

Pupil premium strategy statement – Lutton St Nicholas Primary Academy

This statement details our school's use of pupil premium (and recovery 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	26.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Jacob Perrin Headteacher
Pupil premium lead	Jacob Perrin
Governor / Trustee lead	Brian Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,077.39
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£46,077.39

Part A: Pupil premium strategy plan

Statement of intent

Our intention 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 and flourish.

It is important to recognise that all children and situations are unique and require various approaches. Quality first teaching is at the heart of our approach and through this staff are aware of the strengths and areas of improvement needed. We seek to provide the appropriate provision that addresses all vulnerable groups' needs and ensures they are supported effectively. Through analysis of needs, staff will identify the priority groups and individuals to provide intervention.

Alongside research with the EEF, the context and challenges have been taken into consideration for our disadvantaged children.

Demography and Context

Lutton St Nicholas Primary Academy is part of a Trust with seven schools located in the south of Lincolnshire. Lutton St Nicholas is a small village located in the South Holland region. We are a mixed-form entry school and almost at capacity based on our PAN of 15.

Ultimate Aims

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data in reading, writing and maths.
- For all disadvantaged pupils in school to exceed expected progress rates in order to reach ARE at the end of Y6 so that they are secondary school ready and have options in later life.
- To ensure that pupils who face barriers to their education are supported academically and
- The proportion of disadvantaged pupils with low attendance will have reduced.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning. Internal assessments and statutory testing indicate that attainment in the core subjects among disadvantaged pupils is below that of non-disadvantaged pupils in most year groups.
2	Phonics- assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Gap in the experiences of PP children against non-PP pupils, which can impact on aspirations, children's background knowledge, their self-esteem and confidence
4	Attendance of some disadvantaged pupils is low along with poor punctuality. Persistent absenteeism of PP compared to non-disadvantaged pupils (20% against non-PP pupils at 12.2). Overall absence of PP compared to non-disadvantaged pupils (6.2% PP, 5.3% non-PP in July 2026)
5	The number of PP pupils who also have a SEND need is increasing (53.6% of PP pupils have SEN as of July 2026).

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
Pupils will achieve their potential. PP children will make at least accelerated progress and will achieve the expected attainment levels at different milestones. GLD in EYFS Y1 phonics screening KS1 R W M GPS KS2 R W M GPS	Through Quality Teaching at all times and appropriate interventions such as PiXL therapies, PP children make accelerated progress at all the key primary school milestones.
PP children will achieve the expected standard in phonics screening	Through fidelity to the Little Wandle scheme and engagement with the English Hub, a Keep Up not Catch-Up approach to phonics and targeted interventions PP pupils will make accelerated progress in phonics.
Ensure disadvantaged pupils receive a rich and broad curriculum, which is aspirational and challenging – aimed at inspiring pupils to achieve to bridge the cultural gap and increase life chances.	Pupils' engagement with wider curriculum. Positive attitudes to learning (pupil voice, Interviews) Trips, Visits, Visitors logged / feedback received.
Attendance percentages have increased for all PP and non-PP pupils to at least 96%. The percentage of pupils who are persistent absentees has decreased across the school.	Barriers to PP attendance have been identified and support has been put in place to overcome these.

	Through close monitoring and following the school's attendance policy, PP pupils have a similar attendance rate as all other pupils.
PP children with SEND will make accelerated progress,	Through regular work by the SENCO including staff training linked to current practice, effective adaptive practice and specialist CPD via external agencies such as the WTT team and Dyslexia Outreach, staff will be equipped with the skills and knowledge to support SEND pupils appropriately.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renew resources of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. Training for all staff in Little Wandle- to include new staff and refresher training.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2
Purchase of standardised diagnostic tests. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	1
PiXL CPD for RSL Regular meetings with PiXL consultant and	The PiXL Club - About Us	1

attendance at PiXL conferences Support from the MAT Director for Standards in analysing trends for PP pupils, ensuring best use of the vast resources on offer by PiXL in order to narrow the gap.	DfE - Exploring School Collaboration and Workload Reduction	
Non-teaching SENDCo to support pupils who are PP and SEND.	Drawing from widely accepted educational principles there is evidence to suggest that a non-teaching SENCo can impact more significantly on PP pupils	1, 2, 3, 4, 5
CPD for staff on Reading and Writing for leaders, teachers and support staff. CPD for maths leader to support professional knowledge of reasoning through Gareth Metcalfe training.	Fletcher-Wood & Zuccollo (2020) The effects of high-quality professional development on teachers and students. EEF (2021) 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment, including disadvantaged pupils.'	1,4,5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention for targeted pupils based on Little Wandle heat maps and assessments . PP pupils to be targeted.	Hulme, C and Snowling MJ 2013 – 'Learning to Read – What we know and what we need to understand better.' Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics/Toolkit Strand/EEF	2
Capacity for adults to carry out interventions that address	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,4

gaps in pupils' reading, writing and maths (PIXL) including reading fluency.	https://www.hfleducation.org/blog/reading-fluency-project	
Release time for Reading Lead to monitor and train staff (live coaching) and track phonics data to identify and address gaps.	Phonics/Toolkit Strand/ EEF https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy https://www.gov.uk/government/publications/education-inspection-framework-eif/education-inspection-framework-for-use-from-november-2025	2
Provision of sensory circuits to support home-school transition and ensure SEND children are prepared for learning.		1,4,5
Use of teaching assistants strategically to support high-quality provision within the classroom or deliver structured interventions	Source: EEF - Making the Best Use of Teaching Assistants Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Champion to monitor and challenge attendance of PP children supported by Trust Attendance Lead	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2,3,4
Pastoral interventions to target wellbeing: Lego therapy, ELSA	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3
Regular updates with families, attendance panels, and family support for vulnerable families (to include accessing and signposting families to appropriate external agencies) via DDSL.	Supporting families and parents has a positive impact on children's attainment, leading to +3 months in learning gains over the year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3, 4
Extra-curricular activities offered such as sports clubs. Directing of families to HAF clubs.	OFSTED - Research Review Series: PE: Levelling the Playing Field	3

Total budgeted cost: £ 46,000

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
Summative assessments and intervention programme	PiXL
White Rose	

Times Table Support - Times Tables Rockstars	Maths Circle
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Signed:

Headteacher: Jacob Perrin 22.9.26	
Governor of SEND / PP: Brian Collins 22.9.26	<i>B J Collins</i>

Pupil Premium Strategy Impact Review 2025-26

Over the last three years, outcomes for disadvantaged pupils have improved across key measures. Phonics results strengthened significantly, with 100% of disadvantaged pupils passing the PSC in 2025 and 50% achieving the standard in 2026. Early attainment has risen, with EYFS GLD increasing from 60% to 73%.

In mathematics, targeted fluency interventions have had clear impact: in 2025, 29% of disadvantaged pupils achieved full marks in the Multiplication Tables Check and 43% scored above 20, with remaining pupils closing previous gaps following further intervention. In 2026, 60% of disadvantaged pupils achieved full marks.

Attendance has improved markedly, with persistent absence for disadvantaged pupils reducing from 42.9% in 2023 to 20% in 2026.

Reading fluency interventions have also been effective, with several disadvantaged pupils making more than 12 months' progress in decoding accuracy and 10–14 months' progress in reading rate and comprehension from baseline to July. These improvements demonstrate that Pupil Premium funding is supporting disadvantaged pupils to make strong gains in early literacy, mathematical fluency, attendance and targeted intervention outcomes.