Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ling Moor Primary Academy
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025, 2026, 2027
Date this statement was published	30/9/25
Date on which it will be reviewed	1/10/27 (reviewed annually)
Statement authorised by	John Sisman
Pupil premium lead	John Sisman
Governor / Trustee lead	Claire Croft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,950
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£75,950

Part A: Pupil premium strategy plan

Statement of intent

To achieve the Priory Trust's mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes. The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label. The following structural principles apply to the use of additional funding in all Priory Academies: ·

Effective senior leadership and governance; ·

Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage; ·

The Trust Professional Learning Strategy is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils.

At Ling Moor Primary Academy expectations of academic and personal success exist for all children and match those of the Trust. It is vital that the same objectives exist for all children. These are:

1. Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner. They have curiosity, courage and passion.
2. Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility. They are generous.
3. Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful. They have curiosity and wisdom.
4. Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts. They have curiosity and wisdom.

The funding we receive for disadvantaged pupils is used to ensure that those children in receipt of funding are able to achieve as well as their peers. The funding is used specifically for:

- Targeted maths, reading and writing support including high quality phonics support.
- Tuition.
- Experiences – ensuring that there is an equity in the acquisition of cultural capital.
- Enhancement – music and sporting experiences.
- Attendance support – ensuring that attendance and punctuality is not a barrier to learning.

Similarly, the experience of all children is rooted in common principles:

- Experience should be equitable, fair and open to all pupils.
- Interventions should be equitable, fair and open to all children.
- Parental values or capacity should not act as a barrier to the ambition of any child.

Challenges

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

Challenge number	Detail of challenge
1	Equity in experiences that build cultural capital *Pupil voice suggests that children who are disadvantaged have fewer experiences to build cultural capital through visits, experiences, etc*
2	Early language development *Evidence gathered from pre-school transition alongside the RBA and pupil observation/interactions indicates that pupils enter the academy with lower than expected language skills. This is particularly evident with disadvantaged pupils who have lower levels of vocabulary when compared to their peers*
3	Fluency in reading *Reading assessments highlight that fluency is a barrier to some children attaining EXS in Reading. The use of targeted fluency assessments (Herts fluency project) shows that some children on entering KS2 have low levels of fluency. This is particularly evident with disadvantaged pupils who have lower levels of fluency when compared to their peers*
4	Vocabulary acquisition *Reading assessments at the end of KS2 and EXS writing outcomes suggest that disadvantaged children find it more challenging to understand and use unfamiliar vocabulary. Outcomes suggest that children who are disadvantaged experience a more limited vocabulary.*
5	Equity in health and well-being *In order to learn best, children need to be regulated and prepared for the school day. There are increasing numbers of children where a positive, intervention led approach is beneficial to support a positive start to the school day. This includes those who are struggling with mental health such as anxiety.*
6	Attendance and punctuality *Attendance data highlights that there is an increased likelihood that children who are disadvantaged have lower attendance than their peers.*

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
All children have access to opportunities to develop cultural capital	Disadvantaged pupils experience opportunities that provide cultural capital: - taking part in clubs - music tuition - sports activities - educational visits - residential visits

All children have access to appropriate early language development	Early language interventions in EYFS lead to disadvantaged children developing a vocabulary in line with their peers. This will lead to GLD outcomes that exceed national average with disadvantaged children performing in line with their peers. Appropriate support for SALT is in place. All children experience a language rich early years curriculum
All children will be fluent readers who are able to infer and comprehend at an appropriate level.	Y1 phonics outcomes demonstrate that all children are phonetically confident with attainment continuing to exceed national average. Disadvantaged pupils attain in line with their peers Assessment of reading shows that all children read with fluency and understanding. Attainment continues to exceed national average at the end of Key Stage 2. Disadvantaged pupils attain in line with their peers
All children have high levels of vocabulary	Children are able to define complex vocabulary (evidenced in assessments and end of KS2 Reading outcomes). Writing outcomes demonstrate that children are using sophisticated vocabulary. End of Key Stage 2 outcomes in Reading continue to exceed national average. Disadvantaged pupils attain in line with their peers Early language interventions in EYFS lead to disadvantaged children developing a vocabulary in line with their peers. This will lead to GLD outcomes that exceed national average with disadvantaged children performing in line with their peers.
Health and well-being is supported which enables all children to be ready for and engaged in learning	Staff are available to support targeted children at the start of the school day Sensory circuits Appropriate signposting is in place for mental health support Staffing capacity ensures that families are supported to access the right support Sports curriculum (alongside club offer) encourages a healthy lifestyle for all children
Levels of attendance and punctuality are high enabling all children to thrive in school	Attendance levels for all pupils continue to exceed national average. Disadvantaged attendance to remain high compared to other contextual schools

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop pedagogy through the Great Teaching Toolkit - *staff*	Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk)	2, 3, 4

CPD focusing on quality first teaching	Strand 1 – the importance of quality first teaching and the positive impact CPD has upon the outcomes of all children.	
Develop the skills and expertise of staff through engagement in the Trust Professional Learning Programme	Our Trust professional learning, lodged in our Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational frameworks to enable effective implementation. Frameworks are based on current educational research.	1, 2, 3, 4

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

Budgeted cost: £ 64,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all pupils become successful readers through Read Write Inc targeted phonics support	*Targeted academic support (EEF PP guidance)* Effectively implement a systematic phonics programme (EEF Improving literacy guidance)	*2, 3, 4*
Provide high quality additional support for the lowest 20% of readers through targeted reading intervention (Hert's fluency)	*Use high quality interventions* (EEF Improving literacy guidance)	*2, 3, 4*
Provide 1-2-1 tuition and mentoring	*Targeted academic support (EEF PP guidance)*	*1, 2, 3, 4*
Provide Year 2 and Year 6 booster interventions	*Targeted academic support (EEF PP guidance)*	*1, 2, 3, 4*
Implement Welcomm assessment and Elklan early language intervention	*Early language development* (EEF Improving literacy guidance)	*2*

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

Budgeted cost: £ 12, 685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support Dedicated staffing to support families, to understand the barriers to attendance enable families to overcome these barriers. A clear attendance system in place – monitoring, meetings, support, letters	EEF Supporting School Attendance Supporting school attendance | EEF	7
Ensure disadvantaged pupils are provided with opportunities to widen their experiences of the world through: - Inclusion enrichment - Music tuition		1, 5, 6

Total budgeted cost: £ 75,950

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils:

During the 2025/26 academic year, the numbers of children in receipt of Pupil Premium was 13% of the school population.

KS2 data

Curriculum area	% at EXS or above			% at GDS			Progress score	Average score	Average score (national)
	Ling Moor	National Average	Ling Moor PP	Ling Moor	National Average	Ling Moor PP			
R	93	75	83	33	31	16.6	1.5	107	106
W	88	73	75	17	13	8.3	2.2		
M	92	75	83	33	27	33	2.3	107	105
GAPS	88	74	75	47	30	25		108	105
RWM	86.6	63	66.6	13	9	8.3			

In KS2, the performance of disadvantaged pupils was in line with or above the national average.

Phonics

94.8% of children in Year 1 and 96.4% of children in Year 2 attained the phonics pass mark. There is no evidence that children in receipt of PP performed differently to their peers. This continues a positive trend where phonics outcomes have been above or in line with the national average.

Early language intervention

The number of children who require early language support as they transition to Ling Moor continues to be a pressing issue . Staffing has been restructured and training has been provided to ensure specialist support for our youngest learners. The impact of the work is beginning to demonstrate a positive impact.

Attendance

Attendance for those children in receipt of PP continues to track just below whole school attendance. However, attendance of those children in receipt of PP continues to be higher than that of similar schools. To further support attendance, the Academy has employed a Family Support and Attendance lead who is building relationships with families to ensure that attendance concerns are addressed quickly.

Academic Year beginning September:	Overall Attendance %	In receipt of Pupil Premium
2025	96.3	95.7
2024	96	94.6
2023	96.55	95.5
2022	94.84	92.9
2021	97.44	96.48
2020	93.88	91.42

Cultural Capital

Enrichment opportunities for all children in receipt of PP have been enhanced with over 50% of PP children now accessing either extra music, sport, drama or craft provision. There is an ongoing body of work to ensure that all children in receipt of PP are accessing further provision.