

Pupil premium strategy statement

Lympne CEP School



School overview

Metric	Data – as at 14.09.26
School name	Lympne CEP School
Pupils in school	198
Proportion of disadvantaged pupils	24/198 = 12.1%
FSM Targeted + Ever 6	12/198 = 6.1%
FSM Expanded	12/198 = 6.1%
Pupil premium allocation this academic year (Targeted + Ever 6)	£18,600
Academic year or years covered by statement	2026.2027
Publish date	September 2026
Review date	July 2027
Statement authorised by	Headteacher – Mrs Melanie Nash
Pupil premium lead	Deputy Headteacher – Mrs Anna Ladd
Governor lead	Diane Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,600.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£18,600.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Statement of intent

At Lymgne CEP School, our pupils from disadvantaged backgrounds (FSM Targeted, FSM Expanded, Looked after, Post looked after, Service and Ever 6) make up 12.1% of our school community and all of these individuals are known and valued. All children are entitled to full access to the curriculum, and every member of the school should feel equally valued. Many of these pupils have additional barriers to learning, with 12.5% of this group also featuring on the SEN register.

Ultimate objectives for disadvantaged pupils

- Ensure disadvantaged pupils at Lymgne make strong, sustained progress so that gaps with non-disadvantaged peers are closed in attainment (particularly writing), curriculum knowledge (including maths fluency) and broader outcomes (reading, confidence, vocabulary and cultural capital).
- Remove barriers to learning outside the classroom so disadvantaged pupils access the full curriculum, enrichment and opportunities that develop social, emotional and cultural capital and improve attendance and wellbeing.
- Ensure disadvantaged pupils leave Lymgne as confident communicators and resilient learners who can access future learning and make a positive difference locally and globally.

How this strategy works towards those objectives

- The plan uses the Department for Education (DfE) Menu of Approaches framework (High-Quality Teaching; Targeted Academic Support; Wider Strategies) and draws on high-quality evidence (primarily Education Endowment Foundation (EEF) guidance and evidence summaries) to select sequence and implement interventions with a clear theory of change.
- It invests in targeted, evidence-informed professional development and curriculum adaptations to raise the quality of everyday teaching (Tier 1) so disadvantaged pupils access the strongest teacher input.
- It provides targeted academic support (Tier 2) where school assessment identifies gaps (small group tuition, 1:1 support, peer tutoring, oral-language interventions) and uses wider strategies (Tier 3) — e.g., nurture, attendance work, enrichment and family engagement — to remove non-academic barriers.
- Activities are costed, monitored and evaluated regularly; interventions will be adapted based on impact data. Governors monitor pupil premium and receive updates and an annual impact statement.

We aim that all pupils, including our disadvantaged pupils and pupils of ranging abilities, including those who have special educational needs and/or disabilities (SEND), flourish. Pupils are seen as individuals and are catered for through the school vision. At Lymgne we aim for everyone to be able to live out our vision of 'Letting their light shine', becoming resilient learners who have the courage to make a positive difference. They will aspire similarly to or above those of their peers. They will have experienced the opportunity to feel successful.

Our key principles in our strategy are

- Evidence-led: interventions chosen are supported by EEF
- Proportionate & targeted: Lympe is a small 1 form entry village Voluntary Controlled school so our strategy balances against whole-school improvements with precisely targeted support for identified disadvantaged pupils.
- Curriculum-first approach: we maximise high-quality daily classroom teaching (scaffolding, modelling, feedback, vocabulary-rich talk/oracy) before/alongside targeted support.
- Cost-effective deployment: using staff effectively (class teachers, TAs, subject leaders) and external providers only where these are cost-effective and closely monitored for effective outcomes.
- Continuous improvement: review of progress and adjustment; governors hold leaders to account for outcomes and spending.
- Child-centred and inclusive: interventions respect the school's Christian vision and values, support wellbeing, and avoid stigmatisation – we aim for every child to “Let their light shine”

Challenges

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

Challenge number	Detail of challenge
1	In whole school data, some disadvantaged pupils have weaker reading writing and maths attainment Reading 2/12 pupils working below for reading, 2/12 for writing and 3/12 for maths. current internal data shows pupil premium pupils achieving 61.5% or higher in all subjects compared with 79.5% of non-pupil premium pupils achieving expected or higher combined. (Barrier: strengthen attainment for disadvantaged pupils.) Barriers: Parental engagement, Access to resources to support, Tracking system and PUMA testing, Retention and recall, SEND needs.
2	Some of our pupils face challenges with emotional wellbeing and resilience which in turn affects engagement and learning – focus to enhance this. (Barrier: social and emotional challenges limiting participation and progress.) Barriers: Tracking over time, Access to support in school and referrals to other agencies – in a timely fashion, Nurture, EBSA and use of educational psychologist support and guidance. Parents/Carers and pupils being open to conversations around wellbeing and mental health.

3	Attendance: disadvantaged pupils' attendance is approximately 2.5% lower than non-disadvantaged peers. (Barrier: attendance gap.) 2025/2026 Disadvantaged pupils 94.18% and non-disadvantaged 96.37% Barriers: EBSA, SEMH needs, parent support, peer pressures, transportation
4	To strengthen home-school partnerships for disadvantaged families. (Barrier: engagement, parental attendance at events, communication and feedback) Barriers: Own school experiences, speech and language needs, socio-economic issues, low self-esteem, engagement.

Disadvantaged pupil outcomes for last academic year

Subject	End of EYFS expected +	End of KS1 expected +	End of KS2 expected +
Reading	N/A	N/A	100%
Writing	N/A	N/A	80.0%
Maths	N/A	N/A	100.0%

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.

Challenge	Intended outcome	Success criteria
1	Improve combined reading, writing and maths attainment for disadvantaged pupils so they make accelerated progress and the gap with peers' decreases.	By end of 2026–27: disadvantaged pupils' writing, reading and maths attainment rises from 80.0% to at least 90% and the proportion working at Greater Depth across cohorts increases in line with whole-school improvement priority. Termly pupil-level progress meetings show consistent acceleration.
2	Pupils demonstrate improved emotional wellbeing, resilience and self-regulation, enabling them to engage more positively with learning, build confidence in overcoming challenges, and achieve	Disadvantaged pupils identified with SEMH needs show measurable improvements in wellbeing assessments and intervention outcomes. Pupil voice indicates increased confidence, resilience and positive attitudes towards learning. Improved engagement in lessons is

	stronger educational outcomes.	evident through observations, attendance and participation. Behaviour incidents and emotional dysregulation events reduce over the academic year. Staff report increased pupil independence and ability to manage setbacks effectively.
3	Attendance for disadvantaged pupils improves from 94.18% towards being in line with their non-disadvantaged peers (96.37%), reducing the current attendance gap and supporting improved engagement, wellbeing and academic outcomes.	The attendance gap between disadvantaged pupils (94.18%) and non-disadvantaged pupils (96.37%) reduces from 2.19 percentage points to less than 1 percentage point. The proportion of disadvantaged pupils classified as persistently absent decreases compared with the 2025/26 baseline. All disadvantaged pupils with attendance below 90% receive targeted intervention. Attendance data is reviewed fortnightly at SLT and demonstrates sustained improvement for identified pupils. Pupil voice indicates that disadvantaged pupils feel positive about attending school and participating in learning. Use adaptive teaching strategies to ensure all pupils, including disadvantaged and SEND pupils, can access learning successfully.
4	Strong and effective partnerships between home and school support disadvantaged pupils to attend regularly, engage positively in learning, overcome barriers to achievement, and make the best possible academic, social and emotional progress.	Increased attendance of disadvantaged families at parents' evenings, workshops and school events. Regular, purposeful communication is established between school and targeted families. Parents report increased confidence in supporting their child's learning and wellbeing. Targeted families engage with support and signposting offered by the school. Improved attendance, engagement and progress are evident for disadvantaged pupils whose families receive targeted support.

Activity in this academic year

All activities are mapped to the DfE three-tier Menu of Approaches (Tier 1 High-Quality Teaching; Tier 2 Targeted Academic Support; Tier 3 Wider Strategies). Evidence links are provided (EEF reports and relevant research) to justify choices. Teaching (for example, CPD, recruitment and retention)

A. Teaching (Tier 1: High-Quality Teaching — curriculum, CPD, recruitment & retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school professional development (CPD) focused on writing pedagogy (modelling, composition strategies, GPS, formative assessment, feedback and deliberate practice). Coaching cycles for teachers; planning support; release time for moderation. Maths mastery and problem solving CPD. Curriculum adjustments to embed a school-wide approach to maths problem solving (progression and fluency sequences, mastery tasks and reasoning across year groups). Accelerated Reader programme introduced and improving outcomes.	Strong EEF guidance on improving literacy and teaching writing composition strategies; EEF materials emphasise modelling, composition strategies and deliberate practice to raise writing outcomes (see EEF: Improving Literacy, Improving Literacy in Key Stage 2; "From talk to text" for oral language within writing) — recommended for disadvantaged pupils to close gaps Education Endowment Foundation and EEF: From talk to text. EEF evidence on maths fluency and Mastery approaches; targeted early number fluency has good evidence to raise outcomes for pupils including disadvantaged learners (EEF Mastery summaries). See EEF guidance and EEF impact summaries. [EEF: Maths resources summary].	1, 4
Targeted CPD to raise teachers' subject knowledge and curriculum sequencing in writing and spelling (including KS2 spelling scheme roll-out, phonics fidelity in lower years and embedding Mastering Number in KS1/Lower KS2). Include teacher	EEF highlights that high-quality teaching and teacher professional development have strong impacts; improving subject knowledge and curriculum sequencing is recommended to support disadvantaged pupils (EEF Teaching & Learning Toolkit and guidance on professional development).	1

coaching and peer observation to support sustained change.	[EEF guidance on effective CPD and subject knowledge improvement]. See EEF literacy guidance and Mastering Number (practice evidence-based programmes). (EEF summaries referenced above.)	
Embed a whole-class approach that prioritises positive relationships, emotional literacy and inclusion within everyday teaching. Create a safe, nurturing and predictable classroom environment where every pupil feels valued and respected. Explicitly teach emotional literacy, helping pupils to identify, understand and regulate their emotions. Promote a growth mindset by celebrating effort, perseverance and personal achievements.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning delivered to all pupils through JIGSAW scheme for PSHE and RSE. (EEF + 3 months)	2, 3, 4
Deliver high-quality, engaging lessons that inspire pupils to attend and participate. Build strong, positive relationships with pupils and families to promote a sense of belonging. Create a safe, nurturing classroom environment where pupils feel valued and supported.	Regularly reviewed whole school attendance data along with tracking of disadvantaged, SEND, persistent absence, gender etc EEF – monitor impact of approaches , track attendance data, identify emerging problems quickly, tailor our approach https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/monitor-the-impact-of-approaches	2, 3, 4

B. Targeted Academic Support (Tier 2)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver small group high-quality, adaptive teaching with a consistent focus on vocabulary development, sentence construction and writing stamina. Provide targeted writing interventions for pupils who are below age-related expectations. Use high-quality texts to develop language, vocabulary and writing opportunities across the curriculum. Look at books and resource adequate texts at all levels and age appropriate in content To embed flashbacks and mastery of number to support outcomes ensure tracking and monitoring in terms of engagement and progress for all pupils. Deliver targeted SEMH interventions and mentoring programmes.	EEF: Small group tuition is an evidence-backed approach; smaller groups produce measurable progress for primary pupils (+4 months typical impact) and is cost-effective when targeted and closely matched to curriculum needs (See EEF guidance on 1:1 and small group tuition) Education Endowment Foundation: One to One Tuition and [EEF: Peer tutoring & small-group tuition].	1,2,3, 4
Identify disadvantaged pupils with attendance below 95% and assess any gaps in learning resulting from absence. Provide targeted catch-up sessions in reading, writing and maths to help pupils regain lost learning and reduce anxiety about returning to class. Implement small-group or 1:1 interventions for pupils whose attendance is affecting academic progress. Ensure teaching assistants provide timely support to pupils following periods of absence so they can access current learning confidently. Share learning	EEF: Individualised instruction can be an effective approach to increasing pupil attainment. (+4) Parental engagement (+4) (See https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction) (parental engagement)	3, 4

resources and key knowledge with pupils and families when absences occur to minimise lost learning. Use pupil progress meetings to monitor the relationship between attendance and attainment and target support accordingly.		
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C. Wider Strategies (Tier 3: Social, emotional & behavioural support, attendance, enrichment)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work closely with families and external agencies to address attendance and wellbeing barriers. Provide pastoral support and regular emotional wellbeing check-ins. Offer funded access to extra-curricular clubs, educational visits and enrichment experiences. Track the progress, attendance, behaviour and engagement of identified pupils termly.	EEF: Social and emotional learning (SEL) interventions show positive effects on social outcomes and can support disadvantaged pupils; EEF guidance highlights SEL as important for disadvantaged pupils (+4 months typical impact) and recommends careful implementation and monitoring (See Education Endowment Foundation: Social and emotional learning)	2,3, 4
Attendance support package: designate SLT mentor for disadvantaged families; early identification (first day response), termly attendance meetings if required, parental engagement (targeted nudges, personalised letters) use of responsive approaches	EEF Rapid Evidence Assessment on attendance interventions shows promise for targeted parental engagement and responsive, tailored approaches (e.g., individualised plans, school-based casework) and emphasises that a range of responsive strategies can be effective when tailored to causes of absence	3
To broaden experience, build cultural capital, raise aspirations	EEF: Arts and enrichment activities may contribute to engagement and broader outcomes (EEF: Arts	2, 3

and increase confidence and enjoyment in learning. Through academic enrichment - reading clubs, STEM clubs, library visits and reading challenges, educational workshops. Through arts and creativity - drama and dance enrichment programmes – supported by local secondary schools. Art and craft clubs, choir, music and Rocksteady. Through subsidised enrichment & cultural capital: funding trips, forest school places, music opportunities and residential subsidy where available for disadvantaged pupils so they access broad curriculum experiences. Prioritising of disadvantaged pupils on performances/ leadership (class worship planning, open lessons, class ambassadors). To develop children as 'Agents of Change'.	participation and the Toolkit); wider evidence highlights enrichment increases engagement and social capital — targeted subsidised access helps disadvantaged pupils. [EEF: Arts participation, EEF Pupil Premium guidance].	
Family engagement programme: structured parent workshops, flexible timings and personalised resources where necessary; proactive communications (text/letter nudges for attendance and engagement). Meetings to discuss wellbeing, attendance and home school liaison.	EEF: Parental engagement (communication interventions and targeted parental engagement) has evidence of small positive impacts on attendance and engagement; EEF/related evidence recommends structured parental communication and targeted family support as promising for attendance and engagement [EEF: parental engagement/attendance communications]. [Education Endowment Foundation: parental engagement evidence in attendance REA].	4
Removal of financial barriers (uniform, extracurricular fees, trips) via Pupil Premium vouchers where needed and ensure pastoral team signposts to local support.	DfE guidance on effective Pupil Premium use emphasises removing barriers to participation and ensuring disadvantaged pupils access enrichment (DfE Pupil Premium guidance). [DfE: Using the Pupil Premium].	2, 4

Monitoring and Implementation

Governance and accountability

- Pupil Premium Lead (Deputy Head / SENCo) responsible for day-to-day implementation, data collection and liaison with families and staff.
- Pupil Premium reports to governors as per governor monitoring schedule (Link Governor for Pupil Premium) with RAG-rated progress against Intended Outcomes; annual published Pupil Premium impact statement.
- Headteacher & SLT to review and reallocate resources termly; governor oversight of budget and outcomes.

Data and teaching priorities for current academic year 2026/2027

Aim	Target	Target date
Attainment in reading	Maintain National average attainment scores in KS2 Reading (was 75% in 2025) Target: 90%	July 2027
Attainment in reading at greater depth	Maintain National average attainment scores in KS2 Reading (was 31 %in 2025) Target: 45%	July 2027
Attainment in Writing	Maintain National average attainment scores in KS2 writing (was 73% in 2026) Target: 85%	July 2027
Attainment in writing at greater depth	Maintain National average attainment scores in KS2 writing (was 13% in 2026) School Target: 20%	July 2027
Attainment in Maths	Maintain National average attainment scores in KS2 Mathematics (was 75% in 2026) School Target: 90%	July 2027
Attainment in Maths at greater depth	Maintain National average attainment scores in KS2 Mathematics (was 27% in 2026) School Target: 35%	July 2027
Combined	Achieve national average attainment scores for combined reading, writing and maths at KS2 (was 62% in 2025) School Target: 80%	July 2027
Phonics	Achieve National average expected standard in PSC (was ...% in 2026) School Target: 90%	July 2027
EYFS	Achieve national average for Good Level of Development at EYFS (was ...% in 2026) School Target: 80%	July 2027

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's data for our disadvantaged pupils compared with national data:

Please note national data to be added when published

Reading at expected levels was 100% compared with ...% nationally.

Reading at greater depth was 40% compared with ...% nationally.

Writing at expected levels was 80.0% compared with ...% nationally.

Writing at greater depth was 0% compared with ...% nationally.

Maths at expected levels was 100.0% compared with ...% nationally.

Maths at greater depth was 20% compared with ...% nationally.

Combined reading, writing and maths at expected levels was 80% compared with 87.5% nationally.

Combined reading, writing and maths at the higher levels was 0% compared with ...% nationally.

Our phonics screening target for achieving the national average standard was 85% and in reality, was 93% with 100% for Year 2 retakes compared with ...nationally. (Data released Sept 2026)

Our EYFS data was 75% of pupils achieving the national average for Good Level of development compared with ... nationally. (Data released Nov 2026)

Pupils achieving at greater depth has increased across all subjects in line with targets and progress on our SIP.

The implementation of our new spelling scheme and fidelity to phonics in our early years has supported pupil writing and confidence with spelling.

Mastery of number has been well supported with training and effective subject leadership – team teaching has had a very positive impact and strong practice used to example and support. We have reviewed recording methods to ensure learning time and adaptive teaching is maximised – in turn this has improved pupils' readiness for problem solving and development of greater depth thinking.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

OFSTED inspection in February rated the school as 'strong' standard across all areas with the following statement for achievement

"Disadvantaged pupils and those with special educational needs and/or disabilities are very well supported. The school ensures that barriers to learning and wellbeing are

reduced for these pupils. As a result, they make progress that is above the national average”.