

Pupil premium strategy statement – Lodge Lane Infant 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	12%
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Waterfield
Pupil premium lead	Sarah Spears
Governor / Trustee lead	Jason Tipple

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,815
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£31,815

Part A: Pupil premium strategy plan

Statement of intent

Our central goal is simple: We want all pupils, regardless of their background, to make strong progress and achieve high standards across every subject ensuring that they are ready for the next stage of their education.

Our strategy ensures that every child at Lodge Lane receives a high-quality education, which is the most effective way to help children receiving Pupil Premium succeed. This is fundamentally driven by our belief that every child is "Learning Together" and deserves access to high-quality, evidence-informed education.

This strategy is designed to leverage and strengthen the unique ethos and provision for which Lodge Lane is known.

Our Pupil Premium Approach at Lodge Lane Infant School

Our strategy is firmly rooted in the unique ethos and strengths of our school.

High Expectations & Core Values

We help children live up to our school's high standards by promoting our core values every day: *kindness, teamwork, challenge, respect, curiosity, and perseverance.*

A Creative Curriculum

Through our 'imaginative inquiry' approach—using drama and storytelling—we spark children's curiosity and build essential language and communication skills.

Specialist Support & Inclusion

We provide tailored support for children with additional needs, including our dedicated *Butterflies Room*, where pupils with complex SEND receive a personalised curriculum at their own pace.

By focusing on these core principles and enhancing our existing successful practices, we aim to ensure the attainment of non-disadvantaged pupils is sustained and improved alongside significant 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	Oral Language and Communication Gaps: Assessments (including Wellcomm data) indicate underdeveloped oral and written language skills and vocabulary gaps. Current group scores show that 52% of children require intervention or monitoring (Red or Amber status) in communication and language skills.
2	Physical Development Foundations: Early learning data shows that attainment in Fine motor skills is 0.8ppt below national averages, based on the most recent available data in the GLD report.
3	Academic Attainment Gaps (Phonics and Reading): Attainment among disadvantaged pupils is lower than non-disadvantaged peers across core subjects. Gaps persist in phonics knowledge, which negatively impacts reading and writing development.
4	Attendance and Persistent Absence (PA): Attendance for disadvantaged pupils has been slightly lower than the whole school, and Persistent Absence was significantly higher in the previous year. Absenteeism negatively impacts progress.

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 Communication, Language, and Literacy	Assessments and observations (including Wellcomm) indicate significantly improved oral and written language among disadvantaged pupils. The individual attainment gap in reading and phonics between PP and non-PP pupils will be narrowed.
Enhanced Physical Foundations	A measurable improvement in Fine Motor Skills moving this area closer to or above regional and national averages. Pupils demonstrate improved balance, concentration, and emotional control.
Improved Year 1 Academic Attainment	Year 1 Phonics outcomes for disadvantaged pupils will be comparable to non-disadvantaged peers.
Sustained High Attendance and Wellbeing	The attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced. The percentage of disadvantaged pupils who are persistently absent will be significantly reduced and closer to their peers.

	Disadvantaged children will actively enjoy participating in enrichment activities.
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Activity in this academic year

This details how we intend to spend our Pupil Premium funding allocation (£31,815) to address the identified challenges.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist SaLT Input and Training to support EPA to deliver Wellcomm intervention across school. (£10,300)	Oral language interventions are inexpensive to implement with high impacts on reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Movement Matters Programme Resources - Purchase of necessary resources (e.g online access to training, downloadable activities) to embed foundational movement strategies across the curriculum (£200)	Movement is essential for building neural networks and automaticity, laying down critical foundations for formal learning. Balance underpins focus, concentration, emotional control, and courageous learning. Coordination super-charges the brain for sophisticated cognitive processing.	1, 2, 3

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

Budgeted cost: **£9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Intervention Significant allocation of dedicated, skilled EPA's time to provide high-dosage, bespoke 1:1 and small group intervention targeting identified gaps in phonics, reading, memory.	Intervention targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils.	3

(£9000)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£12,315**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily Sensory Circuits Sessions: Delivered by trained staff to facilitate sensory processing and regulate children, preparing them for learning and improving transitions. (£11,675)</p>	<p>Sensory circuits stimulate sensory motor skills and regulate children, which helps prepare them for learning. This successfully avoided heightened behaviors in the previous year.</p>	<p>2, 3</p>
<p>Inclusion Funding: Funding for school uniform, school trips, and enrichment clubs each half term. (£700)</p>	<p>This successfully ensures full inclusivity and provides opportunities and experiences children may not have otherwise had.</p>	<p>4</p>

Total budgeted cost: £31,815

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils for the previous academic year.

Key Findings:

Attainment Gap: Our disadvantaged pupils had lower outcomes than our non-disadvantaged pupils across all measured areas (Reading, Writing, Maths, and Phonics), reflecting national patterns.

Progress vs. National: Despite the internal gap, our disadvantaged pupils performed better than disadvantaged pupils nationally in reading, maths, and phonics.

Targets: The performance of our disadvantaged pupils did not meet the expectation of performing as well as non-disadvantaged pupils. However, they exceeded the targets that we set for attainment in Year 1 phonics, and for reading, writing, and maths at the end of KS1.

Further information (optional)

Area requiring continued focus:

- Attendance: Attendance for disadvantaged pupils was slightly lower than the whole school, and Persistent Absence (PA) was significantly higher in 2023-24. This requires sustained focus through Family Support Worker support and dedicated procedures.

The strategy for 2025-2026 places **significant emphasis on physical development** via the *Movement Matters* training. This approach is evidence-based, recognizing that for young children, physical and sensory experiences build the neural network and lay down critical foundations for formal learning. Specifically, addressing challenges in areas like balance, coordination, and delayed reflexes ensures that the brain is prepared for sophisticated cognitive processing, supporting both academic attainment (Challenge 3) and emotional control (Challenge 2).

A child's early learning is like **laying the foundation of a house**: if the foundational elements, such as physical balance and self-regulation (the floor and beams), are not strong or complete, the advanced structures built on top—like analytical reasoning, reading comprehension, and critical thinking (the roof and walls)—will always be less stable. By investing in movement, we are strengthening that fundamental structure for our disadvantaged pupils.