Pupil premium strategy statement

Lilycroft Primary Pupil Premium Statement

At Lilycroft, we aim to improve pupil attainment through excellent rates of pupil progress regardless of pupils' barriers to learning.

Understanding barriers at Lilycroft Primary School

At Lilycroft Primary School, we acknowledge and understand the challenging socio-economic circumstances that can create additional barriers to learning for children. We also know that multiple factors of deprivation, including language deprivation, can create further barriers for children to overcome.

However, we are clear that the impact of these barriers to learning can be reduced through high quality classroom teaching and additional welfare support, where necessary.

We believe that high quality professional development – that is grounded in research-can enable all teachers to provide high quality classroom teaching and that targeted, named interventions, led by well trained staff, can support children to overcome barriers to learning and succeed.

We believe in developing the whole child; equipping them with the key skills to succeed in education and later life as well as creating well-rounded pupils whose schooling is enriched with first hand cultural experiences that support personal development. Where children cannot access these opportunities at home, we aim to provide these opportunities through a rich, broad curriculum enhanced by first hand experiences.

Although funding is provided specifically eligible for the Pupil Premium Grant, strong educational outcomes for these children are best achieved through providing high quality teaching through school. In this way, *all* vulnerable children are helped to achieve the best possible outcomes from their starting points.

In order to ensure that the Pupil Premium Grant funding has an impact, we must identify barriers to learning and select effective strategies to overcome these barriers.

Barriers to learning for disadvantaged pupils at Lilycroft Primary School

- English as an additional language – the majority of children speak a few words of English on entry to our Reception class (see report by EEF, Unbound and The Bell Foundation for a detailed list of risk factors that are experienced by these learners at Lilycroft).
- A language deficit – a gap in vocabulary and lack of ability to manipulate language for effect.

- The impact of inward mobility on attainment compared to age related expectations.
- Lack of access to, and experiences of, written texts for many children (outside of school literacy offer); including opportunities to share a text with an adult.
- Limited cultural and enrichment opportunities which also have a limiting effect on the development of language and understanding.
- The impact of multiple factors of deprivation on pupils' emotional wellbeing – this can impact on children's' behaviour for learning, self-esteem and confidence.
- Some parents' / carers' confidence to communicate, read and write in English. High levels of recent inward mobility mean that those parents / carers who recently arrived in the UK may not have the English language skills to support children's' learning at home.
- Poor attendance (exacerbated by the COVID-19 pandemic and aftermath) reduces the impact of the high-quality education on offer, as children experience lost learning.

This statement details our school's use of pupil premium for 2025 to 2028 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lilycroft Primary
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	145 (39%)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	February 2027
Statement authorised by	LGB
Pupil premium lead	Leah Florence
Governor / Trustee lead	Jane Townend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,590
Recovery premium funding allocation this academic year	£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	£185,590

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children achieve the school's aims to be safe; to be an excellent learner; to have excellent social and emotional skills and to achieve and succeed through our ethos of 'a relentless drive for improvement, excellence and equality'.

We believe all children can flourish in all aspects of school life given the right time and support to tackle any disadvantage they may have in their background or challenges they may face. There are some characteristics as a group that guide our actions but we never lose sight of the individual child's, strengths, needs, interests and development.

We will use the funding to support:

- further improvements in the curriculum and the quality of teaching and learning for all, that research shows will have the greatest impact on closing on closing the disadvantage attainment gap

- accurately, timely and impactful support to meet each child's needs

- ensuring all children fully participate in school life and all of the experiences it offers

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment and educational offer will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	**Pupil mobility – children starting after Reception** Typically, by the end of KS2, 30% of the PP cohort is made up of children who were mobile during KS2 with many joining in Year 5 and 6. Assessments, observations and discussions with children and their families indicate issues with prior school experiences (academic and/or social), many children arrive with gaps in their learning and/or other individual needs (sometimes complex undiagnosed SEND) which need to be established and provided for as well as needing to establish friendships and a new social circle. Research (Hattie) shows that mobility is one of the few factors that can actually take children's learning backwards.

2	**SEND** Along with eligibility for Pupil Premium, our PP cohort has 38% SEND. 56% of the PP+SEND children show a difficulty with social, emotional and mental health with 38% having a speech, language and communication need. This impacts learning and success at school.
3	**English as an Additional Language** 99% of our learners are regarded as an ethnic minority. 83% of our learners have English as an additional language. 91% of our PP children, who have English as an additional language, have Punjabi, Urdu, Pushto or Arabic dialects as their first language. The Foreign Service Institute (FSI) has created a list to show the approximate time you need to learn a specific language as an English speaker. This study places French, Italian, Norwegian, Spanish and Swedish as amongst the languages in Category I, taking 23-24 weeks (2/3 of an academic year) to reach proficiency with Punjabi and Arabic in Category 5, taking 88 weeks (2 ½ academic years) to reach the same standard.
4	**Academic attainment in core subjects** Our assessments and observations show a higher proportion of PP children having attainment below the expected level and fewer at the higher standard to varying degrees in reading, writing, maths. In some year groups their performance is not in line with national averages and in most cases there is a gap between the non-PP peers in school. Difficulties in the core can also impact on success in other subjects through difficulties in reading, writing and calculating.
5	**Attendance** Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils at around 91 – 94% has been between 3 - 4 % lower than for non-disadvantaged pupils in the school. Assessments and observations show this negatively impacts children's progress and success at school.
6	**Participation in school life** Integration and full access to all on offer at school can be hindered by financial, time, cultural, logistical and communication barriers e.g. if parents do not speak English, a higher proportion of our PP cohort travel by public transport to school rather than within easy walking distance, access to and use of online communication can be a barrier.
7	**Health and wellbeing** Our observations and discussions show that many of our PP cohort were more affected by Covid restrictions inside and outside of school e.g. access to outside play, access to sports, clubs and activities. Some of the PP cohort have additional emotional and mental health needs e.g. children who have been in local authority care.

Intended outcomes

Intended outcome	Success criteria
Effective and robust systems to support deep knowledge of each child and the wider cohort	Effective systems are in place to understand strengths, needs and circumstances on induction to the school and in monitoring and support during their time at the school.
Consistent and effective quality first provision for all pupils in our school, particularly our disadvantaged pupils	Quantitative and qualitative information shows that teaching and learning is highly effective across the curriculum, year groups, classes and cohorts.
Achieve and sustain improvement in academic attainment and progress for PP children	Outcomes in all key indicators show the PP cohort are at least meeting national averages in attainment and progress from starting points. The in-school gap is narrowed.
PP children are fully integrated and benefit from all aspects of school life	This is demonstrated by: - high levels of participation in trips, clubs and other experiences on offer - high take up of additional support/enrichment activities targeted or prioritised for PP children - qualitative data from pupil voice, parents/carers and staff observations
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP pupils	Impactful general support and additional interventions to support children's varied social, emotional, mental health and developmental needs. This will be evidenced through qualitative data (surveys, observations, pupil voice) and quantitative records (e.g. behaviour incidents)
To achieve and sustain improved attendance for all pupils, particularly our PP pupils.	Attendance and persistent absence at least in line with national averages for all children and the gap within school closing. Demonstrable improvement in attendance for individuals with persistent absence e.g. where there are specific health issues.

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

Budgeted cost £ *53,806.26*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: People Recruitment, retention and development of excellent teachers, including subject specialists.	Quality of teaching for all pupils is the biggest factor in success and will impact even more so for disadvantaged cohorts EEF: "Supporting high quality teaching is pivotal in improving children's outcomes. High quality teaching can narrow the disadvantage gap. EEF: High quality teaching	**All**
Quality First Teaching: Training Excellent CPD including Q1E trust induction, INSET, trust-wide planning, central team and cross-school support. Varied forms of support with planning, subject knowledge, pedagogy, teaching, meeting needs, accurate assessment, working with parents/carers. Early career teacher support – programme that meets and exceed expectations for the first year of teaching and a package for those in their second year. Teaching support staff CPD and support – training and development opportunities to build subject knowledge, strategies and skills to support children in lessons and at playtimes, run interventions.	EEF: "Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged." EEF: Continuing Professional Development	**All**
Quality First Teaching: Curriculum Further development of our high quality curriculum incorporating a clear phonics programme; reciprocal reading; Maths Mastery; collaborative learning approach.	A well-sequenced, engaging and relevant curriculum offer will lead to greater success in learning for individuals, across classes and over time. EEF: Phonics; EEF: Mastery learning; EEF: Reading comprehension strategies EEF: Collaborative learning approaches	**All**

Subject and pedagogical expertise - developing the expertise of leaders, and in turn training teachers, to deliver the curriculum effectively and have secure and accurate subject knowledge	EEF: Phonics; EEF: Mastery learning; EEF: Reading comprehension strategies EEF: Collaborative learning approaches EEF: Continuing Professional Development EEF: High quality teaching	**4**
Assessment Formative assessment and feedback: training and support on effective strategies to ensure impactful assessment for learning. Summative assessments – tracking systems, including phonic tracker (N – Y2 + mobile children in KS2), and use of standardised testing Y2 – 6 to ensure accurate assessment of standards and identify strengths and areas to consolidate	Providing high-quality feedback to pupils is integral to effective teaching. Formative assessment can improve students' learning EEF: High quality feedback 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: EEF: Standardised tests | Assessing and Monitoring Pupil Progress	**4**
Monitoring and evaluation – PP children are a core group of focus during all activities e.g. in lesson observations, subject/school reviews internally and with external advisors, pupil progress reviews, book scrutiny, pupil voice panels	High quality teaching can narrow the disadvantage gap. EEF: High quality teaching	**All**

Targeted academic support

Budgeted cost: £82,037.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessments – specific assessment tools bought, trained and used to identify specific need and support e.g. LASS, Boxall, Sandwell, LBQ	By focusing on effective diagnostic classroom assessment, such as low-stakes retrieval quizzes, teachers can find the gaps in their pupils' understanding. EEF: Diagnostic assessments https://www.lbq.org/ Sandwell early numeracy Boxall – mental health diagnostic LASS – dyslexia diagnostic	**2, 3, 4, 7**

Academic support during quality first education – training on adaptations to meet needs during lessons for teachers and support staff for all year groups. Training for teachers and support staff about how to support learning in classrooms effectively.	Quality of teaching for all pupils is the biggest factor in success and will impact even more so for disadvantaged cohorts Supporting high quality teaching is pivotal in improving children's outcomes. High quality teaching can narrow the disadvantage gap. EEF: High quality teaching	**2, 3, 4**
Academic support interventions – training and programmes to support needs e.g. phonics groups, social skills/talk time groups, LBQ, phonics catch up, reading for fluency intervention and in-class IT equipment for Years 1-6	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind EEF: Teaching assistant interventions EEF: Small group tuition EEF~: One to one tuition	**2, 3, 4**
Mobile pupil induction – effective systems on induction (and beyond if needed) to ensure accurate information from previous school, parents/carers, child tour and assessments where needed	Evidence shows the importance of ensuring pupils start confidently in a new setting. Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with transition. Planning is key to address pastoral needs and academic support. EEF "A key success factor is whether a child makes a friend in the first month" – schools need to focus on ensuring pupils feel welcome (Visible Learning, John Hattie).	**1, 6, 7**

Wider strategies

Budgeted cost: £ *69,744.05*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - embedding principles of good practice set out in the DfE's advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	**5**

Behaviour management and behaviour for learning – whole school staff training, implementation of restorative practice as core whole school strategy, reinforcement of school values and excellent learner traits	Both targeted interventions and universal approaches can have positive overall effects EEF: Behaviour interventions EEF: Behaviour for learning EEF: Behaviour management	**6, 7**
Supporting social, emotional and mental health needs - through whole school strategies, specific learning in PSHE with tiered additional support (counselling offer, therapeutic learning – gardening)	EEF: Social and emotional learning There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	**7**
Participation and inclusion in school life and activities – enabling pupils to access clubs, peripatetic lessons, instrument hire, uniform, reading books for home, stationery, IT devices for home, parallel play materials, trips and school journeys. Ensuring materials at home to support homework (e.g. tablets, wi-fi, stationery, parallel activities in EYFD) and access to quality reading texts in the home (texts sent to keep at home each term)	Approaches to supporting disadvantaged pupils - GOV.UK (www.gov.uk)	**6**
Engaging parents Parent workshops – ESOL, Functional Skills, Tajweed, Knitting but then also as part of daily school life: in early reading, maths, reading for pleasure.	Levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF: Working with Parents to Support Children's Learning	**4, 6, 7**
Contingency fund - for acute/emerging issues.	Based on our experiences and given the ongoing problems with SEND, we have identified a need to set a small amount of funding aside to respond quickly to emerging needs.	-

Total budgeted cost: £ £ *205,588*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Pupil Premium Outcomes Statement

Introduction

At Lilycroft Primary School, we are committed to ensuring that all our pupils, particularly those from disadvantaged backgrounds, receive the support they need to achieve their full potential. This statement outlines the outcomes of our Pupil Premium strategy for the academic year 2025/2026.

Key Achievements

1. Deep Knowledge and Effective Support Systems

We have successfully implemented robust systems to gain a deep understanding of each child's strengths, needs, and circumstances. These systems have proven effective in:

- Providing comprehensive induction support for new pupils
- Ongoing monitoring and tailored support throughout each pupil's time at our school

2. Quality First Provision

Our commitment to consistent and effective quality first provision has yielded positive results:

- Quantitative and qualitative data demonstrate highly effective teaching and learning across all curriculum areas, year groups, classes, and cohorts
- This approach has particularly benefited our disadvantaged pupils

3. Academic Attainment and Progress

We are proud to report significant improvements in academic outcomes for our Pupil Premium (PP) children:

- PP cohort met or exceeded national averages in key indicators for attainment and progress
- The in-school gap has narrowed, with PP pupils achieving broadly the same as non-PP pupils
- Notable outcomes include:
    - 68% achieved Good Level of Development (GLD)
    - 86% passed KS1 phonics screening
    - Mean score for the MTC was 24.7 out of 25, with 83% of our PP cohort achieving full marks, and 81% of non pupil premium children achieving full marks.
    - KS2 Reading: 83% at Expected Standard (EXS), 52% at Greater Depth Standard (GDS)
    - KS2 Maths: 88% EXS, 50% GDS
    - KS2 SPAG: 89% EXS, 65% GDS
    - KS2 Writing: 77% EXS, 25% GDS

4. Integration and Participation

PP children have been fully integrated into all aspects of school life:

- High participation rates in trips, clubs, and other experiences:
  - 62% of UKS2 residential attendees were PP children
  - 100% attendance for day school trips
- Strong engagement in additional support and enrichment activities:
  - 43% average PP attendance in after-school clubs and tuition – with school increasing our broader offer for children in 2026-27.
- Positive feedback from pupil voice, parents/carers, and staff observations

5. Improved Wellbeing

We have successfully implemented:

- Impactful general support and targeted interventions for varied social, emotional, mental health, and developmental needs
- Evidence includes positive qualitative data from surveys, observations, and pupil voice, as well as improved quantitative records (e.g., reduced behaviour incidents)

6. Enhanced Attendance

Our efforts to improve attendance have shown promising results:

- Overall attendance and persistent absence rates are improved
- Attendance is above National Average and above Bradford averages at 95.3% for 2026. Persistent absence has also reduced to 11% in 2026. Both these areas have seen steady improvement over the past 3 years.
- According to DFE data we were better than 19 of the 20 schools we are compared to for pupil premium attendance and ranked 27th out of all Bradford Schools for pupil premium attendance.
- Individual cases of persistent absence have shown demonstrable improvement, even where specific health issues are present.

Conclusion

These outcomes demonstrate the significant positive impact of our Pupil Premium strategy. We remain committed to continually refining our approach to ensure the best possible outcomes for all our pupils, particularly those from disadvantaged backgrounds.

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
Learning By Question	Learning by Question
National College	National College (CPD training)

Further information (optional)

We do our best to maximise the impact of our pupil premium spending.

School Culture

We aim to provide a culture where:

- staff believe in ALL pupils
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support pupils to develop “growth” mind sets towards learning

Analysing Data

We-

- ensure all teaching staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses
- analyse data regularly to support us in determining the strategies that will be most effective to improve pupil outcomes

Identifying Pupils

We ensure that:

- all teaching staff are involved in the analysis of data and identification of pupils
- all staff are aware of who pupil premium and vulnerable pupils are
- all pupil premium pupils benefit from the funding, not just those who are under-performing as underachievement at all levels is targeted (not just lower attaining pupils)

Quality First Teaching

We will continue to ensure that our teachers are supported effectively so that all pupils receive good or better teaching by

- providing high quality CPD
- setting high expectations
- addressing any within-school variance
- ensuring consistent implementation of the non-negotiables, e.g. marking and guided reading
- sharing good practice within the school, trust and draw on external expertise
- improving assessment through joint levelling and moderation

Individual Support

There should be no stigma attached to being in an intervention. Everyone needs something, whatever that might be, and it is our job to provide WIT – Whatever it takes. We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each pupil and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- leaders delivering high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing workshops for parents – in small groups or 1:1
- Tailoring interventions to the needs of the pupil (e.g. fluency project and mastering maths sessions)

Monitoring and Evaluation

We will ensure that:

- a wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is collected regularly so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure they are accurate
- teaching staff attend and contribute to pupil progress meetings each term and the identification of pupils is reviewed
- feedback is given to pupils and parents regularly
- interventions are adapted or changed if they are not working
- SLT meet termly to evaluate the impact of interventions

Leaders are accountable for narrowing the attainment gaps of the PP pupils and their peers.