

Pupil Premium Strategy Statement – South Hykeham Community 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	130
Proportion (%) of pupil premium eligible pupils	15.4%
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)	2025 -2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Joanne Godwin (Chair of Governors)
Pupil premium lead	John Richardson
Governor / Trustee lead	Standards and Curriculum Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,268
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£27,268

Part A: Pupil premium strategy plan

Statement of intent

- Priority 1: To ensure that all children who receive Pupil Premium funding are making progress in line with their peers. To support Quality First Teaching in class and deliver specific interventions to enable disadvantaged pupils to make good progress.
- Priority 2: To ensure that all Pupil Premium funded children with additional needs have their specific needs identified to ensure that good progress can be made. To support vulnerable children through detailed assessment of need and additional learning support from the specialist teaching team at Lincolnshire County Council and from our Educational Psychologist.
- Priority 3: To ensure that all children who receive Pupil Premium funding attend school at rates consistent with their peers.

Challenges

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

Challenge number	Detail of challenge
1	Some children who are funded through the Pupil Premium require additional support to make progress in line with their peers.
2	Some children who are funded through Pupil Premium have specific additional needs which need to be addressed if they are to make progress in line with their peers.
3	Some children who are funded through the Pupil Premium require support to manage their emotions and behaviour in a classroom environment. This may mean specific interventions and support at particular times for some children and the general need for support for others.

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 ensure that children who are Pupil Premium funded are making progress in line with their peers.	Children who are Pupil Premium Funded are making progress in line with their peers in reading, writing and maths.
To ensure that children who are Pupil Premium funded have access to intervention programmes which ensure progress is accelerated.	Children with identified additional needs are making accelerated progress through the use of specific interventions.
To ensure that children who are funded through Pupil Premium attend school at rates consistent with their peers.	Children who are Pupil Premium Funded attend school at a similar rate to their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **in the academic year 2025 – 2026** to address the challenges listed above.

Teaching Support

Budgeted cost: £16,000

Activity in academic Year 2025 - 2026	Evidence that supports this approach	Challenge number(s) addressed
To provide additional Teaching Assistant support in class to support Quality First Teaching	Education Endowment Foundation see Quality First Teaching as vital to promote good progress (EEF Evidence Brief)	1 and 2

Targeted Academic Support

Budgeted cost: £8,000

Activity in academic Year 2025 - 2026	Evidence that supports this approach	Challenge number(s) addressed
To provide additional Teaching Assistant Support to deliver specific interventions to groups of pupils and individuals.	EEF evidence base lists relevant interventions, linked to the classroom and not providing a barrier to accessing the curriculum are beneficial to pupil progress.	1 and 2

Wider Strategies Related to Attendance, Behaviour, Wellbeing

Budgeted cost: £3,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
That all pupils arrive in school and at lessons "learning ready". Where they are not support will be given by Teaching Assistants to regulate and access learning.	EEF guidance document – Improving Social and Emotional Learning in Primary Schools	3

Total budgeted cost: £27,268

Part B: Review of the previous academic year

Strategies used in the previous academic year:

Activity in Academic Year 2024 - 2025	Evidence that supports this approach	Challenge number(s) addressed
To provide additional Teaching Assistant support in class to support Quality First Teaching	Education Endowment Foundation see Quality First Teaching as vital to promote good progress (EEF Evidence Brief)	1 and 2
To provide additional Teaching Assistant Support to deliver specific interventions to groups of pupils and individuals.	EEF evidence base lists relevant interventions, linked to the classroom and not providing a barrier to accessing the curriculum are beneficial to pupil progress.	1 and 2
To ensure that all pupils with identified additional needs have a report which outlines specific areas of need and strategies to ensure good progress.	EEF document – Special Needs in Mainstream Schools 2	2

Outcomes for disadvantaged pupils

- At the end of Key Stage 2 attendance of Pupil Premium pupils in Year 6 was significantly below peers and national data. This was because the cohort was very small and impacted by other factors e.g. identified additional needs.
- There were no suspensions of Pupil Premium funded pupils across the school compared with 1.39% of all pupils in our school.
- In school analysis of our Pupil Premium funded pupils' attainment indicates that the majority are working at age related expectations – typically 70% of this cohort. Where Pupil Premium Funded pupils are working below age related expectations, many of these pupils have identified additional needs which impact on their attainment.
- Observations of lessons, book scrutiny and pupil interviews indicate that pupils who are Pupil Premium funded are making progress in line with peers, apart from where additional needs have been identified.

- Analysis of outcomes supports our current strategy of supporting pupils to access learning, identify appropriate interventions for them and where appropriate commissioning Specialist Teaching Team support to identify strategies to support learning.