



Lowther Primary School

Pupil premium strategy statement

This statement details Lowther's use of pupil premium funding to help to 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

Metric	Data
School name	Lowther Primary School
Number of pupils in school	240 (including Nursery)
Proportion (%) of disadvantaged pupils	25% (60 children)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Mark Tuffney
Pupil premium Champion	Liberty Sandeman

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,750
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£75,750



Pupil Premium Strategy: Statement of intent: The Staff and Governors at Lowther are all committed to ensuring that learning and teaching opportunities meet the needs of each and every pupil, so that all make excellent progress and reach their full potential. We aim to tackle all forms of disadvantage, and work to ensure inclusion and equal access for all our Lowther learners.

The team at Lowther pledges to make a difference as a school to ensure that barriers to learning are removed. We have identified 4 key strands that we believe improve the outcomes and increase the life opportunities for our PPG learners.

Challenges

Challenge number	Detail of challenge	
Priority 1	Being Ready; this involves support with uniform, attendance, breakfast and after school club and pastoral support to ensure that children are at school and ready to learn.	
Priority 2	Writing; we make it explicit to children that there is a link between regular writing and achievement. We have a number of writing initiatives across the school that are both universal and aimed at disadvantaged children.	
Priority 3	Opportunity; we want all our learners to take full responsibility for their learning. We make sure that our pupil premium children get opportunities to represent the school, by leading assemblies, being in sporting teams and other types of competitions, to take a lead in school projects and initiatives.	
Priority 4	Progress; We focus on ensuring that each and every child makes great progress – not just academically, but socially and emotionally too. We provide additional support by targeting pupils to receive additional support. School staff take responsibility through knowing each and every pupil well, pupil progress meetings, clear monitoring of the progress of our pupil premium children and all staff championing this group.	
Barriers to learning these priorities address	• Parental support and engagement • Data shows there is a gap in attainment for PP pupils in core subjects of Reading, Writing and Maths • More of our PP children than non-PP children arrive at school not having the correct uniform or not having a calm, steady morning routine or without having carried out any required reading or homework tasks	
Projected spending	Detail	Amount
	Pupil premium funding allocation this academic year (25/26)	£75,750
	Pupil premium funding allocation from previous academic year	£60,290
	Pupil premium funding carried forward from previous years	£0
	Total budget for this academic year	£75,750



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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Oracy champion identified by the school to further enhance and staff to receive additional training on promoting and teaching oracy. .
Improved English attainment outcomes among disadvantaged pupils	Phonics results above national average for disadvantaged pupils (75% of Y1 pupils passed in 2025, 86% of all pupils. National average for all pupils = 80%). KS2 reading outcomes in 2025 show that (71%) of disadvantaged pupils met the expected standard. The national average for all pupils 75% and for all Lowther pupils 89%) KS2 writing outcomes in 2025 show that (71%) of disadvantaged pupils met the expected standard. The national average for all pupils is 72% and for all Lowther pupils 86%) 63% of disadvantaged pupils met the expected standard in Reading, writing and Maths combined.
Improved maths progress (Value Added) for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025 show an overall positive progress indicator for disadvantaged pupils meeting the expected standard. In 2024 this was -9% and in 2025 it was +10%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027 demonstrated by: • Feedback data from student voice, student and parent surveys and teacher observations • a reduction in behavioural incidents • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027 demonstrated by: • The overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged



	pupils being no more than 1% lower than their peers.
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Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+6% (up from 2% in 2024)
Writing	+11% (up from -27% in 2024)
Maths	+10% (Up from -9% in 2024)

Lowther PPG pupils outcomes were strong and above national trends. There was a year on year improvement in all core areas)

Measure	Score
Meeting expected standard in all core areas (Reading, Writing and Maths) at KS2	PPG 5/7 children = 71% (National average for all pupils = 62%) Whole cohort of 28 children = 79% (National 62%) (8/28 pupils 29% of pupils were PPG. The national average is 29%)

Activities in this academic year

Budgeted cost: £60,000

Challenge addressed	Evidence that supports this approach	Target date
Progress in Writing	Continue to improve the writing progress for our PP children at all key stages so that it is line with or higher than national PP writing progress PP students at Lowther gain a positive progress score (Year 6: in 2025 it was +6% and in 2024 +2%)	July 2027
Progress in Oracy	Vocabulary, oracy and communications skills have been identified as a need in Early Years and Key stage 1. By improving these skills children can express themselves better and engage in play with peers. As children progress through the school these are vital skills when talking about learning, e.g. stories and texts, planning writing and completing comprehension activities. (Disadvantaged pupil's progress in Writing 2025 was +11%, a huge increase from -27%) and so there is further effective work to build upon here.	July 2027
Progress in Mathematics	Focus on quick recall of facts and core skills such as number bonds, times table facts alongside secure understanding of the 4 operations. Maintain the Mathematics attainment and progress for our PP children at all key stages so that it continues to be higher than national PP progress and attainment in Mathematics.	July 2027



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Phonics	Implement appropriate phonics interventions in line with the Essential Letters and Sounds framework to ensure rapid progress. Maintain the phonics attainment for our PP children at all key stages so that it is line with or higher than national PP attainment in Phonics. (Our disadvantaged pupils in Year 1 last year – 75% of whom achieved the expected standard in the phonics screening check. This shows consistency as it was 75% the previous year)	July 2027
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Targeted academic support for current academic year

Measure	Activity
Priority 1	Targeted in-house professional development CPD for teaching and support staff to ensure good practice in using oracy and developing vocabulary in quality first teaching. This centres on sharing practice, observations and training sessions. £18,000
Priority 2	The curriculum The curriculum will be reviewed by subject leaders and the headship team to ensure children are exposed to varied and interesting topics which in turn develop their vocabulary, oracy and comprehension. The clear progression from Early Years to Year 6 shows how the vocabulary and topics are revisited, built upon and developed. £2,500
Priority 3	Phonics interventions Catch-up programme and reading books that follow the ELS phonics scheme. £8,000
Priority 4	Strategic interventions (including group work and 1:1 where necessary). High-quality, structured interventions can enhance pupil progress when delivered as intended by well-trained and well-supported by the teaching and learning support team. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about a story with a trained adult. £30,000
Priority 5	Pupil progress meetings We discuss individual progress of each child every term. This information informs our next steps of support. Where specific gaps are apparent, using clear baseline assessments we implement short intensive interventions, where progress and impact are clearly measured. Data shows there is a gap in attainment for some PP pupils in core subjects of Reading, Writing (most significant) and Maths. Research shows skilled and targeted intervention support, alongside quality first teaching in core areas such as writing, editing and proof-reading, interventions for addressing core misconceptions in Maths and intervention support for homework all help to ensure children



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	understand fully. £1,500 (Cover cost)
Priority 6	Outdoor Learning Outdoor learning and hands on practical school sessions make a difference in the following ways: build confidence, develop social skills, improve communication, motivation, physical skills and knowledge and understanding. "A wide range of adventure activities are linked with increased academic achievement... Outdoor adventure experiences could have positive impacts on self-confidence, self-efficacy and motivation" £1,000
Barriers to learning these priorities address	See details illustrated above
Projected spending	Budgeted cost: £61,000



Wider strategies for current academic year

Budgeted cost: £15,000

Measure	Activity
Priority 1	Wider opportunities Ensuring our pupils have access to and can relate to the whole school curriculum and develop their confidence through wider school life, including cultural experiences, school clubs, trips out and being given a range of new opportunities.
Priority 2	Attendance The rate of attendance for PP children is lower than that of non-PP children. Whole school attendance for last academic year was (5.1%) which is in line with the national average, which stands at 5.2%. This was also the case in the previous year. The rate of persistent absence was 13.2%. This is in line with the national average, which stands at 13.4% Overall Lowther attendance of 94.9% v Lowther PP pupil for the same period = 92%
Priority 3	School Ready More of our PP children than non-PP children arrive at school not having the correct uniform (or PE kit) or not having a calm, steady morning routine including a good breakfast, or without having carried out any required reading or homework tasks.
Priority 4	Parental involvement Some of our PP parents find supporting children with their learning at home more challenging. As a group, PP children read less at home and are less self-motivated and supported to complete learning tasks out of school. Group-based initiatives (regular workshops) at a convenient time and location, face-to-face recruitment, trusting relationships and an informal welcoming environment are the most important factors for parents' attendance at group sessions.
Priority 5	Home Learning Running sessions for parents on a range of topics to support them in their understanding of how to support their children at home. This includes academically and emotionally, providing reading materials and working with external professionals. £300
Priority 6	EYFS support Develop our Early years offer (from Nursery) alongside working with parents from the early years is vital. This will encourage their confidence in supporting their child's learning and the parent's own engagement (and comfort) in school life. £1500
Priority 7	Education Welfare Officer and attendance support There is a direct correlation between good attendance and academic attainment. In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. We will work with our families to support them, establish good routines and



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	enable them to get their children to school regularly and on time. £2,200
Priority 8	Equal access As part of our pledge, we want our pupils to have equal access to all opportunities we can offer them, especially extra-curricular activities. Clubs £1,300 Trips, visits and residential £2,000 Residential for Y6 £1,200 Residential for Y4 £500
Priority 9	Wraparound care 3 spaces a day (£14 per session) Before and after school care provides a safe place for pupils, can assist in creating strong, regular family routines and allows staff to directly support children's well-being, as well as reducing pressure on parents. £3,000
Priority 10	Uniform With the grant we are aiming to diminish the difference as much as possible between our disadvantaged families and their peers. Uniform is a visible and important part of that. Offering support to families also helps to alleviate the anxieties families have around the financial pressures of providing uniform. £1,000
Priority 11	Emotional/Mental Health and ELSA Providing skilled and targeted care and support for children's well-being and mental health allows us to provide a safe place for pupils and assists in creating strong opportunities to talk and share. We will increase our capacity by providing training for an additional ELSA worker in the school £2,000
Total projected spend	£15,000 Academic Support = £61,000 Wider support = £15,000 Contingency: £300 The school recognises that opportunities arise throughout the year and that fund may be required to make use of such opportunities for PPG children. This may include some targeted access to therapies such as speech and language where beneficial. Total spend = £76,000



Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Our observations of teaching and our assessments and also discussions with pupils indicate oral language skills are less developed and that vocabulary gaps are higher among our disadvantaged pupils. These are more evident in our pupil premium pupils in all year groups (Reception through to Year 6)	Improve oral language skills and vocabulary among disadvantaged pupils. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. We will also monitor engagement in lessons and use book looks.
Targeted support	Our pupils from disadvantaged backgrounds generally have greater difficulties with phonics than their peers. This affects their development as readers negatively. This is evident through our observation of pupils in class over time, discussions with pupils and their parents, and through our on-going assessments.	Improved reading attainment among disadvantaged pupils. KS2 reading outcomes in 2025 show that 72% of disadvantaged pupils met the expected standard.
Wider strategies	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is affecting disadvantaged pupils' progress negatively.	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. We will support pupils' good attendance through class teachers' and leaders' active promotion of the importance of good attendance alongside • Letters home • Offers of before and after school care • Collection of children • Involvement of EWO

Teaching

Budgeted cost: **£61,000**

Wider strategies

Budgeted cost: **£15,000**

Contingency: £300 The school recognises that opportunities arise throughout the year and that fund may be required to make use of such opportunities for PPG children. This may include some targeted access to therapies such as speech and language where beneficial.

Total budgeted cost: £76,300



Part B: Review of outcomes in the previous academic year (2024–25)

Pupil premium strategy outcomes

This part of our report documents the impact that our pupil premium activity had on pupils in the 2024– 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2024–25), drawing on national assessment data and our own internal summative and formative assessments.

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 school level (results achieved by our non-disadvantaged pupils.) Pupils' results overall were mixed. However, low numbers of pupils make these data less robust.

- There were eight disadvantaged pupils in Reception last year. 5/8 (63%) achieved a good level of development (up from 57% in 2024)
- There were nine disadvantaged pupils in Year 1 last year, 7 (78%) of whom achieved the expected standard in the phonics screening check
- There were twelve disadvantaged pupils in Year 2 last year (36 pupils in total), 50% of whom achieved at least the expected standard in reading, writing and mathematics combined.
- There were eight disadvantaged pupils included in the value added measures in Year 6 last year, who achieved progress scores of +6% in reading, +11% in writing and +10% in Mathematics. In Year 2 of the 12 disadvantaged pupils 80% met the expected standard in Reading, 80% in Writing and 90% in Maths.
- We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.
- Overall absence last year (5.1%) was in line with the national average, which stands at 5.2%. This was also the case in the previous year.
- The overall rate of persistent absence was 13.2%. This is in line with the national average, which stands at 13.4%
- For PPG pupils overall attendance was 92%
- For PPG pupils persistent absence was 30% (improved from 41% but still significantly above the national average and so remains a priority).

Based on all the information above, the performance of our disadvantaged pupils did not consistently meet all our high expectations. However, we have evaluated that with the programmes we have in place, we are on course for the outcomes we set out to achieve by 2025, as stated in the Intended Outcomes section above.

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.



Absence monitoring	
Aim	Outcome
Priority 1 Being Ready: this involves support with uniform, attendance, breakfast and after school club and pastoral support to ensure that children are at school and ready to learn.	• All class teachers closely tracked individual attendance • Phone calls made on the first day of absence • Created positive links with families • Worked with families and the EWO to support and challenge children with attendance below 90% • Weekly updates of class and individual attendance by Deputy • Letters home to parents of pupils below 90% • Deputy and SENDCO met weekly to discuss attendance and address concerns
Priority 2 Attendance The rate of attendance for PP children is lower than that of non-PP children.	Positive progress – PPG pupils now up to 92% Still below non-PPG attendance of 94.9%
Priority 3 School Ready Not having a calm, steady morning routine including a good breakfast, or without having carried out any required reading or homework tasks.	Teachers report on calm mornings through non pressured start time, interventions and adult support to help susceptible pupils. Homework is well structured and there is appropriate support such as homework club for pupils that need it. Free breakfast club places available for families that would benefit.
Priority 4 Parental involvement As a group, PP children often read less at home and are less self-motivated and supported to complete learning tasks out of school, especially in Writing.	English results improving. Phonics 78% (7/9 pupils) PPG (up from 75%) Y6 reading progress improved to +6% Writing progress improved to +10% Teachers report Reading records and engagement at home are improving.



Wider School life opportunities	
Aim	Outcome
Opportunity; we want all our learners to take full responsibility for their learning. We make sure that our pupil premium children get opportunities to be a member of the school council, represent the school in sporting teams and take a lead in school projects and initiatives.	- All children eligible for the grant were supported to participate in a wide range of activities across the school curriculum - Provided pastoral support and positive relationships to enhance children's experience at school with opportunities beyond the basic curriculum. The provision boosted social development, improved learning, helped to build future life skills and helped to underpin better behaviour
After school clubs	14 PPG children supported
Breakfast club	6 PPG children supported
After School club (JAGS)	8 PPG children supported
School trips and visits	£300 allocated per year group
Uniform and school equipment	20 PPG children supported
Residential trips	4x Y4 and 6 xY6 PPG children supported
Pastoral support to reduce the frequency of behaviour incidents which restrict learning of target children and the wider school community.	20 PPG children supported
Y1 Phonics	
Aim	Outcome
Reading; we make it explicit to children that there is a link between regular reading and achievement. We have a number of reading initiatives across the school that are both universal and aimed at disadvantaged children.	- Strategic interventions, working alongside quality first teaching, give excellent learning experiences in the classroom - Targeted support provided for pupils without GLD from EYFS - Closed the gap in attainment for PP pupils in phonics - Provided targeted support for Pupils in Y1 who were not on track to the pass score in the screening check in Y1 (daily reading and phonics.) - Provided pupils with the opportunity to focus on aspects of the core curriculum which require further teaching or consolidation
Percentage of PPG pupils achieving the expected standard at Lowther in Reading	72%
Percentage of all pupils achieving the expected standard at Lowther	89%
Percentage of all pupils achieving the expected standard nationally	75%



Attainment and Progress in Reading, Writing and Maths combined	
Aim	Outcome
Progress; We focus on ensuring that each and every child makes great progress – not just academically, but socially and emotionally too. We provide additional support by targeting pupils to receive additional support. School staff take responsibility through knowing each and every pupil well, pupil progress meetings, clear monitoring of the progress of our pupil premium children and all staff championing this group.	• Strategic interventions, working alongside quality first teaching, gave excellent learning experiences in the classroom • Targeted support for pupils without GLD from EYFS • Provided targeted support for Pupils in Y2 who did not achieve the pass score in the screening check in Y1 (daily reading and phonics) • Closed the gap in attainment for PP pupils in the core subjects of Reading, Writing and Maths • Provided opportunities to develop potential and participate in all aspects of school life, to support engagement in learning and link to other areas of the curriculum • Provided pupils with the opportunity to focus on aspects of the core curriculum which required further teaching or consolidation
Percentage of PPG pupils achieving the expected standard or higher in Reading, Writing and Maths at Lowther	63% (5/8 pupils)
Percentage of all pupils achieving the expected standard or higher in Reading, Writing and Maths at Lowther	79%
Percentage of all pupils achieving the expected standard in Reading, Writing and Maths nationally	62%



Attainment and progress in Reading, Writing and Maths combined	
Aim	Outcome
Improve Pupil Premium achievement in core subjects by the end of Key Stage 2	• Provided support tailored to develop confidence and participation in larger groups • Provided targeted support for Y6 Pupils who did not achieve the expected standard in Y2 • Closed the gap in attainment for PP pupils in the core subjects of Reading, Writing and Maths • Strategic interventions, working alongside quality first teaching, gave excellent learning experiences in the classroom • Provided opportunities to develop potential and participate in all aspects of school life, to support engagement in learning and link to other areas of the curriculum • Provided pupils with the opportunity to focus on aspects of the core curriculum which required further teaching or consolidation
Percentage of PPG pupils achieving the expected standard or higher in Reading, Writing and Maths at Lowther	63% (5/8 pupils)
Percentage of all pupils achieving the expected standard or higher in Reading, Writing and Maths at Lowther	79%
Percentage of all pupil achieving the expected standard in Reading, Writing and Maths nationally	62%

Summary of Lowther's intent for use of the Pupil Premium grant: The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential by

- Assuring the best possible learning experiences in the classroom
- Having targeted support for pupils with vulnerable attendance
- Closing the gap in attainment for PP pupils in core subjects
- Improving independence and developing social skills and mental well-being
- Providing opportunities to develop potential and participate in all aspects of school life