

## Pupil premium strategy statement – Lyneham Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged and service 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	314
Proportion (%) of pupil premium eligible pupils	10% (32 pupils) FSM/ Ever 6 61% (193 pupils) Service
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	20.11.25
Date on which it will be reviewed	5.11.26
Statement authorised by	Mr John Read (Headteacher)
Pupil premium lead	Mrs Bonnie Maslin
Governor / Trustee lead	Mrs Jane Ball

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM/ Ever 6 £48,480 LAC/AAC £5,260 Service £73,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 127,590</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium strategy at Lyneham Primary School is founded on the principles of social justice, the research and guidance of Professor Lee Elliot Major, high expectations for all, and our core ethos: **Belong, Believe, Achieve**.

We are committed to ensuring that all pupils who face barriers to learning—whether linked to socio-economic disadvantage or the unique circumstances of Armed Forces life—receive the targeted support and opportunities needed to succeed academically and personally.

Our Service pupil population fluctuates around 65%, therefore **our strategy recognises the distinct but complementary purposes of the Pupil Premium (PP) and Service Pupil Premium (SPP)**. We aim to remove disadvantage, promote stability and belonging, and ensure that every child, regardless of background or mobility, flourishes as a confident, ambitious learner.

### Specific Objectives for Disadvantaged and Service Pupils

- 1. Accelerate Academic Progress**  
Ensure that all disadvantaged and Service pupils make at least expected progress in core subjects, narrowing attainment gaps and sustaining progress during times of transition or parental deployment.
- 2. Provide Access to Enrichment Opportunities**  
Guarantee equitable access to enrichment—such as educational visits, clubs, and community projects—that broaden experience, nurture curiosity, and strengthen connections within the school and wider community.
- 3. Develop Confidence, Stability, and Aspiration**  
Build self-belief and resilience in pupils whose education may be affected by service-related mobility or disadvantage, empowering them to aspire, achieve, and feel rooted in our school community.
- 4. Strengthen Well-Being and Emotional Resilience**  
Promote mental health and emotional security through pastoral and peer support systems, ensuring pupils are equipped to manage change and challenge with confidence.

### How Our Strategy Achieves These Objectives

- **Evidence-Informed Approaches**  
Guided by Lee Elliot Major's emphasis on research-based practice, we invest in high-impact teaching and interventions—such as quality-first instruction through the CUSP and Ark Curriculums, structured tutoring, and pastoral mentoring—that benefit both disadvantaged and Service pupils.
- **Rigorous Monitoring and Responsive Support**  
Through regular assessment, pupil inclusion reviews, and tracking of mobility patterns, we identify emerging gaps swiftly and adapt support to sustain pro-

gress and continuity of learning.

- **Professional Development for High-Quality Teaching**

Ongoing training equips staff to understand the lived experiences of both disadvantaged and Service pupils, ensuring lessons are inclusive, challenging, and responsive to diverse needs.

- **Inclusive Curriculum and Belonging**

Our curriculum reflects the local and global contexts of our Service community, fostering belonging, identity, and pride. Specialist teaching in art, sport, and Forest School enhances enrichment and stability.

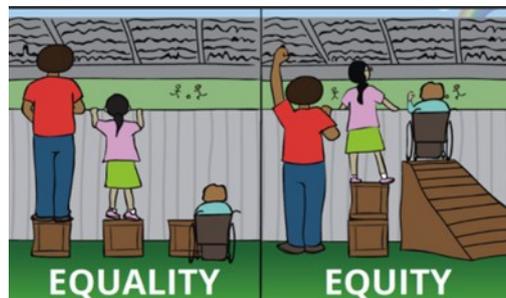
- **Holistic and Pastoral Care**

Integrated pastoral support, mentoring, and collaboration with welfare and external agencies address the social, emotional, and attendance needs of both PP and Service pupils, ensuring no child is left behind.

### Key Principles

- **Equity, Inclusion, and Stability:** We design our provision to remove barriers, promote fairness, and provide consistency for pupils who may experience frequent change.
- **High Expectations, High Support:** We combine ambition with nurture, ensuring every pupil can achieve their potential through tailored academic and emotional support.
- **Empowerment and Agency:** We encourage pupils to own their learning and personal growth, building confidence to thrive amid challenge and change.
- **Continuous Improvement:** Our approach evolves through data analysis, evidence, and reflection to remain impactful for both disadvantaged and Service pupils.

In Essence, our Pupil Premium and Service Pupil Premium strategy is not simply about raising attainment—it is about championing equity, fostering belonging, and nurturing ambition for all pupils. Whether overcoming disadvantage or navigating the demands of Service life, every child at Lyneham Primary School is supported to *Belong, Believe, Achieve*.



## Challenges

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

Challenge number	Detail of challenge	Group(s) Most Affected
1. Disadvantaged and EAL	A significant proportion of disadvantaged learners (over 50%) are EAL and in the early stages of English acquisition. This can limit access to the full curriculum and hinder progress across subjects. Some Service pupils also arrive with limited English proficiency due to international postings.	PP / Both
2. Academic Barriers in Maths	High mobility means pupils may have experienced multiple curricula or gaps in sequence, leading to gaps in mathematical understanding. This is particularly relevant for Service pupils who move between schools with different teaching approaches.	Both
3. Language and Literacy Gaps	Many disadvantaged pupils lack sufficient vocabulary and literacy skills, affecting comprehension, writing, and participation. Service pupils who move frequently or experience disrupted schooling can also show regression in reading fluency and writing stamina.	Both
4. Expectations and Bias	There is a risk that unconscious bias or assumptions about disadvantage or mobility may lead to lowered expectations or inconsistent challenge, particularly for pupils perceived as “resilient” due to Service backgrounds.	Both
5. Social, Emotional, and Mental Health (SEMH) Challenges	Disadvantaged pupils may experience stress, anxiety, or low self-esteem linked to home instability or deprivation. Service pupils may face similar emotional strain due to parental deployment, separation, or frequent relocations. Both groups can experience challenges in forming secure attachments and managing change.	Both
6. Social Skills and Belonging	Limited social experiences or frequent transitions can affect pupils’ ability to form and sustain friendships. Service pupils often join or leave mid-year, which can create social fragmentation or a sense of dislocation.	Both / Service
7. Undiagnosed or Unsupported SEN	Mobility and gaps in communication between schools can delay early identification and continuity of SEN support. Service pupils, in particular, may have inconsistent access to assessments or records across different settings.	Both / Service
8. School Readiness and Early	Some disadvantaged pupils start school with limited early language and foundational skills. Service children entering mid-year or from overseas postings may also	Both

Years Development	miss early transition opportunities or experience adjustment difficulties.	
9. Attendance and Engagement	While Service families often value education highly, deployment cycles, relocation, or stress can disrupt attendance. Disadvantaged pupils may face attendance issues linked to home instability, illness, or lack of access to enrichment and extra-curricular opportunities.	Both
10. Continuity of Learning During Transition	Service pupils often move between schools and curricula, causing learning loss and emotional disruption. Without targeted transition support, attainment and confidence may decline.	Service
11. Parental Deployment and Emotional Impact	Periods of separation, worry for deployed parents, or changes in family routine can affect Service pupils' emotional regulation, concentration, and readiness to learn.	Service

## 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	Group(s)
<b>1. Improved English Language Proficiency and Access to Learning</b>	Pupils with EAL (particularly those who are also disadvantaged or Service) make rapid progress in English acquisition, enabling full participation in the curriculum.	<ul style="list-style-type: none"> <li>- Flash Academy assessment data shows accelerated progress in English proficiency stages for 90%+ of pupils.</li> <li>- 90%+ of targeted pupils use Flash Academy consistently (at least 3 sessions per week) as tracked by platform data.</li> <li>- Targeted EAL and phonics interventions demonstrate positive impact on reading outcomes for 90%+ of pupils as measured by PSC scores.</li> <li>- Classroom observations evidence increased engagement and verbal confidence. Classroom observations show purposeful and consistent use of Flash Academy in English, topic work, or intervention sessions.</li> <li>- Pupils report positive learning experiences and increased confidence in using English.</li> </ul>	Both

<p><b>2. Raised Attainment in Maths through Ark Curriculum, Ready to Progress and Closing the Gap interventions implementation</b></p>	<p>Pupils make strong progress from starting points in maths, with the attainment gap between PP and non-PP pupils narrowing, and Service pupils maintaining expected progress despite mobility.</p>	<ul style="list-style-type: none"> <li>- End-of-year assessments show at least expected progress for 90%+ of disadvantaged and Service pupils. The attainment gap between PP and non-PP pupils is narrowing in statutory assessments.</li> <li>- Diagnostic assessment shows reduced gaps in number and fluency.</li> <li>- Pupil voice reflects increased confidence in maths learning.</li> </ul>	<p>Both</p>
<p><b>3. Strengthened Literacy and Vocabulary Development through the delivery of the CUSP curriculum and scaffolding toolkit.</b></p>	<p>Pupils develop a broad, rich vocabulary and improved reading and writing outcomes.</p>	<ul style="list-style-type: none"> <li>- Increased proportion of disadvantaged and Service pupils achieving age-related expectations in reading and writing.</li> <li>- Regular monitoring through learning walks, book looks and Pupil Book Study evidences improved oral language and comprehension.</li> <li>- Their work reflects clear improvement over time in vocabulary use, sentence structure, and ability to organize and develop ideas coherently.</li> <li>- Vocabulary strategies embedded across curriculum subjects.</li> <li>- Teaching approaches reflect high expectations for all learners, with visible scaffolding and tailored support for pupils with SEN or those at risk of falling behind. In particular, identifying critical core content, chunking knowledge notes, structured response frameworks, structured deliberate practice and structured challenge frameworks to promote hard thinking.</li> <li>Teachers use questioning effectively to promote deeper thinking and classroom dialogue.</li> </ul>	<p>Both</p>
<p><b>4. Improved Emotional Wellbeing, Stability, Peer Relationships</b></p>	<p>Pupils demonstrate improved emotional</p>	<ul style="list-style-type: none"> <li>- Pupil surveys on use of the sensory stations show positive trends in sense of belonging and emotional security.</li> <li>- Reduced behaviour incidents linked to anxiety or transition.-</li> </ul>	<p>Both / Service</p>

<b>and Belonging</b>	regulation, resilience, and sense of belonging within the school community.	Positive feedback from families on emotional support during times of transition, deployment or hardship (via ELSA and Transition feedback forms). – Impact analysis of work towards the Anti-Racism Award shows a reduction in the number of racist behaviour incidents.	
<b>5. Improved Attendance and Engagement in Learning</b>	Pupils maintain high attendance and active engagement, despite challenges of disadvantage or Service mobility.	- Overall attendance above 96% and above national figures. – The attendance gap between disadvantaged and not disadvantaged is narrowing (2.7% Term 1) and reduced to less than 1% by the end of the year. - Reduction in persistent absence for disadvantaged pupils (28.13% Term 1). The proportion of disadvantaged learners classified as persistently absent is reduced to align with, or fall below, that of non-DL learners (11.07% Term 1). DL learners' attendance is in line with or above the national average for all pupils, as reported in national datasets. Deployment-related attendance impact mitigated through flexible support. – Subsidised opportunities to access clubs, trips and school events has facilitated engagement for disadvantaged learners.	Both
<b>6. Smooth Transitions and Continuity of Learning</b>	Service pupils experience seamless transitions between schools, maintaining academic progress and emotional security.	- Transition co-ordinator, admin and pastoral teams fulfil the Transition Policy as pupils join and leave LPS. - Staff collaboration ensures curriculum continuity including SEND and EAL provision. - Parents report smoother transitions and fewer learning setbacks. - Pupil voice indicates they settle, have a sense of belonging and access learning quickly.	Service
<b>7. Emotional Support During Deployment and Reintegration</b>	Service pupils receive tailored emotional and pastoral support before, during, and after deployment periods.	- Parents notify school ahead of known deployment or period of separation. ELSA support, PSA involvement and peer support in place.- Positive pupil wellbeing and engagement maintained during deployment.- Improved attendance and focus following reintegration.	Service

This combined outcomes framework ensures that:

- **Disadvantaged pupils** benefit from targeted academic and socio-emotional support that narrows attainment gaps.
- **Service pupils** receive stability, continuity, and wellbeing support that minimises the impact of mobility and deployment.
- **Shared provision** (e.g. pastoral, enrichment, and quality-first teaching) maximises impact and value across both groups, aligning with the ethos of *Belong, Believe, Achieve*.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 42,660

Activity	Evidence that supports this approach	Challenge number(s) addressed	Funding Stream
<p><i>Embedding the Ark Maths and CUSP curriculums.</i></p> <p><i>CUSP CPD across the year £3,000</i></p> <p><i>CUSP set-up proportional contribution £2,500</i></p> <p><i>Leadership release for Maths, Phonics, English, Curriculum leadership ½ day per week across the year</i></p>	<p>Quality first teaching is the most important ingredient in supporting all children to succeed.</p> <p>The Sutton Trust 2011 states that ‘for poor pupils, the difference between a good teacher and a bad teacher is a whole year’s learning.’</p> <p>Evidence-Based Design: CUSP integrates research-based principles such as cognitive load theory, retrieval practice, spaced learning, and interleaving. These strategies are proven to enhance knowledge retention and application, making the curriculum effective for all learners, including those with special educational needs.</p> <p>Education Endowment Foundation:  <a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf</a></p> <p>Structured and Coherent Planning: The curriculum offers a systematic sequence of lessons designed to build cumulative knowledge, ensuring that learning is scaffolded and connected. This reduces teacher workload by providing pre-designed editable resources and supports consistent, high-quality instruction.</p>	2,3,4,7,8	Joint

<p>£12,000</p> <p>ARK Curriculum ongoing costs and resourcing and Multiplication Strategy implementation £5,000</p> <p>Wiltshire Learning Resources proportional contribution to enhance CUSP curriculum £1,000</p>	<p>Comprehensive Support for Teachers: Schools using CUSP gain access to extensive professional development resources, including CPD videos, handbooks, and live support. These materials enhance teacher subject knowledge and help embed the curriculum effectively.</p> <p>Knowledge-Rich and Vocabulary-Focused: CUSP prioritizes explicit vocabulary instruction across subjects, supporting language development with carefully structured modules. This approach improves literacy and comprehension while fostering academic language skills crucial for primary learners.</p> <p>A limited vocabulary is recognised as one of the most significant factors for the future under attainment of disadvantaged learners. A curriculum that revisits and focuses on vocabulary acquisition has been proven to support improved outcomes. The EEF states that “Oral Language approaches that support learners of vocabulary, articulation of ideas and spoken expression through approaches such as reading aloud and book discussion with young children; explicitly extending children’s spoken vocabulary; the use of targeted questioning to develop reading comprehension and the use of purposeful, curriculum-focused dialogue and interaction can add an additional 6 months progress over the course of a year.”</p> <p>American researchers article “When children are not read to at home: The million word gap” In the journal of development and behavioural paediatrics looked at the impact of parents reading with their children and quoted the following figures:</p> <p>‘Here’s how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.’</p> <p>An evaluation by the Education Endowment Foundation (EEF) demonstrated that pupils in schools using the Maths Mastery programme made, on average, two months more progress in Key Stage 1 compared to similar schools not using the programme. The impact was statistically significant, indicating the effectiveness of the programme in fostering mathematical understanding.</p> <p>The programme emphasises oracy and deep conceptual understanding. Schools reported improvements in students' ability to articulate mathematical reasoning and increased comfort with foundational concepts, helping them build a stronger mathematical foundation.</p> <p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p>		
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	<a href="https://education-evidence/guidance-reports/early-maths">education-evidence/guidance-reports/early-maths</a>		
<p><i>Coaching and mentoring for teachers from SENCo and Inclusion Leader x3 per year (Inclusion Meetings)</i></p> <p><i>Teacher release</i> £1,600</p> <p><i>SENCo and Inclusion Leader time</i> £7,560</p> <p><i>Mentoring/ supporting teachers with targeting support based on summative assessment information</i></p> <p><i>Year 6 Specialist Teacher</i> £8,000</p>	<p>Allocating dedicated time for Special Educational Needs Coordinators (SENCo)s to collaborate with teachers has been shown to positively impact pupil outcomes. Key findings from research include:</p> <p>Enhanced Teaching Strategies: SENCo)s play a crucial role in auditing and strengthening teachers' knowledge and skills to manage diverse learning needs. By working closely with teachers, SENCo)s help develop effective teaching strategies tailored to pupils with special educational needs, leading to improved engagement and achievement.</p> <p><a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC8251416/?utm">https://pmc.ncbi.nlm.nih.gov/articles/PMC8251416/?utm</a></p> <p>Improved Collaborative Culture: Effective collaboration between SENCo)s and teachers fosters a supportive school environment. Such partnerships enhance the overall teaching culture, which is associated with better pupil motivation, behaviour, and attendance, ultimately contributing to improved academic outcomes.</p> <p><a href="https://dera.ioe.ac.uk/id/eprint/11329/1/DCSF-RR108.pdf?utm">https://dera.ioe.ac.uk/id/eprint/11329/1/DCSF-RR108.pdf?utm</a></p> <p>Strategic Leadership and Inclusion: SENCo)s are instrumental in promoting inclusive practices within schools. Their collaboration with teachers ensures that special educational needs are addressed strategically, leading to a more inclusive school culture and better support for pupils requiring additional assistance.</p> <p><a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC8014724/?utm_source">https://pmc.ncbi.nlm.nih.gov/articles/PMC8014724/?utm_source</a></p> <p>There is some evidence that mentoring can have small positive impacts on mentee pupil attainment and literacy. Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment.</p> <p><a href="https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf">https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf</a></p>	1,4,5,6,7,8	Joint
<p><i>Teaching staff involvement in Professional Learning Community (book study groups, shared</i></p>	<p>A review of research on PLCs, including studies from England, suggests that well-developed PLCs have a positive impact on both teaching practice and student achievement.</p> <p><a href="https://www.researchgate.net/publication/222686637_A_review_of_research_on_the_impact_of_p">https://www.researchgate.net/publication/222686637_A_review_of_research_on_the_impact_of_p</a></p>	2,3,4	Joint

best practice, moderation activities) £2,000	<a href="#">rofessional learning communities on teaching practice and student learning</a>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 41,479

Activity	Evidence that supports this approach	Challenge number(s) addressed	Funding Stream
Ready to Progress and Closing the Gap (Ark Maths Intervention) TA £21,979	<p>The Ark Curriculum Plus "Ready to Progress" intervention is designed to support pupils in mastering essential mathematical concepts, particularly those who may be struggling. While specific large-scale studies on this intervention are limited, there is evidence suggesting its positive impact:</p> <p>Case Study – Shacklewell Primary School: Shacklewell Primary School in Hackney implemented the "Ready to Progress" materials as an intervention. Jonathan Omisore, Assistant Head Teacher and Maths Lead, reported that within three sessions, a Year 4 pupil who previously did not know his two times tables was able to learn them, demonstrating the intervention's effectiveness in improving mathematical skills.</p> <p><a href="https://www.arkcurriculumplus.org.uk/case-studies/the-impact-of-interventions-at-shacklewell-primary-school?utm">https://www.arkcurriculumplus.org.uk/case-studies/the-impact-of-interventions-at-shacklewell-primary-school?utm</a></p> <p>Alignment with EEF Best Practices: The programme is aligned with the Education Endowment Foundation's (EEF) best practice principles and the Department for Education's (DfE) "Ready to Progress" criteria. This alignment suggests that the intervention incorporates evidence-based strategies known to enhance student learning outcomes.</p> <p><a href="https://www.arkcurriculumplus.org.uk/our-programmes/primary/mathematics-mastery/ready-to-progress-interventions?utm">https://www.arkcurriculumplus.org.uk/our-programmes/primary/mathematics-mastery/ready-to-progress-interventions?utm</a></p> <p>While direct large-scale research on the "Ready to Progress" intervention is currently limited, its design principles and initial case studies indicate a positive impact on pupil outcomes, particularly in enhancing mathematical proficiency among learners requiring additional support.</p>	2,3,6	Joint
Year 6	Impact on Learning: The EEF Teaching and Learning	1,2,3,4	Joint

<p>Specialist Teacher £8,000</p>	<p>Toolkit estimates that small group tuition can lead to an average of +4 months of additional progress over a year. It is particularly effective when targeted at pupils who are falling behind or who need additional support.</p> <p>Effectiveness for Disadvantaged Pupils: The evidence suggests that small group tuition is especially beneficial for disadvantaged pupils, helping to narrow attainment gaps.</p> <p>Key Success Factors: Sessions should be frequent and sustained over time. Qualified teachers or well-trained tutors delivering the sessions enhance impact compared to untrained staff. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>		
<p>ELS Progress KS2 Phonics Intervention £6,500</p>	<p>Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Phonics can be especially beneficial for children who are lower attaining.</p> <p><a href="#">Phonics   EEF</a></p>	1,3	Joint
<p>Flash Academy online platform £5,000 (subscription costs and TA time to assist pupils in KS1) Adopt Flash Academy platform licences for newly arrived EAL pupils; baseline via digital proficiency assessment; set individual trajectories; monitor usage and proficiency</p>	<p>Case study evidence from BESA and Naldic (EAL Journal) of pupils who are new to English making rapid progress as a result of having access to the online platform.</p> <p><a href="#">Embracing Diversity and EAL at Anderton Park School - BESA</a></p> <p><a href="#">FlashAcademy is helping educators to break down language barriers in the classroom – EAL Journal</a></p>	1,3	Joint



	<p>equate staff resources and time are allocated to achieve this. Providing time for a dedicated member of staff within the school to provide updates/ awareness training for all members of staff; be responsible for maintaining self-review of the Thriving Lives Toolkit</p> <p>Funding staff attendance at conferences and seminars that are focused on the experiences of Service pupils.</p> <p>Funding external quality assurance activity to review how the school supports its Service pupils.</p> <p><a href="#">Service Pupils in Schools: Non-statutory guidance - GOV.UK</a></p>		
<p><i>Parent Support Advisor (Annual cost £2,000 approx. 20hrs per term)</i></p>	<p>The rationale for having a Parent Support Advisor (PSA) in schools is rooted in the critical role that parental engagement and family support play in a child's educational success. A PSA acts as a bridge between the school and families, particularly those facing challenges, to ensure that children are supported both at home and in their learning environment.</p> <p>The DfE emphasizes the importance of parental engagement in improving pupil outcomes, and PSAs are a practical means to facilitate this engagement.</p> <p>The Education Endowment Foundation (EEF) provides evidence that effective parental engagement can lead to improved academic outcomes for children. According to the EEF's Teaching and Learning Toolkit, parental engagement has a positive impact, with an average of +4 months' additional progress over the course of a year. Additionally, the EEF's guidance report, 'Working with Parents to Support Children's Learning,' emphasises that levels of parental engagement are consistently associated with better academic outcomes. The report suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	all	Joint
<p><i>ELSAs (1/2 annual cost £18,000)</i></p> <p><i>Little Troopers Wellbeing Pack and School Resource</i></p>	<p>The Emotional Literacy Support Assistant (ELSA) programme is designed to enhance the emotional well-being of primary school students by providing targeted support. Research indicates that ELSAs can positively impact students' emotional literacy and overall well-being.</p> <p>Key Findings from Research:</p> <p>Improved Emotional Literacy: A study published in Emotional and Behavioural Difficulties evaluated the ELSA programme from the perspectives of primary</p>	5,7,8	Joint  SPP

<p><i>Pack (supporting Service pupils during separation and deployment )</i> £250</p>	<p>school children. The research found that students reported increased emotional awareness and better coping strategies following ELSA support. <a href="https://explore.bps.org.uk/content/bpsecp/33/4/50?">https://explore.bps.org.uk/content/bpsecp/33/4/50?</a></p> <p>Positive Student Experiences: Research in Educational Psychology in Practice explored primary school children's perspectives on ELSA support. The study concluded that students valued the one-on-one sessions, noting improvements in their ability to manage emotions and enhanced self-esteem. <a href="https://www.researchgate.net/publication/342329308_Primary_school_children%27s_perspectives_and_experiences_of_Emotional_Literacy_Support_Assistant_ELSA_support">https://www.researchgate.net/publication/342329308_Primary_school_children%27s_perspectives_and_experiences_of_Emotional_Literacy_Support_Assistant_ELSA_support</a></p> <p>Support for Vulnerable Pupils: An investigation into the effectiveness of ELSAs in schools highlighted that trained ELSAs equipped teaching assistants with the skills to support vulnerable pupils, leading to improvements in attendance, behaviour, and academic achievement. <a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf?utm">https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf?utm</a></p>		
<p>Transition Co-ordinator and Community Cohesion Role including work towards the anti-racism award £8,000</p>	<p>Ensuring that carefully managed transitions are at the heart of supporting Service pupils. This includes the assessment of educational needs/gaps, understanding the impact of previous parental absences, deployment and mobility, and likely future changes <a href="#">Service Pupils in Schools: Non-statutory guidance - GOV.UK</a></p>	1,4,5,6,10,11	SPP
<p>Targeted support fund to subsidise access to clubs, trips and wider extra-curricular experiences £1,000 Monitor uptake and correlate with</p>	<p>Disadvantaged pupils are less likely to access enrichment/extracurricular activities (sports, arts, clubs) due to cost, access and mobility barriers. Subsidising such activities helps reduce this participation gap, boosting engagement, sense of belonging, and potential academic and non-cognitive outcomes.”</p> <p>While the size of academic gain from enrichment alone is moderate (≈ +3 months in the case of arts participation) the gain is meaningful especially when combined with other targeted teaching and support.</p> <p>Wider benefits include improved motivation, engagement, attendance, well-being, belonging — all of which contribute to closing the disadvantage gap.</p>	9	PP

attendance, wellbeing, engagement data.			
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**Total budgeted cost: £ 127,389**

### Review of Outcomes (for Pupil Premium and Service Pupil Premium)

Our review process is designed to ensure that the impact of both **Pupil Premium (PP)** and **Service Pupil Premium (SPP)** funding is rigorously evaluated and continuously improved.

Because the majority of our pupils are from Service families, our evaluation model considers both the **distinct purposes** of each funding stream and their **shared contribution** to our overarching vision: *Belong, Believe, Achieve*.

### Evaluation Approach

- **Termly progress reviews:** Teachers, phase leaders, and senior leaders analyse assessment data, progress measures, and attendance to identify patterns and adapt support quickly.
- **Pupil voice and parent feedback:** Gathered regularly to assess perceptions of support, stability, and inclusion, ensuring that both PP and Service pupils feel known, supported, and valued.
- **Monitoring of mobility and transition impact:** Transition records and baseline assessments are reviewed for all new Service pupils to track academic and emotional continuity.
- **Staff development evaluation:** CPD impact is reviewed through observation, coaching records, and performance management to ensure high expectations and inclusive pedagogy remain consistent.

### Impact Measures

Success will be measured through:

- Accelerated academic progress and narrowing of attainment gaps for disadvantaged pupils.
- Maintenance of expected or above-expected progress for Service pupils despite mobility or deployment.
- Improved attendance and reduction in persistent absence.

- Strengthened wellbeing, sense of belonging, and emotional resilience. Through pupil self-assessments and teacher observations.
- Increased participation in enrichment and extracurricular opportunities across both groups.

## Reporting and Governance

- Outcomes are reported to governors termly through data dashboards and qualitative evaluations, with a clear distinction between PP and SPP funding streams.
- A full **annual review** evaluates the cost-effectiveness of each strand of provision and informs planning for the following academic year.
- Findings are shared with the governing board and published in line with DfE requirements, ensuring transparency and accountability.

## Continuous Improvement

We recognise that the needs of our community — particularly Service families — are dynamic. Our approach therefore remains flexible and responsive, guided by evidence, feedback, and pupil outcomes.

Our ultimate measure of success is that every pupil, regardless of circumstance or background, thrives as a confident learner and valued member of the Lyneham Primary community — embodying our ethos of *Belong, Believe, Achieve*.

## **Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

### Disadvantaged and EAL- over 50% of our DL's are EAL and in the early stages of learning English

Teaching staff have improved knowledge and understanding of the English Proficiency assessments in Speaking, Listening, Reading and Writing. They are using Flash Academy regularly with named pupils on the class-based iPads. Last academic year, 94% of pupils (22 using the platform) improved their proficiency by at least one FA assessment level. 50% of the pupils have been using it consistently (3+ sessions per week). There has been some positive parental feedback from our parent questionnaire about the provision. TA feedback has been positive. They report pupils being keener to engage with the style of intervention and being proud to earn certificates that are presented during Golden Book assembly.

### All children have access to quality first teaching in Ark Maths, which enables good levels of progress

Teachers have improved subject knowledge of the Ark Maths curriculum as evidenced through subject leader weekly learning walks for consistency and quality monitoring. The structure of the lessons helps pupils stay on task and use of manipulatives deepens conceptual understanding. Teachers are strong in developing and using mathematical language and pupil voice tells us they are excited and enjoy learning maths. Teachers are increasingly confident with the curriculum structure, supporting delivery. EYFS and KS1 continue to deliver the Mastering Number programme, embedding it within daily Maths Meetings.

DATA Profile (RWM Combined) 2024-25

RWM	School	National
All children	61%	62%
DL	40%	45%

7 pupils in receipt of PP  
 2 pupils new to English and not working at standard of the test  
 2 pupils PP/SEND

Maths data was the weakest area for DL pupils (60% DL vs 86% All)

#### Non-reporting Year Groups (Maths) Teacher Assessment

Y1 EXS – 68% (DLx4 50%)  
 Y2 EXS – 58% (DLx5 0%)  
 Y3 EXS – 58% (DLx10 30%)  
 Y4 EXS – 64% (DLx5 20%)  
 Y5 EXS – 67% (DLx6 17%)

#### Y4 MTC

	School	National
All Children	17.3	21.6
DL	14	19

Data from the Year 4 Multiplication Check shows that both the whole school and disadvantaged learners underperformed against national averages. The Maths Leader will implement a whole school Multiplication Strategy next academic year.

### All children to benefit from consistent evidence informed pedagogy in the teaching of English reading and writing through the CUSP curriculum

Monitoring shows consistency across year groups of the use of the five-part lesson structure. Pupil books show that there is a consistent approach to reading across the school. There is more evidence in reading books this year than previous years. Pupil use and retention of vocabulary is not as secure as we need it to be. The CUSP pedagogy CPD videos will be revisited in staff meetings next year.

Y6 SATs	Reading		Writing		Combined
	School	National	School	National	
All Children	78%	75%	86%	72%	61%
DL	80%	63%	80%	59%	40%

DL pupils achieved broadly in line with non-DL pupils and outperformed national averages.

Non-reporting year groups (Teacher Assessment)

Reading	Writing
<b>Y1</b> – 63% EXS+ (DLx4 25%)	<b>Y1</b> - 53% EXP+ (DLx4 50%)
<b>Y2</b> - 68% EXS+ (DLx5 0%)	<b>Y2</b> - 55% EXP+(DLx5 0%)
<b>Y3</b> - 64% EXP+ (DLx10 0%)	<b>Y3</b> - 48% EXP+ (DLx10 30%)
<b>Y4</b> - 68% EXP+ (DLx5 20%)	<b>Y4</b> - 64.2% EXP+ (DLx5 20%)
<b>Y5</b> - 76% EXP+ (DLx6 50%)	<b>Y5</b> - 46.6% EXP+ (DLx6 17%)

Year 1	Phonics 2024-25	
	School	National
All Children	84%	80%
DL (4 pupils)	25%	67%

Year R	EYFS GLOD 2024-25	
	School	National (2024)
All Children	64.4%	67.7%
DL (2 pupils)	50%	51.5%

While groups are small and not statistically significant, DL pupils have not achieved in line with national averages. There will be a renewed focus on maintaining full fidelity to the *Essential Letters and Sounds (ELS)* scheme across all teaching and interventions with granular level assessment to ensure any gaps in phonic knowledge are identified and addressed swiftly.

For the attendance of our DL learners to be at least in line with non-DL learners

Through existing processes and further developments linked to the DfE toolkit for improving attendance (Sept 22) the school now has a wide-ranging set of strategies that are used to target attendance. Attendance monitoring by the Inclusion Leader is allowing the school to respond to issues in a timely fashion and a personalised approach is ensuring that the support offered to specific children and their families is bespoke.

Attendance data across 2024-25 for disadvantaged pupils has improved from 93% to 93.95% (our target remains at 96%). Children who have previously been reluctant to attend school regularly are now benefitting from fewer broken weeks less disruption to learning. The team recognise that a personal approach is key and will continue to carefully design attendance strategies around this principle. Pupils with FSM at LPS had higher attendance than that group nationally. 'The gap' at LPS of 2.6% is lower than the national gap of 3.6%.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
n/a	

## Service pupil premium funding (optional)

Information is embedded within the wider strategy.