

Pupil Premium Strategy Statement

2026-2027

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 & the effect that last year's spending of Pupil Premium had within the school.

School overview

Detail	Data
School name	North Lakes School
Number of pupils in school	156 in July 2026
Proportion (%) of pupil premium eligible pupils	56 out of 156 (35.9%)
Academic year/years that our current pupil premium strategy plan covers	2026-27 in detail, below 2027-29 funding planned in the budget
Date this statement was published.	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Nicole Spibey, Headteacher
Pupil Premium Lead	Nicole Spibey, Headteacher
Governor / Trustee lead	Elizabeth Appleby Chair of Governors September 2026

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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.	

Part A: Pupil Premium Strategy Plan 2026-27

Statement of intent

Ultimate objectives for disadvantaged pupils

- Close the attainment gap so that disadvantaged pupils (pupil premium) strive to achieve at least in line with their peers nationally in Reading, Writing and Mathematics by the end of Key Stage 2.
- Ensure disadvantaged pupils with additional needs (high SEND overlap) access high-quality, ambitious classroom teaching and targeted support so that SEND and disadvantage are not confounding barriers to progress.
- Improve disadvantaged pupils' social, emotional and mental health (SEMH), attendance and engagement so they can access learning consistently and confidently.
- Increase disadvantaged pupils' cultural capital and enrichment experiences so pupils leave North Lakes School with the knowledge, vocabulary and life experiences needed to thrive in later phases of education.

How the strategy works towards those objectives

- We use the Department for Education (DfE) "Menu of Approaches" and the Education Endowment Foundation (EEF) tiered model to organise activity into three tiers: High-Quality Teaching (Tier 1), Targeted Academic Support (Tier 2) and Wider Strategies (Tier 3) (DfE / EEF). [DfE: Menu of approaches \(evidence brief\)](#) [EEF: Guide to the Pupil Premium](#).
- We prioritise investment in high-quality teaching and professional development to maximise whole-class impact and reduce the need for later costly interventions. This is complemented by structured, evidence-based small group and one-to-one tuition for pupils identified by robust diagnostic assessment, and sustained wider strategies (attendance, wellbeing, enrichment) that remove barriers to learning.
- Deployment, monitoring and evaluation are built into the plan: clear measures of success and termly monitoring by senior leaders, the Pupil Premium lead and governors, with adaptation where evidence of impact is weak.

Key principles of the strategy

1. Evidence-led: choose approaches with strongest, relevant evidence from EEF guidance and DfE menu; adapt to our context in Penrith, Cumbria. *Primary references: EEF Guide to the Pupil Premium and EEF Teaching and Learning Toolkit materials on small group tuition, one-to-one tuition, social and emotional learning, and attendance interventions* ([EEF Guide to the Pupil Premium](#); [EEF Teaching and Learning Toolkit summaries](#)).
2. High-quality classroom teaching is the first and highest-priority lever for improving disadvantaged pupils' outcomes. *See EEF guidance emphasising high-quality teaching as top priority* ([EEF: Use reliable research evidence to support your strategy](#)).
3. Targeted, diagnostic interventions: use assessment to select pupils for small group/1:1 support; interventions must be structured, linked to classroom learning and delivered by trained staff with monitoring of fidelity and impact ([EEF: Selecting interventions](#)).
4. Address wider barriers: Attendance, SEMH and cultural capital must be explicitly addressed via Tier 3 activity so pupils can benefit from teaching and interventions (EEF resources on attendance and

SEL) ([EEF: Attendance interventions rapid evidence assessment](#); [EEF: Social and emotional learning](#)).

5. Inclusion and SEND focus: explicit strategies to adapt teaching for the high proportion of PP pupils with SEND, following EEF “Five-a-day” SEND guidance and adaptive teaching approaches ([EEF: Five-a-day: supporting high-quality teaching for pupils with SEND](#)).
6. Whole-school ownership, clear governance and transparent reporting: the Pupil Premium Lead (SLT) will report termly to governors; the named governor will maintain oversight and challenge.

(Where web evidence is cited above, full source links are provided.)

Challenges

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

Challenge number	Details of the challenge
1.	High proportion of pupil premium pupils with SEND: 45% of whole-school SEND register are pupil premium; substantial overlap with EHCPs and SEN Support leading to complex, multi-factor learning barriers and lower starting points.
2.	Mental health, wellbeing and SEMH needs: many pupil premium pupils have identified social, emotional and mental health needs, low self-esteem and emotional dysregulation; this affects engagement, behaviour and readiness to learn.
3.	Academic attainment gaps in Reading, Writing and Mathematics: disadvantaged pupils enter and progress with lower attainment and are behind non-disadvantaged peers, especially in writing and maths (school improvement priorities).
4.	Limited cultural capital and enrichment access: disadvantaged pupils have fewer extra-curricular and out-of-school opportunities; lower access to broader life experiences, reducing vocabulary, background knowledge and engagement.
5.	Attendance and persistent absence: pupil premium pupils show higher absence and persistent absence than non-PP peers, reducing curriculum access.
6.	Parental engagement and home support variance: families of disadvantaged pupils often need tailored support, communication and practical help to engage with learning and attendance.

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. Disadvantaged pupils with SEND make accelerated progress through adaptive high-quality teaching and targeted interventions.	- Termly attainment and progress data show disadvantaged pupils with SEND narrowing gaps to their peers (assessed by standardised tests and teacher assessment). - Individual Education Plans show SMART targets met termly for ≥75% of targeted pupils. - Evidence of adaptive classroom practice (book scrutiny, lesson observations) in 100% of classes with identified SEND PP pupils. (Linked to Challenge 1)

2. Improved SEMH and regulation for disadvantaged pupils, reducing incidents of dysregulation and improving engagement.	- Reduction in behaviour incidents recorded for PP pupils by 30% within 12 months. -Introduction of Art therapy books and deliver direct teaching as a whole class - Measures of well-being (pupil self-report and staff observations) show improved scores termly; targeted pupils complete SEMH interventions and show measurable gains. (Linked to Challenge 2)
3. Raise attainment in Reading, Writing and Maths for disadvantaged pupils so KS2 outcomes are at least in line with national averages for disadvantaged pupils.	- By the end of the strategy year, the proportion of PP pupils meeting age-related expectation increases termly with target: progress rates of +0.3+ termly on internal measures and performance at KS2 at least in line with national disadvantaged averages. - Writing attainment gap reduced by at least 50% relative to previous year baseline. (Linked to Challenge 3)
4. Increase cultural capital and enrichment participation for PP pupils so they have broader knowledge and vocabulary to access curriculum.	- 50% increase in participation of pupil premium pupils in school enrichment activities (visits, residentials, clubs) compared to baseline. - Pupil voice, Voice 21 Oracy framework and curriculum knowledge checks show increased breadth of vocabulary and background knowledge across foundation subjects. (Linked to Challenge 4)
5. Improve attendance for disadvantaged pupils and reduce persistent absence.	- Whole-school PP attendance improves to at least match non-PP attendance within 12 months, and persistent absence among PP pupils falls by 25% within the year. - Targeted pupils show improved punctuality and reduced unauthorised absence. (Linked to Challenge 5)
6. Strengthen parental engagement and capacity to support learning and attendance.	- Increase parental attendance at targeted workshops/meetings by 40% for families of PP pupils. - Positive parent survey responses about support and communication increase by 30%; home learning engagement measures (returned reading records, online platform usage) improve. (Linked to Challenge 6)

Activity in 2026-2027

These detail how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. All activities are mapped to the DfE Menu of Approaches and EEF evidence sources. Each table includes the activity, the high-quality evidence underpinning it (hyperlinked source names) and the Challenge number(s) addressed.

Note on evidence: where EEF provides effect sizes (months of progress) or implementation guidance, we list the EEF resource. Where the EEF rapid reviews inform approaches (e.g., attendance), we reference those EEF reports. All web-sourced evidence is hyperlinked to the source name.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPD programme focused on: explicit instruction, scaffolding, retrieval practice, Oracy and adaptive teaching for SEND (termly CPD + coaching cycles). SLT to timetable coaching and in-class modelling.	EEF: Guide to the Pupil Premium (tiered approach — prioritise high-quality teaching) and EEF guidance on Effective Professional Development and Cognitive Science / Retrieval Practice; EEF “Five-a-day” guidance for SEND and adaptive teaching. See: EEF Guide to the Pupil Premium ; Effective Professional Development (EEF) ; Five-a-day: supporting high-quality teaching for pupils with SEND (EEF) .	1, 3
2. Targeted teacher coaching and subject leader development (writing and maths subject leader time and training) to address the Ofsted finding on subject leader training.	EEF: Guide to the Pupil Premium; EEF: Effective Professional Development guidance — coaching and sustained follow up are high-impact elements. EEF: Effective Professional Development	3
3. Structured Oracy development across the curriculum: continue to implement whole-school Oracy framework Voice 21 (planned sequences, talk routines, vocabulary instruction) with CPD and classroom resources.	EEF guidance highlights the value of oral language approaches and speech and language interventions for primary settings (EEF: Early Years and Communication & Language approaches) and EEF Social & Emotional Learning guidance for classroom talk to develop SEL and vocabulary. EEF: Use reliable research evidence to support your strategy (lang & communication) ; EEF: Social and emotional learning .	1, 3
4. Investment in technology and home learning platforms (reading/comprehension subscriptions, diagnostic maths software) to consolidate learning and support retrieval practice and home-school links.	EEF: Using Digital Technology to Improve Learning guidance — technology can support practice and access when used to supplement high-quality teaching. EEF: Using Digital Technology to Improve Learning .	3, 6
5. Recruitment/retention: maintain an experienced STA/HLTA/ teacher in each	EEF: Teaching and Learning Toolkit — small group tuition and reduced pupil: teacher ratio contexts are	1, 3

year group (flexible workforce) to reduce group sizes for core sessions and permit consistent small-group delivery.	associated with improved outcomes when implemented as part of a package of support (see small group tuition evidence). EEF: Small group tuition .	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
6. Small group tuition (2–5 pupils) in Maths and Writing, delivered by trained teachers/HLTAs for identified pupil premium pupils (sessions 3× weekly over sustained blocks). Rigorous diagnostic entry/exit assessment and link to classroom curriculum.	EEF Teaching and Learning Toolkit: Small group tuition (+4 months average impact). Implementation guidance in EEF “Selecting interventions” and “One-to-one tuition” resources. EEF: Small group tuition ; EEF: Selecting targeted interventions (Selectinginterventionstool.pdf) .	3
7. One-to-one and highly targeted 1:1 reading or writing tuition for the lowest attaining PP pupils (short, structured sessions delivered by trained staff or visiting tutors where necessary).	EEF: One-to-one tuition evidence summary (+5 months) and Selecting interventions guidance (importance of short, regular sessions over a sustained period). EEF: One-to-one tuition summary ; EEF: Selecting targeted interventions .	3
8. Trained TA-led structured interventions for language and SEND (Speech, language & communication interventions - ELKLAN) with TA training, supervision and close links to classroom teachers.	EEF: Communication and language approaches and guidance on making best use of teaching assistants; the EEF emphasises trained TAs can be effective when intervention is structured and linked to classroom practice. EEF: Communication and language approaches (Early Years Toolkit) ; EEF: Making best use of Teaching Assistants/Selecting interventions .	1, 3
9. Precision teaching / retrieval practice sessions embedded into daily routines for spelling, handwriting, mental arithmetic and vocabulary rehearsal for PP pupils (short daily practice).	EEF: Cognitive science and retrieval practice evidence; EEF guidance emphasises spaced retrieval and practice to strengthen memory and learning. EEF: Cognitive science review & retrieval practice resources .	3
10. Targeted pre-teaching and rapid catch-up groups for vulnerable PP pupils (vocabulary / concept pre-teaching before lessons).	EEF: Small group tuition + Communication & language approaches; pre-teaching is recommended as part of targeted academic support to ensure pupils access new learning. EEF: Small group tuition ; EEF: Communication and language approaches .	1, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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11. Social, emotional and mental health support: maintain and expand SEMH provision — wellbeing counsellor sessions, ELSA trained TAs, small group SEL programmes delivered, and termly wellbeing checks.	EEF: Social and Emotional Learning interventions have moderate impact (+3 to +4 months) when implemented well; EEF guidance “Improving Social and Emotional Learning in Primary Schools” recommends whole-school planning and targeted small groups. EEF: Social and emotional learning ; EEF: Improving Social and Emotional Learning guidance .	2
12. Attendance support and family engagement: continue attendance officer role (0.1 fte) with a targeted, evidence-informed approach — regular personalised communications (texts/letters), use of “days missed” messaging, responsive home visits, and multi-agency support for persistent absence.	EEF Rapid Evidence Assessment and “Supporting school attendance” resources: parental communication and responsive, targeted approaches show promise; personalised, collaborative approaches with families have some evidence of effect. EEF: Attendance interventions rapid evidence assessment ; EEF: Supporting school attendance reflection and planning tool .	5, 6
13. Breakfast club / meal provision and increased free places to reduce hunger, improve punctuality and early attendance (targeted offers for PP pupils).	EEF: Evidence on meal provision shows mixed but promising effects on engagement/attendance and wellbeing; EEF trials such as Magic Breakfast indicate possible attainment benefits in younger pupils and potential attendance benefits. EEF: Attendance interventions review (meal provision section) .	5
14. Cultural capital and enrichment subsidy: 50% uptake in PP access to visits, residentials, arts and sports activities; targeted funding for club places; organised curriculum-linked experiences and community partnerships (local nature, sport facilities and Forest Schools).	EEF: Wider strategies such as arts participation and extra-curricular activities can support engagement and build cultural capital (EEF Pupil Premium Menu — arts participation; cultural capital links). DfE: Pupil Premium resource evidence brief (Menu of approaches) ; EEF: Pupil Premium Menu resources .	4
15. Parent workshops and tailored family support (literacy/maths home strategies, digital access support, signposting to local services; run at times and places that suit families, plus translated materials where needed).	EEF: Working With Parents guidance and evidence that parental engagement interventions can produce positive effects on attainment and attendance where personalised and collaborative. EEF: Working With Parents to Support Children’s Learning guidance .	6
16. Targeted mentoring / keyworker support for the most vulnerable PP pupils (including young carers and those with child protection / CIN plans), linking to multi-agency support.	EEF: Evidence on mentoring is mixed for attendance but mentoring and responsive personal support can support engagement, behaviour and belonging when part of multi-component approaches; EEF attendance review recommends responsive targeted support and multi-agency approaches. EEF: Attendance interventions rapid evidence assessment .	2, 5, 6
17. School pastoral hub (“The Hive” model): increased outreach, food bank and family learning programmes to reduce barriers (transport, clothing,	EEF and DfE guidance highlight the role of responsive family engagement and removal of practical barriers (e.g., meal provision, transport) as part of wider strategies that support	4, 5, 6

resources) and strengthen community bonds.	attendance and engagement. EEF: Use reliable research evidence to support your strategy.	
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Total budgeted cost: £

Part B: Review of outcomes in 2025-26

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2024-25 was the second year of recovery following the pandemic. Key areas for development included Reading and Writing attainment, and rebuilding children's stamina in both their learning but also broader experience outside of the classroom.

Teaching Priorities 2025-26 - Expenditure: £

Aim	Outcome
Facilitate Teaching staff to access NPQ training to ensure they are using the best practice.	Completed: 1xNPQSL, 3xNPQH, 1xNPQLL Current: 1xNPQSL, 2xNPQSEND, 1xNPQLL
Comprehension strategies aim to improve reading by focusing on the understanding of text. Techniques to improve reading comprehension include: • Inferring the meaning from context • Summarising or identifying key points • Using graphic or semantic organisers • Questioning strategies Learners monitoring their comprehension and identifying difficulties.	Shift from whole school guided reading to classes spending directed time on reading comprehension. Highlighters purchased, NFER Comprehension assessments purchased termly.
North Lakes School subscription and teaching staff to be trained in Voice 21 Oracy programme.	Voice 21 Oracy programme becoming more embedded
Invest in a maths mastery programme (Power Maths) to ensure all staff have planning that provides consistency within maths teaching throughout the school, and it is designed to spark curiosity and excitement and help you nurture confidence in maths.	Power Maths Mastery programme purchased and training provided for all teaching staff. Programme embedded as part of daily mathematics practice.
Maths leader time to support staff with planning for and embedding fluency as part of our maths offer.	Tara Loughran provided one day of training to subject leader and all class teachers – targeted individual year groups throughout the day.
An additional teacher was employed to enable mixed classes to stream into individual year groups for maths teaching. Smaller class sizes will benefit teachers in formative assessment and in the moment marking to address misconceptions as they take place.	HLTA and Teaching assistant enabled year 6 to be split. Smaller year 5 and year 4 classes enabled all classes to access year group specific maths lessons.

Targeted Academic support 2025-26 - Expenditure: £

Aim	Outcome
Provide 1:1, 1:2 or 1:3 intervention for targeted disadvantaged pupils in areas of need with emphasis on reading and phonics.	Each class allocated teaching assistant to offer interventions within the school day. Phonics and daily reading targeted from this support.
HLTA employed to deliver interventions to small groups and individuals.	HLTA throughout the year – focus was specifically on year 3 cohort as early intervention was identified as a key need.
Maths and English leaders to train support adults to deliver effective interventions for core subjects	One TA has attended maths training by the NCETM. Maths and English leaders have accessed further training and can now disseminate this to support staff.
Invest in Makaton training for key staff to enable staff to be able to communicate to deliver effective interventions to individuals.	All support staff year three class teacher and SENDCO all trained in Makaton level one.
Individual children targeted with phonics interventions	Children across year 3, 4 and 5 have accessed phonics interventions daily from 1:1 TA support
Provide Wellbeing support with a trained counsellor for vulnerable pupils, 1 day per week	Impact has been invaluable – there has been an increase of Family helps and children in crisis needing support.
Provide Attendance support for target pupils, half a day per week, using DfE guidance, <u>Improving School Attendance</u>	Weekly meetings and targeted attendance support which is then logged using Arbor and CPOMs has positively encouraged families to improve children's attendance. Persistent absences continue to be a challenge.

Wider Strategies 2025-26 - Expenditure: £

Aim	Outcome
Training for Support Staff on Autism and Trauma to enable staff to plan effective interventions	Teaching assistants paid to attend weekly staff meetings which enable training on ASD/ ADHD
Staff employed to support individuals at transition points to promote positive experiences throughout the school day.	Additional wrap around care adult for drop zone and after school. Adult paid to support on public bus to support children transitioning to and from school. Sports coach working two lunchtimes per week to offer more activities and experiences at lunchtime.

Social and Emotional Support trained staff employed to deliver interventions in Emotional Literacy, Decider Skills, Art Therapy, and Loose Parts	Two further staff members trained in ELSA. Two members of SLT attended Barnardos Decider Skills session No training attended for loose parts or art therapy – Art therapy books purchased for next academic year for all children.
Support access for disadvantaged pupils to extra-curricular activities	Met
Provide all children with resources to enable access to the curriculum to be fair and equitable. Water bottles, individual pencil cases to mitigate social inequality.	All children provided with pencil case, water bottle and PE bag from school.
Subsidise the cost of school/wrap-around care and out-of-school clubs for post looked-after pupils.	Met

Total Final Pupil Premium Expenditure: £ full spend