



Pupil Premium Strategy

North Lancing Primary 2025/26

What is pupil premium funding?

The pupil premium is extra money for schools to help disadvantaged pupils of all abilities achieve their full potential. The amount of pupil premium funding schools receive is decided by how many disadvantaged pupils they have – schools then receive funding per pupil premium-eligible child.

Schools must allocate spending across the following three key areas:

- developing high-quality teaching, for example through professional development and recruitment and retention
- providing targeted academic support, such as one-to-one or small group tuition
- tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

It is up to schools to decide how exactly to spend their pupil premium so that it supports pupils who need it most. Pupil premium is not a personal budget for eligible pupils. Schools can use the funding to support non-eligible pupils where they have identified needs, for example pupils who have or have had a social worker or are a carer. It is recommended that approaches which support and promote high-quality teaching in schools should be a top priority for pupil premium spending.

School Overview

General Details	Data
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	6% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025 to 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Board
Pupil premium lead	Mrs Emma Brown
Governor lead	Mrs Jo Hall

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£33,645
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£33,645

Statement of Intent

At North Lancing we use the Pupil Premium grant to boost the life chances of children and we are committed to ensuring that the money is spent to the maximum effect. The school aims to:

- 1) Ensure that additional funding meets the unique needs of all pupils, regardless of entitlement.
- 2) Narrowing the gap between Pupil Premium and Non-Pupil Premium achievement
- 3) Use the additional funding to address any underlying inequalities between children eligible for Pupil Premium

Identified Achievement Challenges for Disadvantaged Pupils

Challenge	Detail of Challenge
1. Low self-esteem	At North Lancing, pupils in receipt of disadvantaged funding are more likely to become passive or reluctant learners. They are less likely to take risks with their learning and less likely to be resilient when responding to improvement targets. They are more likely to have a low opinion of themselves.
2. Low aspirations	Some disadvantaged pupils are less likely to have focused and ambitious targets to work towards. They are less likely to have longer term plans and often do not value education as a key to a more fulfilling life after school. They are far less likely to have family role models who have high academic achievement through hard work and determination. The last census indicates just 14% of adults in Adur have professional qualifications. 25.6% have no qualifications at all – this is higher than the national average.
3. Emotional barriers	Our data analysis indicates that pupils who are struggling socially and emotionally make slower academic progress. Emotions influence pupils' ability to process information and to accurately understand what they encounter. Pupils with social-emotional difficulties are less self-aware, less confident, less able to manage difficult emotions and impulses, and less able to be empathetic. How you feel determines how well you learn so emotional well-being presents as a significant barrier for some disadvantaged pupils.
4. Challenging home circumstances	We have found that disadvantaged pupils are more likely to have inconsistent boundaries and support at home. They may reside between different households with different expectations. Often relationships within the family are more likely to be unstable. Parents are also often less able to support learning at home due to lack of time, skills, and confidence. The home environment may not be conducive to learning because of a lack of family engagement in education, too many distractions or not having a space to learn.
5. Limited access to language	Many of our disadvantaged children start school with vocabularies significantly behind their peers. They are 2 times more likely to have a speech, language or communication need. As a result, their ability to talk in sentences, understand instructions and put their thoughts into words is impacted. They are more likely to live in overcrowded and noisy homes and the stresses and strains of daily life often reduce the positive interactions and conversations they have with their parents. We have found that the awareness of and ability to support good communication skills is often more limited in disadvantaged households.
6. Narrow experience of life outside school	At North Lancing, disadvantaged pupils are less likely to have regular, varied experiences outside of school. They are less likely to have a variety of reading books at home or buy specialist equipment such as sports equipment. As a result, they are less likely to take part in optional enrichment opportunities. They visit fewer places and attend less external clubs.
7. Poor Attendance	Pupils cannot learn if they are not at school and low attendance is a major barrier to achievement. Our analysis shows that our disadvantaged pupils are less likely to have good attendance. They are more likely to have time away from school. Parents are not so invested in education and very often their own mental well-being and social situation leads to poorer attendance of their children at school.

Intended Outcomes by the end of the current strategy plan

Intended Outcome	Success criteria
To raise self-esteem of disadvantaged pupils so that they become more resilient learners who take risks.	Pupils have increased self-esteem. Observations, pupil conferencing and book looks indicate pupils are more resilient, engaged learners.
To raise low aspirations ; helping pupils to become self-motivated learners.	Observations, pupil conferencing, book looks and planning demonstrate pupils are self-motivated in their learning. Standards are raised and disadvantaged pupils outcomes increase.
To improve emotional well-being and access to learning.	Pupils are more self-aware, confident and have the skills to self-regulate. Pupils are able to access the curriculum.
Parents and wider families are better equipped to support their children at home	Parents attend courses and access support as signposted by the school. Pupils access support at school. Standards raise.
Gaps in language are narrowed. Pupils are more able to understand instructions, talk in sentences and put thoughts into words.	Observations, S & L assessments and pupil conferencing show the vocabulary gap is closing. Pupils become more regulated learners.
Limited experiences outside of school are compensated by high quality opportunities within school.	Data shows more disadvantaged children attend clubs. Ordinarily available inclusive practice, such as continuous provision play at break times, extends opportunities offered for pupils.
Attendance rates of disadvantaged pupils improve and access to learning is increased.	Strong, supportive working relationships are established with struggling families. Attendance support plans put in place. Attendance increases.

Activity in this Academic Year



Teaching

Activity	Evidence that Supports this Approach	Challenge No. Addressed
Year 2 of Whole school training for Read Write Inc phonics programme delivery (to include 1:1 tutoring and sure start catch-up)	There is significant evidence demonstrating accelerated progress when pupils follow structured synthetic phonics programmes. https://educationendowmentfoundation.org.uk/ Phonics individual and small group 4+months. 92% of North Lancing pupils passed the phonics screening in 2025 compared to 80% nationally.	1-5
Enhanced SEND provision - Use targeted approaches to meet the needs of individuals.	‘Quality First Teaching’ is a key ingredient to successful school. Many strategies that support specific needs benefit the whole class. LBAT delivery Neil Almond – https://thirdspacelearning.com/blog/quality-first-teaching/ and Ordinarily Available Inclusive Practice (OAIP) - West Sussex County Council Create target support for higher needs pupils: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1-6
Training from CAMHS, NEU and LBAT for staff (focussing on anxiety, sensory overload, executive functioning, happiness, self-esteem etc)	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1-6
Training on developing pupil Oracy to support learners’ use of vocabulary, articulation of ideas and spoken expression.	The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions EEF and Voice 21: Improving Oracy - second pilot EEF	1-6
Supervision for 1 x TA’s to deliver targeted ELSA support to pupils.	The ELSA (Emotional Literacy Support Assistant) intervention: children learn better and are happier in school if their emotional needs are also addressed https://www.elsanetwork.org/elsa-network/evaluation-reports/	1,3, 4 and 7
Budgeted Cost:		£1,700

Targeted academic support		
Activity	Evidence that Supports this Approach	Challenge No. Addressed
'Fresh Start' Phonics catch-up reading programme for pupils in Years 5 and 6	Research Study undertaken by EEF indicated that the Fresh Start programme indicates pupils make 3+ months additional progress over a 22 week period. Education Endowment Foundation study link: Fresh Start - trial EEF	3 and 4
Provide Dyslexia screening and intervention for pupils with learning barriers to reading and spelling.	A range of evidence indicates that structured synthetic phonics programmes help children to read. Research: https://helenarkell.org.uk/ 1.3months progress in 12 weeks. https://publications.parliament.uk/pa/cm200506/cmselect/cmeduski/478we10.htm	1 and 5
Provide Speech and Language programmes to identified pupils and regular SALT assessments. (SALT - Elklan)	Sheffield University – Talking Matters Study. Independent study of Talking Matters led by Sheffield University showed that children had made 8 months of progress in 6 months through training alone! Children who received the programme made more progress in their receptive and expressive language abilities when compared to children in settings who did not receive the programme.	5
Provide a Learning Mentor for pupils struggling to access school and the curriculum.	Learning mentors can impact on pupils' social, emotional and academic progress. For a moderate implementation cost, pupils make 2+ months progress. RBKC Professional Frameworks. Education Endowment Foundation – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2, 3 and 7
Provide access to Accelerated Reader for pupils in Year 2-6.	Research indicates that Accelerated Reader can positively impact on FSM progress 5+months. Education Endowment Foundation – https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	5 and 6
Budgeted Cost:		£22,000

Wider Strategies		
Activity	Evidence that Supports this Approach	Challenge No. Addressed
Provide counselling/play therapy weekly for identified pupils to address anxiety, EBSA, trauma etc.	Mental Health Professionals – Applying the Therapeutic Power of Play! Play is the child’s language . . . Ray, Armstrong, Balkin & Jayne found the overall treatment effect of play therapy ranges from moderate to high positive effects. https://www.a4pt.org/page/PTMakesADifference/Play-Therapy-Makes-a-Difference.htm	3 and 6
Deliver a continuous provision style of ‘ open play ’ for pupils during their break.	Continuous provision model of play for pupils during break times: Research and Evidence - Outdoor Play And Learning	1, 3 and 7
Provide 12 x weeks of support with trained ELSA (Emotional Literacy Support Assistant)	Independent Government Review: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182404/DFE-RR091A.pdf	1, 4 and 5
Provide parent courses and support resources to help families work together for better social, emotional and academic outcomes.	The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Education Endowment Foundation – Working with Parents to support children’s learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	2, 4, 6 and 7
Budgeted Cost:		£9,945
TOTAL BUDGETED COST:		£33,645

Part B: Review of outcomes in the previous academic year



Pupil premium strategy outcomes 2024-2025 (£39,180)

Action/Project	Barrier to be addressed	Impact
Read Write Inc phonics programme delivery	To improve pupil outcomes to at least match national outcomes (80% pass rate Nationally)	RWI training investment and fidelity to the programme has had a significant impact on pupils. 92% of pupils passed the phonics screening.
Counselling	To target specific children with high level, complex, emotional needs. Weekly counselling to help them address needs and access learning more easily.	15 pupils were provided with weekly counselling (12 sessions each). Attendance of all 15 pupils was above 95% across the year.
L-Incs project - 'Ordinarily Available Inclusive Practice' (OAIP).	Pupils with additional needs have greater access to the curriculum. Quality first teaching and OAIP improves curriculum access for all.	Access to EP allowed staff to develop specific programmes for pupils. Professionals ran support groups for parents. Parent feedback showed increased confidence around supporting their children. OAIP consistent across the school.
Speech and Language (SALT)	To improve speech and language of targeted pupils and in turn improve curriculum access and outcomes.	A number of pupils were successfully signed off from SALT programmes. Pupils are able to access the curriculum more easily and communicate more effectively. New pupils were identified for support.
Learning mentor engagement	To target complex emotional and behavioural needs and allow more ready curriculum access.	The planned work adapted to included help in the supporting of Emotionally Based School Avoidance (EBSA). A vital intervention which has increased attendance and reduced exclusion.
Training from CAMHS for staff focussing on anxiety, anger, self- esteem, self-image, separation anxiety	To help pupils to regulate their own behaviours – especially around others. To improve social interactions and collaborative skills. To empower teaching staff to better support pupils, increasing readiness to learn.	Incidents of challenging behaviour have reduced for all pupils. Pupils cite that they feel better equipped to work collaboratively and manage social situations better.

Pupil premium strategy outcomes 2024-2025 (continued)



Action/Project	Barrier to be addressed	Impact
Dyslexia intervention	To use screening to diagnose and intervene. To enable pupils with dyslexia to access the curriculum more readily.	The number of pupils identified with dyslexia has more than doubled. All receive support programmes and resources to access learning. 64 pupils accessing Nessy.
Training on developing pupil Oracy	To support learners' use of vocabulary, articulation of ideas and spoken expression.	Teachers report that regular opportunities for pupils to develop oracy have led to better outcomes in writing, social situations and engagement. Project will be expanded next year.
Supervision for 1 x TA's to deliver targeted ELSA support to pupils.	To improve pupil's self-management of emotions and interactions with others'	Teachers report that pupils are more confident and positive around managing their emotions and feelings. Pupils are able to use zones of regulations to express their emotions.
Provide in-school alternative provision (AP) sessions	To improve pupil's self-management of emotions and interactions with others.	Incredibly successful – strong anecdotal evident. Included in PLP's. Parents requesting sessions. Sadly unable to continue next year due to restructure due to lack of funds.
Provide access to the Nuffield Early Language Intervention (NELI) in EYFS for identified pupils	To ensure all pupils develop the necessary language skills to express their needs and develop the ability to interact effectively with others.	Limited impact as reduced staffing did not allow for full coverage of the programme. RWI phonics had a greater impact and also was available for all pupils.

Externally provided programmes

Programme	Provider
Read Write Inc Phonics	Ruth Miskin Literacy
L-Incs Project	West Sussex County Council
Accelerated Reader	Renaissance
GL Dyslexia Screener	GL Assessment
Nuffield Early Language Intervention (Neli)	Nuffield Foundation Education Limited
ELSA support UK	https://www.elsa-support.co.uk/
Oracy – Voice 21	Voice 21