

Lunsford Primary School Pupil premium strategy statement



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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Lunsford Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	26.6 % (54 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Gary Anscombe, Headteacher
Pupil premium lead	Gary Anscombe
Governor lead	Jacky Sharpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60600

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Lunsford is that all pupils, irrespective of their background or the challenges they face, achieve the school aims, as outlined in our vision for all pupils and strive to meet our school values of Kindness, Respectfulness, Positivity, Perseverance, Responsibility and Hard Working, whilst making good progress from their individual starting points.

The focus of our Pupil Premium Strategy is to support all pupils and for them to be proud of their behaviour and to achieve personal success and happiness. That all pupils will develop a love of learning and aim high in all aspects of school life. That everyone is treated as an individual with their own unique talents and this will be celebrated within a caring, supportive, creative and inspirational learning environment.

We will consider the challenges faced by vulnerable pupils, such as those that have a social worker, and provide a supportive school family to support their needs, regardless of whether they are disadvantaged or not. We will enable all pupils to share in and explore vibrant learning experiences which motivate and challenge them, both in school and out.

Quality first teaching underpins all that we do at Lunsford, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We believe that all children are entitled to excellent teaching and learning opportunities that meet the needs of all learners. We will focus on the key challenges that face our disadvantaged children: speech and language, early literacy and maths skills, opportunities and expectations. Intervention will be based on both common challenges and individual needs which we are acutely aware of due to robust assessments and knowledge of our children. This includes planned targeted support where required for pupils whose education has been negatively impacted by the pandemic to safeguard both their emotional and educational recovery.

Our strategy complements our aim this year to ensure that all teaching and learning is consistently excellent across the school and in all areas of the curriculum thus enabling all groups of pupils to achieve exceptionally well from their starting points, as outlined in our School Development Plan and all other action plans.

This is a whole school approach in which all staff take responsibility for all pupil's outcomes alongside the expectations of what they can achieve. All staff will be responsive to collective challenges and individual needs, using diagnostic assessments and educational research to underpin the approaches that we take to ensure that all pupils at our school excel.

Challenges

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

Challenge number	Detail of challenge
1	Reading Some pupils have limited experience of reading at home, and this is a barrier to their educational attainment. We prioritise additional reading for disadvantaged pupils, however, timetabling constraints and staffing availability can sometimes prevent the opportunities for frequent and regular additional reading in school.
2	Writing Communication and Language, including vocabulary Some of our pupils experience difficulty in articulating their learning, due in the main to their limited vocabulary and delayed development of communication and language skills. For some pupils, their reduced vocabulary is also a barrier to the progress that they are making in Reading and Writing, in addition to the wider curriculum too.
3	Attendance We have identified that for some pupils, good school attendance can often be impacted by the decisions made by their parents and have systems in place to identify families where school support is required. In addition, we know that our next step in improving attendance is to ensure that all staff in school are clear in their role in promoting good school attendance.
4	Personal Development Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience.
5	Mental Health & Well-being Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger management issues). Some individuals are not in a position to make accelerated progress without additional nurturing support and the intervention of external agencies.
6	Mental Health & Well-being Hardship within some PP families – safeguarding issues, proportionally lower parental engagement, limited support for home learning, restricted life experiences, families struggling financially, low aspirations.

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
We are aiming for: All pupils to Leave Lunsford at the end of Key Stage 2 in Year 6 as confident, fluent readers. An increase in all pupil engagement and self confidence across the school when they are reading	- By the end of our current plan, monitoring will show that the large majority of our pupils are confident when reading out loud with most being willing to read aloud in class too - Teachers feedback will show that most pupils are willing to ask questions and engage more in discussions when a text is read in lessons, in all areas of the curriculum - All pupils across the school will make at least expected progress from their starting points in Reading, with some pupils making accelerated progress, each year - Each year our statutory headline data will be above or at least broadly in line with both local and national data in Reading, including at GD, unless there are cohort specific reasons why this is
We are aiming for: A positive impact on outcomes for all pupils in their phonics, reading and writing attainment following a continued focus on developing their vocabulary A continued development and extension of oral language skills and vocabulary	- Teachers will report that pupils are using a greater range of vocabulary both in written and spoken form, across all areas of the curriculum - Each year our statutory headline data will be above or at least broadly in line with both local and national data in reading, writing and phonics, including at GD, unless there are cohort specific reasons why this is - Our Year 1 phonics outcomes will show that disadvantaged pupils have made accelerated progress from their starting points each year - Assessments and monitoring will indicate significantly improved oral language and language comprehension among all pupils - with a lower proportion of children needing S&L interventions in Key Stage 2

	• All of the above will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments
A whole school culture in which everyone recognises and promotes the benefits and importance of being in school every day All of our children understand why it is important to be in school on time every day and will always try their hardest to be here	• Each year, our whole school end of year attendance figures will remain at least in line with national and local data, included figures for our most vulnerable children too • There is a reduction in the number of pupil absences for each class in school across the year
For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.	• Majority of Disadvantaged children take part in at least two lunchtime or after-school clubs or enrichment activities each year e.g. sports competitions, peripatetic music lessons. • Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences. • Our rich, exciting and engaging curriculum is further enhanced to ensure that lessons promote shared values and pupils' SMSC development. • Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self esteem. • A free place at Brookfield Breakfast Club is provided for PP children. • Quality lunchtime and after-school clubs offered to PP children provide them with wider opportunities thereby enhancing their personal development. • Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children.
To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families.	• For pupils with SEMH needs, accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables these children to thrive. • SENDCO and FLO proactively engages with outside agencies to provide additional support and advice where appropriate re: mental health and well-being.

	• SLT/ SENCDKO/ FLO identify parents for additional support and work with them on strategies to support SEMH and further parental engagement. • Class Dojo and home learning protocols increase the amount of home learning that children have access to. • School further develops its communication via accessible website with regular Dojo Posts and links. • Maths, Reading and Phonics Parents programmes and other curriculum events for parents are held during the year. • Reduced absence among pupils eligible for PP to achieve targets. • Attainment and progress is improved through greater motivation and self learning. • Parents report positive experiences of working with their children on learning objectives at home.
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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: £4888.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion.	<i>Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</i> <i>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</i> <i>Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months):</i> <i>Teacher Feedback to Improve Pupil Learning EEF</i> <i>(educationendowmentfoundation.org.uk)</i>	1,2,4,5 £600
Continue to embed the use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	<i>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:</i>	1,2,4,5 £500 SL LL £701.25
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	<i>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</i> <i>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</i> <i>The EEF guidance is based on a range of the best available evidence:</i> <i>Improving Mathematics in Key Stages 2 and 3</i> <i>EEF Tiered Approach, 'Making learning stick - the science of learning,' EEF tiered approach, DfE 2020, Rosenshine</i> <i>EEF Professional Development Guidance Report</i>	2,4 £400 WR TTRS TB £736.90

Training for adults in school to support listening to children read to ensure pupil premium children receive high quality support	Research by the EEF has shown that targeted reading with children, especially those from a disadvantaged background can support children with the development of vocabulary, their articulation of ideas as well as spoken expression. Oral intervention such as reading has proven to have a high impact of learners with some making as much as 6 months additional progress	1,2 £400
Support staff delivering phonics sessions to receive regular support in the form of coaching to ensure pupils receive high quality teaching.	The EEF found that in England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. A priority is to be made in making sure the most vulnerable children are taught by more experienced members of staff.	1,2 £800
Complete Nurture UK Programme	Research shows that by realising and recognising the impact and symptoms of trauma, schools can create welcoming, safe, and nurturing environments that support trauma-informed approaches to practice.	5,6 £600
Staff training on attendance, relationships with the children and how to support children and families	Healthy teacher/ student relationships have a strong positive effect on pupil learning. When pupils believe their teachers know and care for them as individuals, they are more willing to take risks and make mistakes and to see these mistakes as learning opportunities. A pupil who knows that his teachers care for him/her as more likely to aim higher and be more willing to be at school.	3 £150

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

Budgeted cost: £33927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants in Year R and Year 6 to support teaching	The main aim is to increase high quality provision by improving pupil and adult interactions that are purposeful and positive. Additional TA in Year 6 with a focus on reading and writing, providing immediate, individualised verbal feedback which is recognised by the Education Endowment Foundation as having a positive impact on learning by 8 months with little cost. Support staff to be class based for same day intervention: including pre and post teaching Experienced TAs assigned to classes with high proportions of PP or vulnerable pupils	1,2,4,5 £30037
Speech, language and assessment (SLA) TA to support children with speech and language needs and to carry out assessments to identify barriers to learning in children across KS1.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nuffield-early-languageintervention?utm_source=/projects-andevaluation/projects/nuffield-early-language-	1,2,4,5 £3890
Class teacher will work with their pupil premium children regularly within lessons and some PP children will receive tutoring offered by the class teacher.	The pupil premium questionnaire showed that a majority of pupil premium children across the school believed that working in a small group with the class teacher in lessons helped them to learn. The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard	1,2,4,5
TAs to focus on reading and Writing.	EEF states that there is good evidence that one-to-one and small group tuition can have a positive impact on attainment. Conferencing TAs provide immediate, individualised verbal feedback which is recognised by the Education Endowment Foundation as having a positive impact on learning by 8 months with little financial impact.	1,2

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

Budgeted cost: £ 9942.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified ELSA TAs employed 2 x afternoons a week to support children with social and emotional needs	https://www.elsanetwork.org/elsanetwork/evaluation-reports/	1,2,3,4 £1945
Use of Family Liaison officer to engage and support disadvantaged families. Improving the wellbeing of the families will mean that the children are more ready to learn. This will involve providing a listening ear, as well as liaising with external agencies where needed. Embedding principles of good practice set out in the	https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities Key finding from EEF study suggest that parental engagement has a positive impact on average of 4 months additional progress. There is a higher impact for children with lower attainment. Strong evidence base making the link between attendance and academic attainment.	4,6 £12606

DfE's Improving School Attendance advice. This will involve funding a family liaison officer/ office manager to help address these issues and implement strategies.	Department for Education guidance suggests that the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. Our action plan for attendance takes this into account and ensure that all staff are also aware of the boundaries affecting attendance.	3,5,6 £3115
Promotion of reading for pleasure through involvement in Buster Book Club and it's elevation across the school.	Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.	1,4 £500
Residential trips paid for disadvantaged pupils	Based on our experiences and those of similar schools to ours we have identified a need for pupils to gain experiences outside of everyday life. It is therefore important that these pupils have the opportunity to experience the residential trips on offer in Year 4 and Year 6. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	3,4 £1700
Trips, visits, educational workshops and experiences including More Able days at Ryarsh Primary School	Based on our experiences and those of similar schools to ours we have identified a need for pupils to gain experiences outside of everyday life. It is therefore important that these pupils have the opportunity to experience and take part in a variety of enriching opportunities. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	3,4 £700
Additional support for school clubs to support increased attendance	Based on our experiences and through discussions with parents over issues with attendance we could offer the opportunity to attend Brookfield Breakfast Club and subsidise after school clubs run to support their attendance during the school day. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	3,4,5 £500

Additional support for school uniform	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	3,5 £200
Forest School Inspired Learning	The Natural Connections project provides strong evidence that learning outdoors has multiple benefits	3,4
All children to attend forest school at least twice a term. Groups of children including Pupil Premium children to be identified to receive additional Forest school inspired learning sessions. Development of Inspiration Days once a term	92 per cent of teachers surveyed said that pupils were more engaged with learning when outdoors and 85 per cent saw a positive impact on their behaviour. The majority of children also thought they learned better and achieved more when learning outside. 92 per cent of pupils involved in the project said they enjoyed their lessons more when outdoors, with 90 per cent feeling happier and healthier as a result. Studies from the Education Endowment Foundation show that adventure learning interventions consistently demonstrate positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. Teachers at Lunsford have commented that they have seen an increase in the wellbeing of the disadvantaged children in their class when at Forest school Inspired Learning and also during Inspiration Days. This has also improved their ability to focus in class.	3,4 £600

Total budgeted cost: £ 60681.15

Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success Criteria	Impact
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Pupils eligible for PP make rapid progress in Reading by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.	By the end of 2024: 75% of PP children to achieve the expected standard in Reading at the end of KS2 (currently 62.5%) 80% of PP children to achieve the expected standard in Reading at the end of KS1. (Currently 60%)	Ofsted June 2023: “The library was developed as the beating heart of the school. Pupils love the diverse range of books which celebrate all genres, backgrounds and cultures. Reading newsletters and workshops help parents and carers to support reading at home. All staff are trained in the new phonics scheme, which has been implemented successfully since September 2022. Children break down words and practise sounds well from early years onwards. Teachers match books precisely to the sounds being taught. Staff identify gaps quickly with frequent assessments. One-to one catch-up helps pupils to self-correct with plenty of well-supported practice.” Reading KS2 data: <table><tr><th></th><th colspan="2">Lunsford</th><th colspan="2">Kent</th><th colspan="2">National</th></tr><tr><th></th><th>ALL</th><th>PP</th><th>All</th><th>PP</th><th>All</th><th>PP</th></tr><tr><td>%</td><td>71%</td><td>83.3%</td><td>75.2%</td><td>61%</td><td>74%</td><td>NA</td></tr><tr><td>Expected standard in Reading</td><td></td><td>5/6</td><td></td><td></td><td></td><td></td></tr><tr><td>% GDS standard in Reading</td><td>26%</td><td>0/6 0%</td><td>30.4%</td><td>18.5%</td><td>28%</td><td></td></tr></table> <table><tr><th>Expected Standard</th><th>All</th><th>PP</th></tr><tr><td>Y1</td><td>70%</td><td>17%</td></tr><tr><td>Y2</td><td>74.1%</td><td>66.7%</td></tr><tr><td>Y3</td><td>70%</td><td>50%</td></tr><tr><td>Y4</td><td>84.6%</td><td>100%</td></tr><tr><td>Y5</td><td>58.3%</td><td>44.4%</td></tr></table>		Lunsford		Kent		National			ALL	PP	All	PP	All	PP	%	71%	83.3%	75.2%	61%	74%	NA	Expected standard in Reading		5/6					% GDS standard in Reading	26%	0/6 0%	30.4%	18.5%	28%		Expected Standard	All	PP	Y1	70%	17%	Y2	74.1%	66.7%	Y3	70%	50%	Y4	84.6%	100%	Y5	58.3%	44.4%
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Pupils eligible for PP make rapid progress in Writing by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.	By the end of 2024: 100% of PP children to achieve the expected standard in Writing at the end of KS2 66% of PP children to be at the expected standard in Writing at the end of KS1.							
		Lunsford		Kent		National		
		ALL	PP	All	PP	All	PP	
		%	71%	66.7%	73.3%	57.5%	72%	NA
		Expected standard in Writing		4/6				
		% GDS standard in Writing	9.7%	0/6	14.5%	5.6%	13%	NA
				0%				
		Expected Standard	All		PP			
		Y1	56.7%		0%			
Y2	74.1%		83.3%					
Y3	60%		37.5%					
Y4	65.4%		50%					
Y5	58.3%		33.3%					

Pupils eligible for PP make rapid progress in Maths by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.	By the end of 2024: 100% of PP children to achieve the expected standard in Maths at the end of KS2 66% of PP children to be at the expected standard in Maths at the end of KS1. (Currently 50%)	Ofsted June 2023:
		Mathematics teaching is impressive across the school. Recall activities are used daily to help pupils rehearse and embed their number skills.

	Lunsford		Kent		National	
	ALL	PP	All	PP	All	PP
%	83.9%	83.3%	71.1%	54.2%	73%	NA
Expected standard in Maths		5/6				
% GDS standard in Maths	25.8%	16.7%	22.5%	10.7%	24%	NA
		1/6				

Expected Standard	All	PP
Y1	70%	16.7%
Y2	85.2%	83.3%
Y3	66.7%	50%
Y4	74.1%	75%
Y5	58.3%	44.4%

To improve the current attendance and punctuality of a group of Pupil Premium children whose attendance is below 95%	Pupil Premium will improve their attendance and lateness to school 80% of Pupil Premium children have an attendance above 95% by the end of the year.	All pupil attendance – 95.48% PP pupil attendance – 90.66% 16/53 PP pupils were below 90% attendance – 30.1% PA
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For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.	Majority of Disadvantaged children take part in at least two lunchtime or after-school clubs or enrichment activities each year e.g. sports competitions, peripatetic music lessons. • Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences. • Our rich, exciting and engaging curriculum is further enhanced to ensure that lessons promote shared values and pupils' SMSC development. • Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self esteem. • A free place at Brookfield Breakfast Club is provided for PP children. • Quality lunchtime and after-school clubs offered to PP children provide them with wider opportunities thereby enhancing their personal development. Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children.	Greater increase in number of PP pupils attending clubs (lunchtime and after school clubs) Breakfast club has been paid for 4 pupils during the year After school clubs run by out side agencies have been funded for 2 pupils during the academic year Support for school uniform has been extended to an increased number of families who are PP Trips and residential have been subsidised or paid for an increasing number of pupils across the school Inspiration days open to all pupils Clubs open to all pupils with places offered for PP children Free books given to PP families Music tuition paid for 3 PP pupils
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To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families.	For pupils with SEMH needs, accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables these children to thrive. • SENDCO and FLO proactively engages with outside agencies to provide additional support and advice where appropriate re: mental health and well-being. • SLT/ SENDCO/ FLO identify parents for additional support and work with them on strategies to support SEMH and further parental engagement. • Class Dojo and home learning protocols increase the amount of home learning that children have access to. • School further develops its communication via accessible website with regular Dojo Posts and links. • Maths, Reading and Phonics Parents programmes and other curriculum events for parents are held during the year. • Reduced absence among pupils eligible for PP to achieve targets. • Attainment and progress is improved through greater	Increase in number of identified pupils with SEMH PP pupils attending ELSA and drawing and talking as well as signposting to other agencies and support groups has increased over the past academic year – both for PP pupils and PP families.
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	motivation and self learning. • Parents report positive experiences of working with their children on learning objectives at home.	
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Language Link/Speech Link	Speech Link
NFER	GL Assessment
	Nuffield Foundation Education Limited
TTRS	

Further information (optional)

At Lunsford we feel that a child's wellbeing is just as important as their academic progress and achievement and always have Maslow's hierarchy of needs in mind when planning for the needs of all children.

No child should miss out because of their families' financial situation so we have also put together our Lunsford Pupil Premium Promise which outlines to parents of our Pupil Premium children what we are able to provide to support their child in top of what we provide within the classroom. Some of the things we promise to provide support for are;

- A place at Breakfast Club
- Financial support towards milk.
- Financial support towards School Uniform
- Financial support towards a PE Kit
- Financial support towards PTA events
- A place at one extra-curricular after school club
- Financial support for curriculum trips

Parents are reminded of our Pupil Premium Promise at the beginning of each year and are given details of how to apply for pupil premium funding. Our family liaison officer work with the families if needed supporting them with the application and organising the additional support. We also remind families of the PP Promise throughout the year when needed.

Our subject leaders have also developed a broad and balanced curriculum which takes into account the needs of all learners.