

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	202
Proportion (%) of pupil premium eligible pupils	23.7% (48 pupils) Updated number: 31 % (63 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Gary Anscombe, Headteacher
Pupil premium lead	Gary Anscombe
Governor lead	Alice LeBrunn-Healey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,720
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	£72.720

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	<p>Reading</p> <p>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.</p>
2	<p>Writing and Language, including vocabulary</p> <p>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.</p> <p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
3	<p>Attendance</p> <p>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.</p>
4	<p>Personal Development</p> <p>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.</p>
5	<p>Mental Health & Well-being</p> <p>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.</p>
6	<p>Mental Health & Well-being</p> <p>Hardship within some PP families – safeguarding issues, proportionally lower parental engagement, limited support for home learning, restricted life experiences, families struggling financially, low aspirations.</p>

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>We are aiming for:</p> <p>All pupils to Leave Lunsford at the end of Key Stage 2 in Year 6 as confident, fluent readers.</p> <p>An increase in all pupil engagement and self confidence across the school when they are reading</p>	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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
<p>We are aiming for:</p> <p>A positive impact on outcomes for all pupils in their phonics, reading and writing attainment following a continued focus on developing their vocabulary</p> <p>A continued development and extension of oral language skills and vocabulary</p>	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • All of the above will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments • Writing attainment at the end of KS2 will be in line with national figures for disadvantaged pupils
<p>A whole school culture in which everyone recognises and promotes the benefits and importance of being in school every day</p> <p>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</p>	<ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>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.</p>	<ul style="list-style-type: none"> • 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

	<p>support and advice where appropriate re: mental health and well-being.</p> <ul style="list-style-type: none"> • SLT/ SENCD/CO/ 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.
Improved writing attainment among disadvantaged pupils	<ul style="list-style-type: none"> • KS2 writing outcomes in 2026 and 2027 show that more than 67% of disadvantaged pupils met the expected standard

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: £6550

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.	<p><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></p> <p><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></p> <p><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></p> <p><i>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</i></p>	<p>1,2,4,5</p> <p>£1500</p>
Continue to embed the use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	<p><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></p>	<p>1,2,4,5</p> <p>£600</p> <p>SL</p> <p>LL</p> <p>£750</p>
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).	<p><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></p> <p><i>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</i></p> <p><i>The EEF guidance is based on a range of the best available evidence:</i></p> <p><i>Improving Mathematics in Key Stages 2 and 3</i></p> <p><i>EEF Tiered Approach, 'Making learning stick - the science of learning,' EEF tiered approach, DfE 2020, Rosenshine</i></p> <p><i>EEF Professional Development Guidance Report</i></p>	<p>2,4</p> <p>£800</p> <p>WR</p> <p>TTRS</p> <p>TB</p> <p>£900</p>

<p>Training for adults in school to support listening to children read to ensure pupil premium children receive high quality support</p>	<p>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</p>	<p>1,2 £400</p>
<p>Support staff delivering phonics sessions to receive regular support in the form of coaching to ensure pupils receive high quality teaching.</p>	<p>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.</p>	<p>1,2 £800</p>
<p>Complete Nurture UK Programme</p>	<p>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.</p>	<p>5,6 £650</p>
<p>Staff training on attendance, relationships with the children and how to support children and families</p>	<p>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.</p>	<p>3 £150</p>

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

Budgeted cost: £43297.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trialling and embedding Literacy Tree writing programme as part of the EEF trial.	<p>Improving Literacy in Key Stage 2 EEF</p> <p>Writing programme delivered by The Education People focusing on oracy and writing in the early years</p> <p>Whole school writing programme</p>	<p>1,2</p> <p>LW - £1500 LT – £5000</p>
Additional teaching assistants in Year 4 and Year 6 to support teaching	<p>The main aim is to increase high quality provision by improving pupil and adult interactions that are purposeful and positive.</p> <p>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.</p> <p>Support staff to be class based for same day intervention: including pre and post teaching</p> <p>Experienced TAs assigned to classes with high proportions of PP or vulnerable pupils</p>	<p>1,2,4,5</p> <p>£32697.5</p>
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.	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nuffield-early-languageintervention?utm_source=/projects-andevaluation/projects/nuffield-early-language-</p>	<p>1,2,4,5</p> <p>£4100</p>

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: £ 22872.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified ELSA TA 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 £972.50
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	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 £13500

<p>listening ear, as well as liaising with external agencies where needed. Embedding principles of good practice set out in the</p>		
<p>DfE's Improving School Attendance advice. This will involve funding a family liaison officer/ office manager to help address these issues and implement strategies.</p>	<p>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.</p>	<p>3,5,6 £3500</p>
<p>Promotion of reading for pleasure through involvement in Buster Book Club and it's elevation across the school.</p>	<p>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.</p>	<p>1,4 £50</p>
<p>Residential trips paid for disadvantaged pupils</p>	<p>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</p>	<p>3,4 £2500</p>

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 £750
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 £500
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: £ 72720

Review of outcomes in the previous academic year 2024-2025

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Year 1 Phonics (15 pupils)				
School PP	School all	Kent PP	Kent all	National
78.6%	89.6%	62.3%	78.3%	79.9%

End of KS2					
	School PP	School all	Kent PP	Kent all	National
Reading	22.2%	42.3%	59.5%	74.7%	75%
Writing	44.4%	61.5%	72.5%	56%	72.2%
Maths	53.8%	33.3%	54.1%	71.3%	74.1%

The data demonstrated that phonics results were strong and statistically significant given the number of PP pupils in Y1.

End of KS2 results for the cohort were below National in all areas. This was cohort specific, with a recognised high mobility rate in the year group.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that [school would provide an overview of conclusions drawn from this analysis].

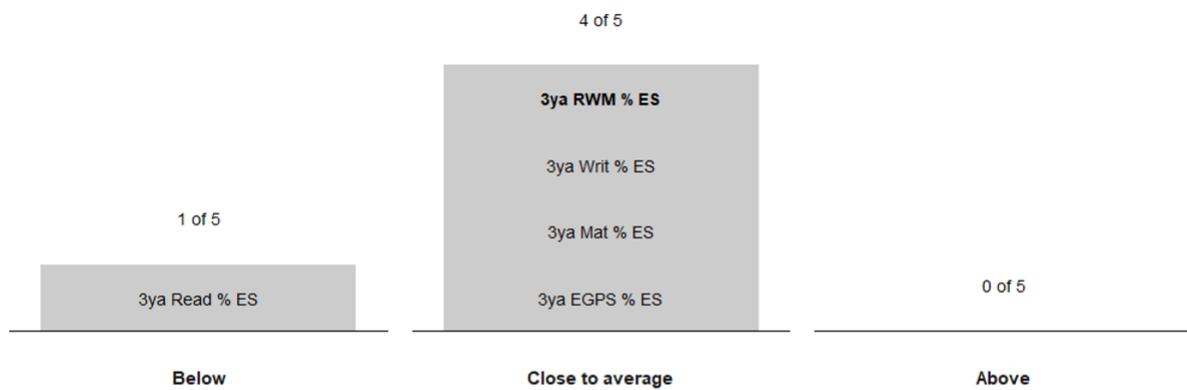
Disadvantaged

Multi-year average

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2025, 2024, 2023	23	-	-



Individual years

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (<u>non dis</u>)	Gap	Gap Trend	
3-year	23	52%	59%	Close to average (non-sig)	78%	-26	Not applicable	Not applicable
2025	10	40%	59%	Below (non-sig)	78%	-38	Suppressed	Low - Stability
2024	5	60%	58%	Small cohort	78%	-18	Suppressed	-
2023	8	63%	58%	Close to average (non-sig)	77%	-15	Not available	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (<u>non dis</u>)	Gap	Gap Trend	
3-year	23	52%	60%	Close to average (non-sig)	80%	-28	Not applicable	Not applicable
2025	10	30%	61%	Below (sig-)	81%	-51	Suppressed	Low - Stability
2024	5	80%	59%	Small cohort	79%	1	Suppressed	-
2023	8	63%	59%	Close to average (non-sig)	79%	-17	Not available	-

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance for disadvantaged is below that of non-disadvantaged. Persistent absentee % is higher for disadvantaged pupils than that of non-disadvantaged pupils.

The school has put in place whole school measures to help support this and to reduce the number of pupils who are PA.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	54	90.6%	92.4%	Below	Relative decline	-
2023/24 (3 term)	41	90.3%	92.0%	Below	Relative improvement	-
2022/23 (3 term)	40	88.0%	91.6%	Below	Relative decline	-
2018/19 (3 term)	22	92.7%	94.4%	Below	Not available	-

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	54	37.0%	24.5%	Above (sig+)	No sig change	-
2023/24 (3 term)	41	41.5%	27.1%	Above (sig+)	No sig change	-
2022/23 (3 term)	40	35.0%	29.3%	Close to average (non-sig)	No sig change	-
2018/19 (3 term)	22	22.7%	16.1%	Above (non-sig)	Not available	-

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations for phonics but did not meet expectations at the end of KS2, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above. Attendance is a barrier to these outcomes which the school will focus on.

Our evaluation of the approaches delivered last academic year indicates that our phonics strategy and fidelity to the scheme was effective.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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.