Write Inc	Oxford University Press
Read Write Inc Freshstart	Oxford University Press
Times Table Rockstars	TT Rockstars
NumBots	Maths Circle
White Rose Maths	White Rose
Number Sense	Number Sense Maths
Mastering Number	NCETM
Flash Academy	Learning Labs
Infant and Junior Language Link	Speech Link Multimedia Ltd