Pupil premium strategy statement – Lanner School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kieran Walsh
Pupil premium lead	Caroline Dinham
Governor / Trustee lead	Lauren Norwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58279.67
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£58279.67

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Lanner Primary School, we have the highest expectations for all of our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education.

We recognise the power of reading to unlock learning and opportunities for pupils. This is particularly important for disadvantaged pupils, opening the door to new worlds, ideas and people. The teaching of reading and application of these skills are core to our curriculum.

Objective – Ensure every child learns to read fluently and with good understanding to enable them to access the breadth of the curriculum.

How do we work towards that objective - Provide all teachers and support staff with high quality CPPD to ensure that pupils receive quality first teaching. Provide targeted intervention to quickly identify gaps in learning.

We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices.

Challenges

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

Challenge number	Detail of challenge

1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	The word-gap between children living in disadvantage and their peers is large. Disadvantaged pupils typically take longer to progress through the phonics programme. This negatively impacts their development as readers.
3	High numbers of children living in disadvantage have speech and language needs.
4	Significant numbers of pupils lack appropriate access to the internet or devices at home, this can lead to a lack of understanding of purposeful technology use, low confidence in school with use of technology or risky behaviours online.
5	Increasing numbers of children show the signs and symptoms of low selfefficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.

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
To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To decrease the word-gap between children living with disadvantage and their peers. Improved phonics and reading attainment for disadvantaged children.	More children have access to books at home, and parents read more frequently with their children. Teachers deliver quality first teaching for oracy. Early phonics outcomes in line with or above national average.
To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.
To develop a digital strategy which builds on skills developed within the computing across the curriculum to enable pupils to learn and stay safe online.	Children are able to think critically, understanding when and how to use technology appropriately, understanding risks and advantages.
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	Children's have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £57500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Additional set of RWI phonics programme ditty books and Book Bag Books purchased. RMT Portal and Leadership Development (this costs approx. £1275 per school for 12 months, 2 form entry schools are £1725. We distribute the costs differently on a per pupil basis but this is the RWI cost	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2,3
Teacher CPD in teaching of reading (post phonics)	EEF research found that using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium Clear programme of support and development to ensure all staff deliver quality first teaching in every lesson.	2,3
CPD for teachers and TAs to support quality first teaching in relation to oracy.	*"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."* ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS	2

CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.	*"Professional development in speech, language and communication",* publication from The Communication Trust	3
CPD for teachers to strengthen pedagogy and curriculum implementation in computing inc online safety.	*Unicef – Closing the digital divide for good.*	4
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and	*Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success.* *Schunk (1981): Self-efficacy as a predicator of academic performance*	5
use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility.	*Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.*	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	EEF Guide to the Pupil Premium 'Menu of approaches'.	3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops for children in EYFS, to raise the importance of reading with young children.	Reference list from the Book Trust's "*Getting Children Reading"* strategy	2
Parent workshops supporting online safety.	South West Grid for Learning	4
High level of parental engagement	John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional	4
	years learning over a pupil's school career.	

Total budgeted cost: £ 500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

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

Programme	Provider
Voice 21	Voice 21
TT Rockstars	Maths Hub
AR	Renaisance
Number Sense	Number Sense
TIS	TIS

Further information

We believe that vocabulary and literacy is at the heart of closing the attainment gap between disadvantages and non-disadvantaged children. We have developed our curriculum with the highest of expectations and strategically plan and refine our oracy and vocabulary offer. This coupled with our nurture and personal development offer, will equip the children with the essential tools to not only access the next phase of their transition, but to excel in it.

Reading, Writing & Maths Combined 2025

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	33	82%	46%	Above (sig+)	68%	14	Not applicable	Not applicable
2025	9	78%	47%	Above (non-sig)	69%	9	Positive gap	-
2024	14	79%	46%	Above (sig+)	67%	11	Positive gap	-
2023	10	90%	44%	Above (sig+)	66%	24	Positive gap	Low - Stability

Reading KS2 2025

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	33	85%	62%	Above (sig+)	80%	5	Not applicable	Not applicable
2025	9	78%	63%	Above (non-sig)	81%	-3	Widening	-
2024	14	86%	62%	Above (non-sig)	80%	6	Positive gap	-
2023	10	90%	60%	Above (non-sig)	78%	12	Positive gap	Low - Stability

2025 – KS2 Writing

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	33	85%	59%	Above (sig+)	78%	7	Not applicable	Not applicable
2025	9	78%	59%	Above (non-sig)	78%	0	No gap	-
2024	14	86%	58%	Above (sig+)	78%	8	Positive gap	-
2023	10	90%	58%	Above (sig+)	77%	13	Positive gap	Low - Stability

Maths – KS2 2025

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	33	88%	60%	Above (sig+)	80%	8	Not applicable	Not applicable
2025	9	89%	61%	Above (non-sig)	80%	8	Positive gap	-
2024	14	86%	59%	Above (sig+)	79%	6	Positive gap	-
2023	10	90%	59%	Above (sig+)	79%	11	Positive gap	Low - Stability