

Pupil premium strategy statement Lerryn Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	21 NOR
Proportion (%) of pupil premium eligible pupils	8/21 8 pupils
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	January 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Shaun Perfect
Pupil premium lead	Shaun Perfect
Governor / Trustee lead	Gemma Athanasius-Coleman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,277.23
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£307.58 educational equipment (not IT)

Part A: Pupil premium strategy plan

Statement of intent

As a small school Lerryn operates a very focused, "people-first" model. Nearly 40% of pupils are eligible for Pupil Premium (PP) and the vast majority of the budget is committed to staffing. The strategy is clearly built on the principle that quality first teaching and adult-pupil ratios are the most effective levers for closing the attainment gap.

- **Narrowing the Attainment Gap:** Ensuring disadvantaged pupils achieve at least in line with their non-disadvantaged peers nationally in reading, writing, and maths.
- **Equity of Opportunity:** Ensuring that financial constraints do not limit a child's access to the full breadth of the curriculum or extracurricular life.
- **Building Cultural Capital:** Providing the background knowledge and life experiences (trips, visitors, diverse texts) that pupils might not access outside of school.
- **Metacognition & Independence:** Developing "learning to learn" skills so pupils have the confidence to tackle challenging work without over-reliance on adult support.

The plan functions through "High-Impact Pedagogy" rather than Intervention

- **Personalised Feedback:** With smaller groups, teachers can provide "live marking" and immediate verbal feedback. This is one of the highest-impact, lowest-cost triggers for progress according to the Education Endowment Foundation (EEF).
- **Adapted Teaching (Not Differentiation):** Instead of giving PP pupils "easier" work, staffing allows us to give them the support needed to access the same high-level content as their peers.
- **Early Identification:** Smaller cohorts allow for the rapid spotting of misconceptions. Staffing levels allow for "keep-up" rather than "catch-up."

Challenges

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

Challenge number	Detail of challenge
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1	Pupils may have fewer opportunities for "enrichment" outside of school (trips to museums, diverse reading materials, or specialized hobbies).
2	Some PP pupils struggle to "know what to do when they don't know what to do." They exhibit "learned helplessness," waiting for an adult to tell them the next step.
3	Risk of falling behind in early reading fluency.

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
1.To narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers, particularly in core literacy and numeracy skills.	<p>Phonics: 100% of PP pupils in Year 1 pass the Phonics Screening Check (unless a specific SEND need is identified).</p> <p>KS2 Standards: All PP pupils in Year 6 achieve the Expected Standard (EXS) in Reading, Writing, and Maths, narrowing the "combined" gap.</p> <p>"Good Progress": Internal data shows that 100% of PP pupils make "at least expected progress" from their individual starting points, with 50% making "accelerated progress."</p> <p>MTC (Year 4): Average multiplication check scores for PP pupils are in line with the national average for all pupils.</p>
2.To develop pupils' independence and their ability to self-regulate and articulate their learning (the "Voice" of the pupil).	<p>Pupil Voice: In conferencing, 100% of PP pupils can explain the "next steps" in their learning and identify which tools (manipulatives, word mats) help them succeed.</p> <p>Independence: Lesson observations show a reduction in "learned helplessness"; PP pupils begin tasks within 2 minutes of the instruction, facilitated by pre-teaching and adult scaffolding.</p> <p>Engagement: Work scrutiny shows that the quality of work for PP pupils is consistent with their peers, evidenced by the effective use of adapted teaching rather than "simplified" tasks.</p>
3.To ensure disadvantaged pupils are emotionally "ready to learn" and possess the resilience to tackle challenging curriculum content.	<p>Regulation: A measurable reduction in low-level disruption or "avoidance behaviors" during challenging tasks (e.g., independent writing).</p> <p>Wellbeing Data: Qualitative data from surveys (e.g., Jigsaw or Thrive) show</p>

	<p>sustained high levels of "belonging" and "safety" among the PP cohort.</p> <p>Attendance: Attendance for the 8 PP pupils remains above 96%, with no persistent absence (PA) within the disadvantaged group.</p>
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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: £11,969.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching (Tier 1): <i>Small classes and staff training</i></p>	<p>The Education Endowment Foundation (EEF) identifies that reducing class size can add an average of +2 months of progress, but the impact is most significant when classes fall below a specific threshold.</p> <p>The Evidence: Research suggests that for class size reduction to be effective, numbers typically need to drop below 20 pupils. At Lerryn, with a class size of 21, we are right on this "sweet spot."</p> <p>Why it works for PP Pupils: Small classes only work if they change the <i>nature</i> of the teaching. The evidence shows that in smaller groups, teachers can provide more frequent and high-quality interactions, which are vital for disadvantaged pupils who may lack academic confidence.</p>	<p>2. Our extra staff can explicitly model thinking out loud and self-regulation strategies in small groups, gradually withdrawing support as the child gains confidence.</p>

	<p>The EEF emphasizes that "High-quality teaching is the most important lever schools have to improve pupil attainment." Investing in staff training is often more effective than buying physical resources.</p> <p>With smaller classes and higher staffing, "Live Marking" (giving feedback <i>during</i> the lesson) becomes possible.</p> <p>The Evidence: The EEF Toolkit rates Feedback as one of the highest-impact strategies, providing an average of +6 months of progress.</p> <p>The Impact for Lerryn: In a standard class of 30, a teacher might only reach a PP child's desk once every 20 minutes. In your model, that child likely receives multiple check-ins per lesson, preventing misconceptions from ever becoming "embedded."</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £0 (see above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support: Small group work facilitated by your extra staffing e.g The "pre-Teaching" model (boosting confidence), same-day Interventions, precision phonics</p>	<p>The EEF Teaching and Learning Toolkit identifies "Small Group Tuition" as a high-impact strategy.</p> <ul style="list-style-type: none"> The Evidence: Small group tuition (defined as 2–5 pupils working with an adult) provides an average of +4 months of additional progress over a year. 	<p>1. Smaller groups allow for more personalized "curriculum hooks." An adult can spend time connecting a history lesson specifically to a child's own interests or local context, making</p>

	<ul style="list-style-type: none"> • Why it works for Lerryn: The research states that "the smaller the group, the better." With 8 PP pupils in a school of 21, our adult-to-pupil ratio allows us groups smaller than the "rule of thumb" (6 or 7), which is where effectiveness typically begins to drop. • The Evidence: The Mastery Learning approach, which includes same-day intervention, is rated by the EEF as providing +5 months of progress. • The Evidence: Phonics interventions are consistently rated at +5 months of progress. 	the learning "stick."
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £303.78

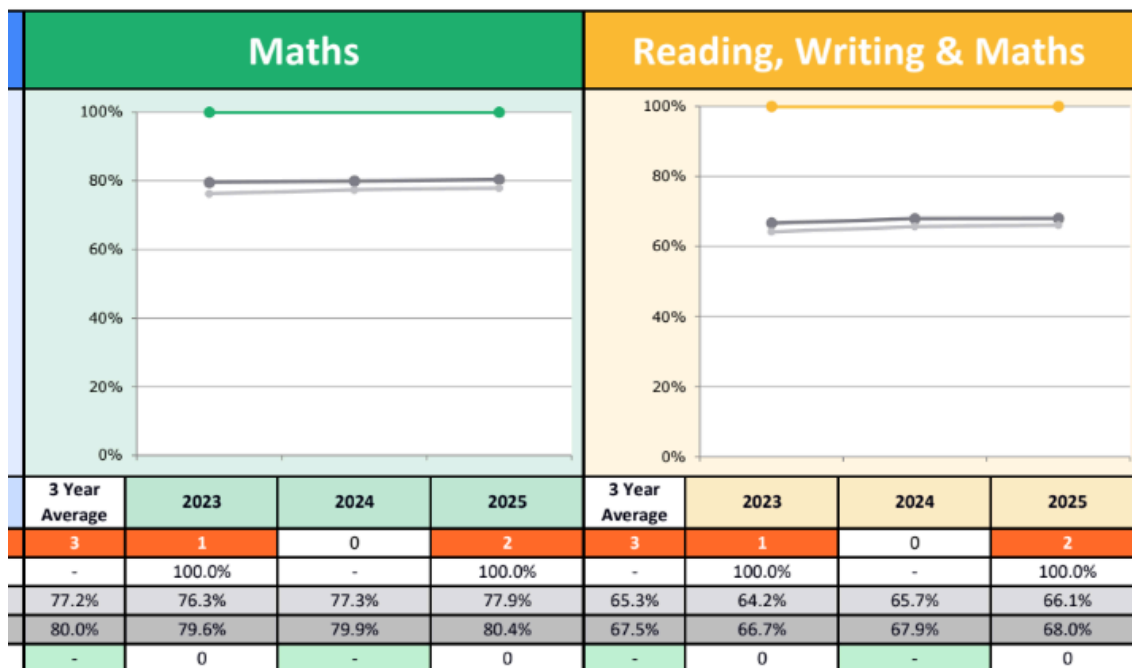
Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider Strategies (Tier 3): Using the remaining budget for non-IT equipment to remove specific learning barriers.	<p>£303.78 acts as a "precision fund." It is likely to be used for high-impact physical tools—such as specific sensory equipment, phonics decodable books, or manipulatives.</p> <p>The EEF's <i>Improving Mathematics in Early Years and Key Stage 1</i> report highlights that physical tools (like Numicon, counters, or base-ten blocks) are "power tools" for the classroom.</p> <p>The Evidence: Using manipulatives has a high impact (+6 months of progress) when used to help children transition from concrete ideas to abstract symbols.</p>	3. Risk of falling behind in early reading fluency.

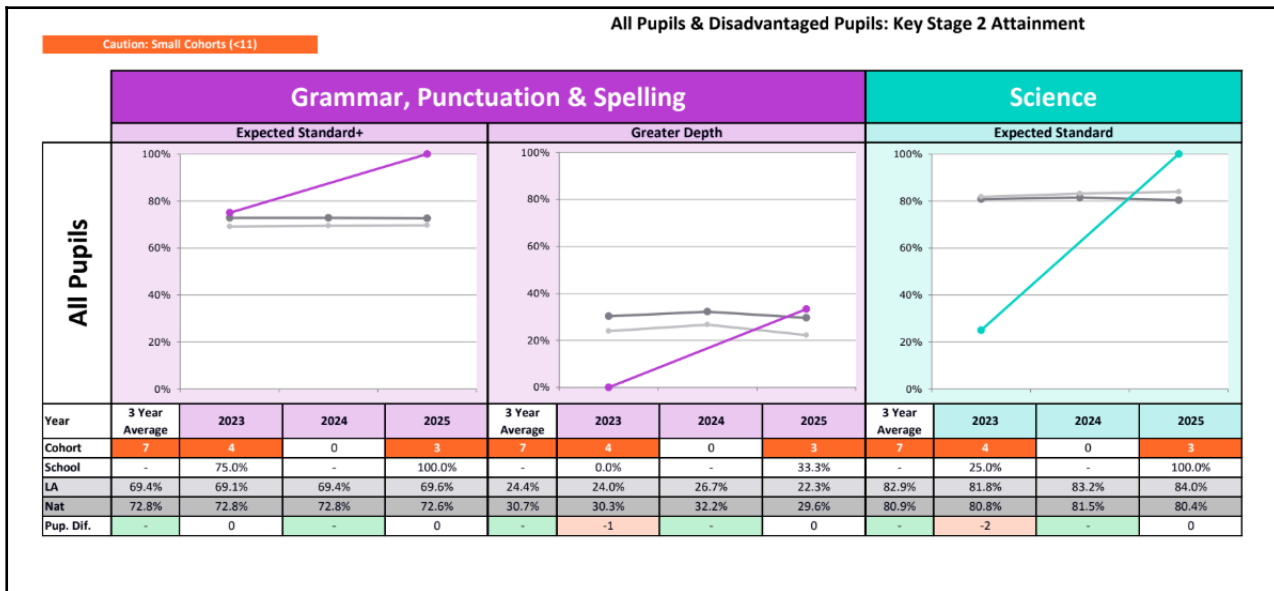
	<p>The Evidence: Research shows that when children read books that are 100% decodable (containing only the sounds they have been taught), their confidence and fluency increase rapidly.</p> <p>The Impact for PP Pupils: For pupils who may not be read to as frequently at home, the "win" of being able to read a whole book independently is a massive psychological boost. Using your fund to ensure every PP child has a book matched <i>exactly</i> to their current phonics level is a proven way to accelerate progress.</p> <p>The Evidence: The EEF's guidance on <i>Social and Emotional Learning</i> suggests that improving a child's ability to self-regulate is worth an average of +4 months of progress.</p> <p>The Impact for PP Pupils: Small purchases like "wobble cushions," weighted lap pads, or noise-canceling headphones (non-IT) allow a child to stay in the "Green Zone" for learning. Without these, even the best teacher in the world cannot teach a child who is in a state of sensory overwhelm or "fight or flight."</p>	
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Total budgeted cost: £307.58

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 to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

N/A

The impact of that spending on service pupil premium eligible pupils