Pupil Premium strategy 2026-29

Lipson Vale Primary School

1. School Overview

School	Lipson Vale Primary School	**Duration of Plan**	2026-29	**Strategy published**	November 2026
No. on Roll	390 (Nov '26)	**PP Grant** 2026-27	£165,900	**Strategy reviewed**	Annually (Sept 2027, 2028, 2029)
No. Disadvantaged* (%)	26%	**PP Grant** 2027-28~	£132,620	**Headteacher**	Peter Lewis-Cole
No. Dis. with SEND* (%)	8%	**PP Grant** 2028-29~	£101620	**PP Lead**	Peter Lewis-Cole Abbie Tucker
No. of PP+* (%)	0%	**Total PP Grant***	£400,140	**PP Governor**	Sally Wood

~estimated based on current figures

Additional Information	Abbie Tucker is the SEND and Inclusion Lead for the school.

2. School Priorities 2026/29

Summary

Priority	Success Criteria by the end of this plan	Total Cost			
		Year 1	Year 2	Year 3	**Total**
1. High quality teaching Embed Explicit Direct Instruction (EDI), Early Reading coaching (RWInc), core maths fluency, and GDS stretch strategies.	• EDI lesson design principles and agreed universal adaptations are embedded across 100% of classrooms. • Weekly 1:1 coaching and twice-yearly Read Write Inc (RWInc) consultant development days to maintain instruction fidelity. • 15-minute maths fluency routines are embedded across Key Stage 1 and 2 timetables, with Generative Learning (GL) and Cognitive Apprenticeship (CA) research principles actively underpinning maths sequence planning. • "Hidden high-prior-attaining" PP pupils are identified systematically by Term 1, with progressive talk rules, Tier 2/3 vocabulary progression maps, and cross-school GDS moderation established across all year groups.	**£65,855**	**£55,286**	**£38,329**	**£159,470**
2. Targeted academic support Structured 1:1 and small group phonics tuition, precision maths tutoring, TA deployment, and provision for doubly disadvantaged pupils.	• Pass rate for pupils with dual disadvantage increases from the 13% baseline (2025/26) • Proportion of dual-disadvantaged pupils reaching Expected Standard in Reading, Writing, and Maths combined rises from 28% (2025/26) • >80% of pupils accessing targeted dyslexia/literacy interventions (e.g., Dyslexia Gold) achieve accelerated reading age gains. • 100% of doubly disadvantaged pupils demonstrate measurable small-step progress against their Individual Education Plan (IEP) targets evaluated termly.	**£59,682**	**£59,021**	**£46,150**	**£164,853**
3. Wider strategies Attendance advocacy (PSA), trauma-informed regulation (ELSA, Window of Tolerance), universal enrichment funding and breakfast provision.	• Overall attendance for Pupil Premium (PP) pupils improves to ≥95%, closing the attendance gap with non-PP peers to under 1%. • Pupils accessing sensory room or Emotional Literacy Support Assistant (ELSA) support successfully self-regulate and return to learning within 15 minutes of dysregulation. • Targeted vulnerable PP pupils show an improved engagement score on the school's Engagement Scale over a 2-term tracking period. • 100% participation rate of PP pupils in all curriculum-linked educational visits, trips, and residentials, fully eliminating financial barriers.	**£40,955**	**£42,051**	**£25,025**	**£108,031**
	Total	**£166,492**	**£156,358**	**109,504**	**£435,354**

Priority 1 – High Quality Teaching

Issue with evidence of need (qualitative and quantitative)	**Barriers to Success** including internal and external factors	**Success Criteria** by the end of this plan	**Rationale** evidence base for this approach	**Links to other plans** including strategic planning
Early Reading & Year 1 Phonics Decline: Year 1 Phonics screening pass rates for PP pupils dropped to 45% in 2025/26 (a 29% gap against non-PP peers at 74% and well below national PP average of 67%), driven by weak foundational decoding and language acquisition on entry. **Key Stage 2 Mathematics Underperformance**: KS2 Maths EXS+ for PP pupils remains stagnated at 50% in 2025/26 (21% gap vs non-PP) with a negative progress score of -2.09. Multiplication Tables Check (MTC) average scores declined to 19.6. **The Greater Depth (GDS) Ceiling:** High-prior-attaining disadvantaged pupils face a glass ceiling at KS2, resulting in 0% PP Combined GDS across all 3 historical years (0% Reading, 0% Writing, 5% Maths in 2025/26).	Inconsistent lesson design and varying quality of in-the-moment scaffolding restrict access for vulnerable learners. Sharp drop in Y1 Phonics PP pass rate to 45% (2025/26) highlights a need for continuous coaching and early language intervention. Persistent KS2 Maths EXS+ deficit (50%) and negative progress (-2.09). 0% PP Combined GDS across 2023–2026.	- EDI lesson design principles and agreed universal adaptations are embedded across 100% of classrooms. - Weekly 1:1 coaching and twice-yearly Read Write Inc (RWInc) consultant development days to maintain instruction fidelity. - 15-minute maths fluency routines are embedded across Key Stage 1 and 2 timetables, with Generative Learning (GL) and Cognitive Apprenticeship (CA) research principles actively underpinning maths sequence planning. - "Hidden high-prior-attaining" PP pupils are identified systematically by Term 1, with progressive talk rules, Tier 2/3 vocabulary progression maps, and cross-school GDS moderation established across all year groups.	EEF High-Quality Teaching & Adaptive Teaching Guide; EEF 'Five a Day' Framework. Explicit instruction and structured adaptations significantly boost attainment for disadvantaged pupils and SEND. EEF Phonics & Early Language Guidance Reports. Systematic Synthetic Phonics combined with language screening yields +5 months progress. EEF Cognitive Science in the Classroom & Key Stage 2 Maths Guidance. Daily fluency routines and cognitive apprenticeship reduce cognitive load and secure long-term retrieval. EEF Oral Language Interventions & Metacognition Guidance. Dialogic teaching and structured vocabulary stretch high attainers (+6 months progress).	Quality of Education Priority 1.1 & 1.2 (EDI training in Year 1, lesson design in Year 2, universal adaptations). Quality of Education Priority 1.5 (Oracy) & 1.7 (Foundational Skills). Quality of Education Priority 1.6 (Maths Fluency) & 1.4 (GL & CA Research). Quality of Education Priority 1.8 (Increase GDS) & 1.5 (Oracy).

Implementation Process including specific actions and timescales	**Lead post holder**	**Monitoring** who, when, how?	**Resources / Costs**	**Evaluation**
Reverse the Year 1 PP Phonics decline (45%) and embed foundational literacy skills. o Protect weekly coaching release time for Early Reading Leads to conduct Read Write Inc (RWInc) development days and monitor phonics tuition fidelity. o Continue Infant/Junior Language Link screening in Foundation and Year 3 to identify speech, language, and communication gaps early, delivering TALC interventions. o Standardise universal classroom adaptations and in-the-moment scaffolding to ensure all PP pupils access core phonics instruction.	PL-C AT KB / CP	Termly SLT themed walks Data analysis (& PPMs) Book looks / planning scrutinies	RWInc release £9,056 Infant / Junior Language Link £675 SLT Release £19,264	
Address persistent KS2 Maths underperformance (50% EXS+, -2.09 progress) and improve MTC recall. o Deliver bespoke training on Explicit Direct Instruction (EDI) across all key stages as set out in Year 1 of the whole-school plan. o Implement a coherent whole-school approach to daily maths fluency routines and cognitive apprenticeship research to secure fact retrieval. o Protect weekly release time for the Maths Lead to conduct coaching and monitor lesson design quality.	PL-C / ES AT LW (UKS2) KK (Maths)	MTC data diagnostic Termly data analysis Book & planning scrutinies.	Maths leader release £7359 TA training £3,499 CPD delivery £4000	
Eliminate the 0% PP Combined GDS at Key Stage 2. o Restructure internal assessment tracking to identify "hidden high-prior-attaining" PP pupils early. o Plan GDS-specific learning opportunities and dialogic talk routines into the curriculum, offering targeted enrichment. o Conduct collaborative moderation across year groups and partner schools focused on GDS benchmarking.	PL-C LW (KS2 Lead)	Termly GDS moderation Data analysis (inc VENN for GDS) Planning scrutinies targeted at GDS opportunities.	Release £3,672 Writing lead offset £16,494	

Build pupil vocabulary and communication skills to unlock curriculum access. o Implement progressive talk rules and classroom routines across all year groups. o Subject leaders embed sequential Tier 2 and Tier 3 vocabulary progression maps across core and foundation subjects.	PL-C CP (Oracy)	Termly evaluation	Termly release £1,224 Coaching £612	
		Total	**£65,855**	

Priority 2 – Targeted Support

Issue with evidence of need (qualitative and quantitative)	**Barriers to Success** including internal and external factors	**Success Criteria** by the end of this plan	**Rationale** evidence base for this approach	**Links to other plans** including strategic planning
Dual Disadvantage (PP + SEND): Pupils with both socio-economic disadvantage and SEND experience widening attainment gaps, achieving only 13% Y1 Phonics pass rate and 28% KS2 Combined EXS+ in 2025/26.	Y1 PP phonics drop requires immediate, targeted 1:1 catch-up. 50% EXS+ in KS2 Maths requires timely, targeted intervention to address specific conceptual gaps. High attainment gaps for dual-disadvantage pupils in KS1 Phonics and KS2 Combined.	- Pass rate for pupils with dual disadvantage increases from the 13% baseline (2025/26) - Proportion of dual-disadvantaged pupils reaching Expected Standard in Reading, Writing, and Maths combined rises from 28% (2025/26) - >80% of pupils accessing targeted dyslexia/literacy interventions (e.g., Dyslexia Gold) achieve accelerated reading age gains. - 100% of doubly disadvantaged pupils demonstrate measurable small-step progress against their Individual Education Plan (IEP) targets evaluated termly.	EEF One-to-One and Small Group Tuition. Short, structured 1:1 tuition sessions closely linked to classroom phonics instruction provide +4 to +5 months additional progress. EEF Making Best Use of Teaching Assistants Guidance Report. TAs delivering structured, evidence-based interventions yield strong academic gains. EEF Special Educational Needs in Mainstream Schools Guidance Report. Individualised support plans and multidisciplinary expertise accelerate progress for complex needs.	Leadership and Management Priority 4.3 (Vulnerable Learner Interventions). Leadership & Management Priority 4.3; Quality of Education Priority 1.6. Quality of Education Priority 1.2; Personal Development Priority 6.1.

Implementation Process including specific actions and timescales	**Lead post holder**	**Monitoring** who, when, how?	**Resources / Costs**	**Evaluation**
Swift 1:1 and small-group phonics interventions for Y1/Y2 PP pupils off track. o Run 10-week tuition cycles delivered by trained staff for pupils identified through termly assessments. o Deploy skilled teaching assistants (TAs) to deliver structured, evidence-based literacy interventions before gaps widen.	PL-C KB / CP (RWInc)	Half termly RWInc assessment reviews	Dedicated TA £16,158	
Targeted small-group tuition in KS2 maths addressing specific conceptual gaps. o Conduct termly Pupil Progress Meetings with SLT to review intervention quality and adjust timetables. o Protect TA delivery time (30 mins daily) to prepare and deliver time-limited interventions.	PL-C AT VK (Maths)	SLT evaluation of pre & post evaluations (including tracking)	PPMs £918 TA delivery time £20,588	
Accelerate progress for pupils with dual disadvantage. o Hold termly SEND/PP review meetings between the SEND & Inclusion Lead and class teachers to track small-step progress on IEP targets. o Maintain protected out-of-class capacity for the SEND Lead to mentor teachers on adaptive practice. o Procure multi-disciplinary team (MDT) psychology hours to assess and support complex needs.	AT	Termly IEP small-step tracking evaluation.	SEND reviews £2,448 SENDCo offset £19,570	
		Total	**£59,682**	

Priority 3 – Wider Strategies

Issue with evidence of need (qualitative and quantitative)	**Barriers to Success** including internal and external factors	**Success Criteria** by the end of this plan	**Rationale** evidence base for this approach	**Links to other plans** including strategic planning
Social, Emotional & Regulation Barriers: A significant cohort of disadvantaged pupils struggle with emotional regulation and self-worth, impacting their ability to present as "ready to learn" and engage with purpose in classroom routines. **Persistent Absence & Financial Barriers to Enrichment:** Attendance rates for disadvantaged pupils remain below non-disadvantaged peers, compounded by persistent absence and financial constraints regarding educational visits and extra-curricular clubs.	Disadvantaged attendance and persistent absence lag behind non-disadvantaged peers. Vulnerable pupils experiencing emotional regulation challenges that impede learning readiness. Financial barriers prevent disadvantaged pupils from participating in trips, residentials, and music tuition.	- Overall attendance for Pupil Premium (PP) pupils improves to ≥95%, closing the attendance gap with non-PP peers to under 1%. - Pupils accessing sensory room or Emotional Literacy Support Assistant (ELSA) support successfully self-regulate and return to learning within 15 minutes of dysregulation. - Targeted vulnerable PP pupils show an improved engagement score on the school's Engagement Scale over a 2-term tracking period. - 100% participation rate of PP pupils in all curriculum-linked educational visits, trips, and residentials, fully eliminating financial barriers.	EEF Working with Parents to Support Children's Learning & Attendance Planning Tool. Dedicated family liaison improves attendance routines. EEF Improving Social and Emotional Learning (SEL) in Primary Schools. SEL interventions improve academic outcomes by +4 months. EEF Arts Participation & Breakfast Club Rapid Evidence Assessment. Removing financial barriers enhances engagement, self-worth, and readiness to learn.	Personal Development Priority 5.1 & 6.2. Personal Development Priority 6.1 (Trauma-Informed Relationships & Window of Tolerance). Personal Development Priority 5.2 (Engaging Curriculum) & 6.3 (Values).

Implementation Process including specific actions and timescales	**Lead post holder**	**Monitoring** who, when, how?	**Resources / Costs**	**Evaluation**
Attendance Advocacy & Family Engagement (Parent Support Advisor) o Protect role capacity for the Attendance Lead to run fortnightly data analysis and early outreach protocols (2026–2029). o Deploy Parent Support Advisor (PSA) to deliver targeted home visits, attendance contracts, and parent workshops.	PL-C PSA SB	Fortnightly attendance team registers and persistent absence tracking.	Attendance Lead £8,456 PSA offset £7,640	
Ensure pupils are regulated and "ready to learn". o Embed the school's Relationships Policy, READY expectations, and the 'Window of Tolerance' framework in every classroom. o Train staff on Trauma-Informed relationships and deploy ELSA-trained TAs for targeted weekly regulation support. o Monitor pupil engagement levels using the school's Engagement Scale.	PL-C AT	Engagement Model termly audits, behaviour incident logs, and ELSA case reviews.	ELSA TAs £12,835	
Remove financial barriers to enrichment and ensure basic physical readiness. o Fully subsidise all curriculum-linked trips, visits, and residentials for pupils (£1,500 budget per year group). o Provide specialist music tuition to build self-discipline and self-worth. o Provide financial relief for the cost of wrap around case (50%). Promote attendance for PP pupils for the free breakfast club provision.	PL-C	Trip participation registers, music progress reports, and breakfast attendance numbers.	Trips subsidy £1,500 Music tuition £6,524 Wraparound relief £4000	
		Total	**£40,955**	