

Lowfield Primary School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2025-26 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	116, 29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -27
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Christopher Holder. Headteacher
Pupil premium lead	Christopher Holder. Headteacher
Governor / Trustee lead	TBC – Chair of Governors.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,346
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£228,346

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant is funding provided to schools to close the attainment gap between disadvantaged pupils and their peers. **For 2025-26, the school has been allocated £228,364.** This is based on 149 pupils at £1515 pp and 1 post LAC pupil at £2630.

This document sets out how we are intending to spend our pupil premium funding, in order to improve pupil outcomes. Our aim is that we close the gap between pupil premium pupils and other children in our school so that they are able to compete on a level playing field when they move to their secondary schools. A significant amount of the funding is to be spent on staffing, as, as a school, we believe that timely and appropriate additional input from skilled professionals is the best method of closing gaps in children's knowledge and understanding. Class teachers carefully plan our teaching assistants and wider support staff into all lessons, so that they are used to good effect in order to help raise the attainment of identified groups and individuals. In addition, our smaller class sizes and additional support staff enable us to run extra phonics groups and oral language interventions. Both of these strategies are identified as having a high impact at a relatively low cost in the EEF (Education Endowment Foundation) Toolkit. Whilst some research has shown that additional TA support is not a cost effective method of raising pupil attainment (EEF Toolkit) we can demonstrate that, through our effective deployment of these staff our strategy is very effective and efficient.

Children in receipt of pupil premium funding are an identified group within school. All class teachers know which pupils, in their class, are in this group and track their progress / attainment carefully. Each term staff meet with the Headteacher to discuss their class's progress / attainment. Pupil premium outcomes form part of this discussion. In addition, progress / attainment of pupil premium pupils is reported to and discussed with the schools governing body each term. Our pupil premium strategy is reviewed at the end of each year to consider successes and areas we can tweak to improve further.

Challenges

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

Challenge number	Detail of challenge
1	The school has a high number of FSM pupils (39%, <i>13.3% above national</i>), as well as many additional disadvantaged pupils whose families are not entitled to pupil premium funding. (see <i>PLASC Jan 2025 / Gov.UK Schools, Pupils and their Characteristics, IDSR 2025</i>)

2	The school has a high number of pupils from ethnic minorities (97.5%, <i>59.1% above national</i>), Many of these are also in receipt of pupil premium
3	The school has a high number of pupils with English as an additional language (85.6%, <i>64.2% above national</i> ; this is over three and a half times the national average, Many of these are also in receipt of pupil premium
4	The school has a high number of pupils with SEN (14.1%, <i>4.1% below national</i>). Many of these are also in receipt of pupil premium
5	The school has a deprivation indicator which puts the school in the most deprived 20% of schools
6	The school accommodates very high levels of pupil mobility (one of the highest in the city – see <i>Primary School Mobility Rank</i> , Sheffield LA and many families join the school from overseas, 85.6% EAL – currently 42 languages spoken in school
7	Pupils enter the school significantly below national expectations. In 2025 no pupil was at ARE in prime areas plus Literacy and maths, on entry.
8	Attendance has improved 2022/3 to 2024/5 (See IDSR 2025) and is now close to average. This includes FMS6 pupils.
9	Persistent absence is now above national (2 terms) (See IDSR 2025) this is still an area of focus

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
Across the school more PP pupils will be at ARE by the end of the year than at the start	The percentage of PP pupils at ARE, in reading, writing and maths in each class has improved over the year
Reasonable adjustments (for example, changes to how we teach children or the equipment we use) are made for all pupils that need them.	All identified pupils successfully access the curriculum, with reasonable adjustments in place where needed.
Gaps in learning are addressed effectively leading to successful catch up.	All children who need some additional support get that support, for example extra work in a small group to help them catch up. Staff responsible will check that these small group sessions / 'interventions' in are having a positive impact. When this is not the case the staff responsible will make changes to make sure they work more effectively.

Attendance of PP pupils improves	Attendance of PP pupils is an improvement on the figures for 2024-25
Persistent absenteeism is reduced	Persistent absenteeism of PP pupils is an improvement on the 2024-25 figure

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £158,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to costs of teaching staff	To increase pupil teacher ratios through smaller class sizes / improved teacher –pupil ratios and additional teachers to increase impact of quality first teaching <i>Teaching & Learning / Early Years Toolkit EEF (educationendowmentfoundation.org.uk)</i> <i>Teacher Feedback to improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</i>	1-7
Contribution towards additional targeted teaching assistant support (SEN Support Team & EAL Support Team)	To enable pupils to receive additional, targeted and specific support in lessons; thereby have better access to learning. Additional support also delivered around key teaching time. Demands on this team have increased as the number of children from outside of the UK has risen over time. <i>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</i> <i>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</i> <i>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</i> <i>Oral language interventions EEF (educationendowmentfoundation.org.uk)</i> <i>Phonics EEF (educationendowmentfoundation.org.uk)</i> <i>One to one tuition EEF (educationendowmentfoundation.org.uk)</i>	1-7
Contribution towards development of	To develop further, phonics teaching across EYFS / KS1 to ensure pupils enter KS2 with secure basic skills. Further resources being	1-7

phonics in EYFS / KS1 / Early KS2	<p>purchased to support pupils in KS2 on catch up programmes.</p> <p><i>Phonics EEF</i> (educationendowmentfoundation.org.uk)</p> <p><i>Literacy Guidance Reports from EEF</i> (educationendowmentfoundation.org.uk)</p>	
Contribution towards Safeguarding Liaison officer	<p>To ensure pupils / families receive support, in and beyond school to remove wider barriers to learning. The importance of this role cannot be overemphasised. Includes liaison with outside agencies as required and work during school holidays.</p> <p><i>Improving Social and Emotional Learning in Primary Schools.</i> educationendowmentfoundation.org.uk</p> <p><i>Improving Behaviour in Primary Schools</i> educationendowmentfoundation.org.uk</p>	1-9
Contribution towards second, part time, SENCO	<p>As the number of complex SEN children increases year on year the school needs the capacity of a full time SENCO to ensure that SEN pupils are accessing the support they need in order to reach their potential. This part time role will mean that we have a SENCO on site over the whole week.</p> <p><i>National Senco Workforce Survey 2020</i> (bathspa.ac.uk)</p>	4
Additional equipment and resources to support targeted interventions	<p>To enable the purchasing of specific resources to support curriculum access and learning. To replace / purchase tablets, laptops etc. / specific software to enable some pupil access to curriculum in a more appropriate / specific format.</p> <p><i>Teaching Assistant Interventions EEF</i> (educationendowmentfoundation.org.uk)</p> <p><i>Reading comprehension strategies EEF</i> (educationendowmentfoundation.org.uk)</p> <p><i>Oral language interventions EEF</i> (educationendowmentfoundation.org.uk)</p> <p><i>Phonics EEF</i> (educationendowmentfoundation.org.uk)</p> <p><i>One to one tuition EEF</i> (educationendowmentfoundation.org.uk)</p>	1-7

Contribution towards staff training	Training of staff including SEND, core subjects / quality first teaching, remote learning and well-being (pupils and staff). Staff are better able to provide learning opportunities appropriate to all pupils' needs Effective Teacher Development educationendowmentfoundation.org.uk Effective teacher CPD and CPD leadership - Research schools network	1-7
Easter revision resources programme	To enable staffing of Easter / support sessions and purchasing of additional specific resources to support access to revision programme. Educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1-7

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards cost of additional teaching assistants.	To ensure that all classes have a dedicated TA. Additional, in class, support means pupils have better access their learning in all lessons and specific needs are better met. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	1-7
<i>Tuition Partner One to one mentor support</i>	Mentor to work 1: 1 or with small groups providing 15 hrs of targeted additional support for identified pupils.	1-7

	www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp <i>One to one tuition EEF</i> <i>(educationendowmentfoundation.org.uk)</i>	
<i>School based mentors</i>	Targeted mentor support to work 1: 1 or with small groups <i>One to one tuition EEF</i> <i>(educationendowmentfoundation.org.uk)</i>	1-7

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

Budgeted cost: £55,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards the cost of educational visits	To ensure that all pupils have full access to all educational visits / residentials irrespective of background / circumstances. <i>Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)</i>	1,5
Contribution towards the cost of out of school learning resources	To further enhance provision to better enable pupils to learn in the outdoor. Quality playtime provision leads to happier pupils who are better able to access their learning. <i>Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)</i>	1-7
Development of indoor leaning environments	To improve conditions for learning throughout the school. Comfortable, purposeful classrooms result in more focused pupils better able to access their learning. <i>schoolleaders.thekeysupport.com/curriculum-and-learning/developing-teacher-practice/developing-an-effective-classroom-environment-research/</i>	1-7
Development of enrichment activities	Continued provision of wider curriculum activities to support pupils' social and emotional development which in turn leads to better access to learning / outcomes. <i>cornerstoneseducation.co.uk/news/what-is-a-broad-and-balanced-curriculum/</i>	1-7
Welcome packs for EYFS pupils	To provide new pupils with a range of school resources, prior to admission, to encourage engagement and to support learning.	1-7

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
Contribution towards underwear /nappies & consumables for F2	To address the issue of very young children being in school who are not yet toilet trained. Provision of underwear etc. enable pupils to remain in school thereby accessing learning <i>Working with Parents to Support Children's Learning (educationendowmentfoundation.org.uk)</i>	1-7
Contribution towards the cost of uniform / PE kit	To supply uniform to new arrivals to ensure integration into school and to speed up rate at which new arrivals feel comfortable in the school.	1-9
Contribution towards breakfast club	To provide additional support / resources to encourage targeted pupils to attend the club – revamp following closure due to Covid <i>Working with Parents to Support Children's Learning (educationendowmentfoundation.org.uk)</i>	1,5,6,8,9
Contribution towards transition activities at all stages	To ensure that all children (whatever their need) are appropriately supported during transitions i.e. into F2, Y2 to Y3 and primary to secondary which can be very stressful for some individual. Money used for staffing, transport etc. <i>Educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</i>	1-9
Contribution towards cost of translators / sign language staff	To ensure that all families are fully aware of and can discuss their children's needs with school staff. We have 42 different languages spoken in school and the need for translation is growing. <i>Working with Parents to Support Children's Learning (educationendowmentfoundation.org.uk)</i>	1-9
Adult English language classes and other practical support sessions	Classes in speaking / using English for families. Through improving their English parents & carers are better able to support their children's learning. <i>Working with Parents to Support Children's Learning(educationendowmentfoundation.org.uk)</i>	1-9
Headteacher and SLO time to address	Children need to be in school every day if teaching is going to have a positive impact. See school / LA attendance reports.	8-9

attendance issues (NB paid for from whole school budget)	<p><i>Improving school attendance: support for schools and local authorities DFE</i></p> <p><i>Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk)</i></p> <p><i>Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</i></p>	
Contribution towards attendance / punctuality signage and rewards	<p>To support initiatives to encourage / improve rates of punctuality and attendance – range of initiatives throughout the year.</p> <p><i>Initiatives to improve school attendance.</i></p> <p>https://www.lbhf.gov.uk/</p>	8-9
Contribution towards attendance worker	<p>Member of staff dedicated to addressing / supporting with attendance issues</p> <p><i>Improving school attendance: support for schools and local authorities DFE</i></p> <p><i>Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk)</i></p> <p><i>Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</i></p>	8-9
Contingency	<p>Experience shows that, due to high mobility pupils can arrive at any point in the year with a wide variety of additional needs. It is prudent that we have funds available to address these unexpected needs as they arise</p>	1-9

Total budgeted cost: £228,346