



# LADY BOSWELL'S PRIMARY SCHOOL PUPIL PREMIUM STRATEGY STATEMENT –

**DECEMBER 2025**

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	433/436
Proportion (%) of pupil premium eligible pupils	6% (25 children) <i>Updated December 2025</i>
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by Co-Headteachers	Sharon Saunders/ Hannah Pullen
Pupil premium lead	Hannah Browning
Governor / Trustee lead	Andrew Carpenter

## Funding overview

DETAIL	AMOUNT
Pupil premium funding allocation this academic year	<b>£39,266</b>
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	<b>£39,266</b> 7 months at <b>£37,075</b> 5 Months of <b>£42,335</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Every child is valued as a child of God and will achieve their full potential, through outstanding teaching, additional support and a planned programme of pastoral support.

Disadvantaged pupils at Lady Boswell's, 9/25 of whom additionally have SEN/D, will make at least expected progress in reading, writing and maths, through quality first teaching and increased opportunities for targeted pre-teach interventions. Additionally, in order to accelerate progress, we aim for disadvantaged pupils to have access to a wide range of catch-up interventions in school.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore, closing the gap between themselves and non-disadvantaged pupils, enabling them to experience the full learning experience at Lady Boswell's. We aim to have all children attain 97% attendance as a minimum. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact their academic achievement, progress and well-being.

This strategy is aligned with the school's theologically rooted Christian Vision and school improvement priorities. It is monitored regularly throughout the year through integrated school processes and is adjusted according to the needs of staff and pupils so that support can always be targeted in a timely and effective way.

Supporting disadvantaged pupils is at the heart of the foundation of our school in 1665; it is simply what we were endowed to do. Leaders at all levels prioritise support for children identified as vulnerable and target resources beyond the allocated Pupil Premium budget to ensure this is achieved.

## Challenges

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

CHALLENGE NUMBER	DETAIL OF CHALLENGE
1	A disproportionate number of our PP children (36%) have identified SEND compared to the non-PP group (7%). Internal assessments indicate that there is a correlation between limited progress and lower attainment in reading, writing and maths of disadvantaged pupils with SEN/D.
2	Internal assessments indicate that some disadvantaged pupils without SEN/D are not yet working at age-related expectations in reading, writing and maths.
3	Some disadvantaged children are not able to access a broad range of culture capital opportunities and experiences outside of school.
4	Some disadvantaged pupils are less likely to have increasing levels of attendance year on year.
5	Some disadvantaged pupils find it challenging to maintain good mental health and wellbeing.

## 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
<b>1. COGNITION AND LEARNING</b>	
Disadvantaged pupils without SEN/D to reach at least age-related expectations in reading, writing and maths	Disadvantaged pupils without SEN/D to reach at least age-related expectations (ARE) in reading, writing and maths in line with their peers.
Disadvantaged pupils without SEN/D to make at least 3 points progress in reading, writing and maths	Disadvantaged pupils without SEN/D make at least 3 points progress annually in reading, writing and maths in line with their peers.
Disadvantaged pupils with SEN/D to reach Key Stage outcomes in reading, writing and maths (none to be assessed as pre-key stage)	Disadvantaged pupils with SEN/D are working within Key Stage outcomes in reading, writing and maths.
Disadvantaged pupils with SEN/D (9/25) to make small-step progress in reading, writing and maths in line with 21 Steps	Disadvantaged pupils with SEN/D make small-step progress in reading, writing and maths, evidenced through step statements.
Disadvantaged pupils have access to high-quality evidence-based interventions, alongside strong quality first teaching	Disadvantaged pupils make strong measurable progress in their interventions, closing the gap between themselves and their peers.
<b>2. WELLBEING</b>	
<p>Disadvantaged pupils to have the resilience to self-manage emotions.</p> <p>They will be able to independently implement strategies taught within those sessions to ensure reduced anxiety, higher levels of wellbeing, attendance and punctuality.</p>	<p>Disadvantaged pupils with emotional needs will have access to:</p> <ul style="list-style-type: none"> <li>● External therapy (Play therapy, Fegans).</li> <li>● Internal support (Wellbeing, RULER, Thrive).</li> </ul> <p>Pupils show improved emotional wellbeing (e.g. reduced anxiety, improved mood).</p> <p>Pupils can identify and use strategies to regulate emotions.</p> <p>Pupils will have increased confidence and self-esteem is evident over time.</p> <p>Pupils will demonstrate improved coping strategies and resilience.</p> <p>Pupils will have an increased ability to manage stress, change, or challenges.</p> <p>Pupils will have improved social skills such as communication, empathy, and collaboration.</p> <p>Charter, Mood Meter, Meta-Moment, and Blueprint — to support emotional learning for students and adults in the school community.</p>

To gain further understanding of the impact on lower levels of resilience, weaker learning behaviours, mental health and delayed emotional health resulting from Adverse Children Experiences (ACE)	All adults across the school have a firm understanding what adverse child experiences ( ACE) are, their impact and how relationships are key. <a href="#">How To Create A Trauma And Attachment Aware Classroom with Rebecca Brooks</a> Thrive practitioners all received updated training.
<b>3. ATTENDANCE</b>	
Disadvantaged pupils' attendance and punctuality to exceed Kent expectations and so are ready for the day ahead- currently 94.9%	All children arrive on time and are mentally and physically prepared for learning. Disadvantaged pupils attendance will be significantly above National figures for the same demograph.
<b>4. ASPIRATION</b>	
Improving the quality of teaching culturally rich experiences	Disadvantaged pupils have access to culturally rich experiences, and more exposure to positive and inspiring role models As a school we support children with PP to ensure they can fully access our excellent enrichment activities. This could include trips, free school clubs and providing termly topic bags.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £1,963**

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
Wider CPD opportunities for staff to access high quality training on 'Improving Standards in writing for children with SEND and disadvantaged pupils using more whole class readers as a stimulus for writing.	<p>Through CPD, consider how wider research on cognitive science could impact on how we teach writing to all children, particularly those disadvantaged pupils with SEND.</p> <p>The Educational Endowment Fund (EEF) Literacy Guidance (KS1 &amp; KS2) highlights that: vocabulary is best taught through rich texts, discussion of language choices supports transfer into writing. Whole-class readers naturally promote discussion, inference, and exploratory talk, which is strongly linked to improved writing outcomes. EEF (+5 months impact).</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</a></p> <p>Further develop our framework for Adaptive Teaching using evidence based research from principles drawn from the NASEN Handbook, KCCs Core</p>	1, 2, 3

	Standards, Department for Education (DfE) Rapid Evidence Assessment (REA) on support for students with Special Educational Needs (SEN) and Rosenshine’s Principles of instruction.	
Further refine training for teachers in the delivery of high- quality spelling interventions, linked to morphology	<ul style="list-style-type: none"> <li>• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</li> <li>• Sutton Trust – quality first teaching has direct impact on student outcomes.</li> <li>• <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>.</li> <li>• Adapt our existing spelling scheme to explicitly teach spelling patterns and rules through daily integrated activities across the week, with a structured spelling assessment administered at the end of each week to measure pupil progress.</li> </ul>	1, 2, 3,
Improve legibility and handwriting. Implement bubble writing as an intervention	<ul style="list-style-type: none"> <li>• <b>Sweller’s Cognitive Load Theory:</b> Reducing task demands improves learning of foundational skills.</li> <li>• Handwriting studies show pupils form letters more accurately when motor demands are temporarily simplified.</li> <li>• Bubble writing aligns with: inclusive practice, early intervention and removing barriers to transcription.</li> </ul>	1,2,3

## TARGETED ACADEMIC SUPPORT (FOR EXAMPLE, TUTORING, ONE-TO-ONE SUPPORT, STRUCTURED INTERVENTIONS)

**Budgeted cost: £25,130**

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
Structured Interventions/ Pre-teach. Number stacks, Mastering number, Lexia Sensory circuits Phonics Little Wandle catch up phonics.	<ul style="list-style-type: none"> <li>• Achieving age-related expectations in reading, writing and maths.</li> <li>• Through the use of class teacher-planned interventions, children to be given the greatest opportunity to make the greatest progress.</li> <li>• For those already working at age-related expectation, aspiring for greater depth understanding for our disadvantaged pupils so we continue to be aspirational for all.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2, 3, 4,
Additional adult support in class	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <ul style="list-style-type: none"> <li>• Allows for greater opportunities for immediate feedback in class.</li> <li>• Enables greater capacity for Class Teachers to work with lower -ratio groupings.</li> <li>• Gives opportunities for targeted individualised support for disadvantaged and SEN/D pupils for bespoke learning opportunities.</li> </ul>	1, 2, 3, 4, 5,

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

Budgeted cost: £12,173

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
Early Intervention Attendance Programme – Led by Family Support Worker	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence.</p> <p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	4,5
Children will access weekly THRIVE Sessions	<p>RULER is an evidence-based SEL approach developed at the Yale Centre for Emotional Intelligence. It teaches five core emotional intelligence skills:</p> <ul style="list-style-type: none"> <li>Recognizing emotions</li> <li>Understanding causes and consequences</li> <li>Labelling emotions</li> <li>Expressing appropriately</li> <li>Regulating emotions</li> </ul> <p>These skills are integrated across school climates, instruction, and community involvement. RULER uses four central tools. The THRIVE Approach is a trauma-sensitive social and emotional development model informed by attachment theory, child development research and neuroscience, widely implemented in UK schools.</p> <p><a href="https://www.thriveapproach.com/about-thrive/about-us">https://www.thriveapproach.com/about-thrive/about-us</a></p>	4,5.
Disadvantaged pupils with emotional needs will have access to external counselling or Play therapy.	<p><a href="https://playtherapy.org.uk/">https://playtherapy.org.uk/</a></p> <p><a href="https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs/">https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs/</a></p>	3,4,5
Enrichment/ Cultural capital	<p>Achievement and enrichment for all- possible music and sports lessons additional to core school provision.</p> <p><a href="https://publishing.service.gov.uk">Closing the gap with the new primary national curriculum Final report V2 (publishing.service.gov.uk)</a></p> <p>Learning is contextualised in concrete experiences and language-rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p>	1,2,3.4, 5

	<p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Wider cultural capital opportunities through the sharing of topic book bags for home.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a></p>	
Financial Hardship	<p>Rowntree Foundation- Uniform purchases, support in payments for educational visits and wider curriculum activities.</p> <p><a href="http://basw.co.uk">The impact of poverty on young children's experience of school (basw.co.uk)</a></p>	3

**Total budgeted cost: £39,266**

## **PART B: REVIEW OF THE PREVIOUS ACADEMIC YEAR**

### **OUTCOMES FOR DISADVANTAGED PUPILS**

Internal assessments indicate that the progress of some disadvantaged pupils is below that of non-disadvantaged pupils in reading, 79% v 93%. However internal data from September shows that in writing their progress is accelerated with 91% of PP children v 88% of all children and in maths 95% of PP children v 91% of all children.

The table below refers to Age Related Expectations (ARE)

<i>25 children</i>	Reading	Writing	Maths
Children eligible for PP	56%	44%	64%
PP with no SEND	88%	69%	88%
PP with SEND	0%	0%	22%
Non-PP	89%	86%	91%
All SEND	33%	22%	55.5%

## OUTCOMES FOR DISADVANTAGED PUPILS

(Age Related Expectations, Progress, attendance and wellbeing).

Our internal assessments during 2024/2025 suggested that the performance of our disadvantaged children continues to be a focus of the school. Our continued investment across 2024 /25 to encourage a love of reading with high quality texts both in classrooms and sent home to families, in the form of topic-based book bags, has had an impact with attainment, and the gap is closing between those who are identified as disadvantaged and those who are not identified.

*As a school with few disadvantaged pupils (25/436), we must always reflect on what the data is showing but also be mindful of how smaller numbers can skew percentages.*

Following guidance from the EEF research, we have increased our offer of CPD around evidence-based practice and how this benefits all pupils, including those who are disadvantaged. Every member of staff is trained in 'Mental Health Awareness' and as a school our school development plan and linked CPD has been focused on Rosenshine's Principles of Instruction. Our core SEN and wellbeing offer has continued to also be delivered to all staff. All Teaching Assistants have been trained using the EEF 'Making the Best Use of Teaching Assistants' document, linking it to effective questioning and feedback.

We value pre-teach as a tool in which to ensure all children are ready and able to access the day's learning. By investing heavily in highly trained teaching assistants, who deliver pre-teach maths and English, no child is at a disadvantage at the start of lessons. By doing so, it increases the capacity of the class teachers within the lesson to target their teaching and additional adults in the room provide for more feedback opportunities.

The school attendance policy has strong systems in place, which ensures regular follow up of attendance. However, as disadvantaged attendance overall is lower than whole school attendance, 94.96% vs. 95.52%, this continues to be focus in our current plan. The appointment of a Family Support Worker will enable great communication between home and school and encourage increased attendance. We have also funded places for breakfast club and afterschool club across the school year.

Investment into wider cultural capital opportunities has enabled all children to be fully engaged in a wide range of trips, sporting events and experiences – see School Newsletter. Book Week, Science week and Maths week, all of which involved external speakers, demonstrated aspirational challenge to our disadvantaged children. We have continued to develop our Forest School offer and, this academic year, have employed a sports enrichment lead to increase participation for all pupils beyond the curriculum. All pupils have the opportunity to select from a full range of over 40 enrichment clubs, from chess to drawing, choir to coding, with disadvantaged pupils receiving priority places. Last academic year, 21 out of 25/ 87.5% of our disadvantaged pupils attended at least one of our enrichment opportunities. This was commented on by OFSTED in May 2022 and continues to be the case.

Further impact of the funding is seen through wider strategies rolled out across the school. Support was given to families via referrals to Early Help, bereavement support, the foodbank and food vouchers. Food vouchers were extended during the holidays to ensure all children had access to food from a supermarket most convenient to the family. We have also reviewed our charging and remissions policy to allow for extended payment plans, to support families through the current financial climate. Termly topic-based book bags continue to receive positive feedback from pupils and families alike.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

PROGRAMME	PROVIDER
None	

## Service pupil premium funding (optional)

**FOR SCHOOLS THAT RECEIVE THIS FUNDING, YOU MAY WISH TO PROVIDE THE FOLLOWING INFORMATION: HOW OUR SERVICE PUPIL PREMIUM ALLOCATION WAS SPENT LAST ACADEMIC YEAR**

Not applicable

**THE IMPACT OF THAT SPENDING ON SERVICE PUPIL PREMIUM ELIGIBLE PUPILS**

Not applicable

**FURTHER INFORMATION (OPTIONAL)**

None