## Lyon Park Primary School

## 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 | Lyon Park Primary School |
| Number of pupils in school | 862 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers | 2024 - 2025 2025 - 2026 2026 - 2027 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Ms Tally Bhambra, Headteacher |
| Pupil premium lead | Miss Charlotte Colgan, Deputy Headteacher |
| Governor / Trustee lead | Angus Hislop |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £175,235 |
| 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* | £175,235 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Lyon Park Primary School, we are ambitious and have high aspirations for all of our children; we believe that all children, irrespective of their background or the challenges they face, should make progress and achieve well across all areas both personally and academically.

High quality first teaching is at the heart of our provision as we believe that this is the most impactful strategy in closing the gaps of disadvantage for children as evidenced by the Education Endowment Foundation (EEF).

We are determined to provide the support and guidance that our pupils who are in receipt of the Pupil Premium Funding need to overcome specific barriers to reach their full potential. Our key priorities for the use of the Pupil Premium Funding are as follows:

- Ensuring high quality first teaching across the school.
- Closing the attainment gap between disadvantaged pupils and non-disadvantaged pupils.
- Providing targeted support for pupils who are not making expected progress.
- Addressing barriers to attainment, e.g. attendance, behaviour.
- Providing access to opportunities to increase cultural capital.

### Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1. | English and Maths attainment amongst most disadvantaged pupils is below that of non-disadvantaged pupils. |
| 2. | Outside of the school environment, the majority of pupils have limited exposure and access to English. |
| 3. | Pupils have limited experiences beyond their home life and immediate community. |
| 4. | Pupil learning can be affected by emotional and behavioural factors. |
| 5. | Low attendance and persistent absenteeism of disadvantaged children. |

### 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 increase the percentage of disadvantaged pupils attaining at or above age-related expectations and narrow gaps with peers. | An increase in percentage of disadvantaged pupils attaining at or above age-related expectations. |
| To ensure that there is a focus on effective strategies for teaching English as an additional language. | Children access a language-rich curriculum. Staff are confident in adapting the curriculum for pupils of different languages. |

| | Resources are inclusive and cater to various English proficiency levels allowing children to progress. |
|---|---|
| To ensure that the curriculum is engaging, broad and varied with a clear strategy for enrichment activities.<br><br>To ensure that the extra-curriculum offer is varied.<br><br>To increase the uptake of extra-curricular clubs for the disadvantaged pupils. | Pupil questionnaires will show that pupils enjoy school and are enthused to learn more as the result of an engaging, broad and varied curriculum.<br><br>Staff will plan a wide range of experiences to inspire and enhance learning. |
| To achieve and sustain improved attendance for all disadvantaged pupils. | The attendance gap between the disadvantaged pupils and their non-disadvantaged peers will be reduced. |

## Activity in this academic year

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

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

Budgeted cost: £100,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Provide opportunities for high-quality professional development for teachers through:<br><br>• National College<br>• Brent School Partnership<br>• Best Brent<br>• SSS Suite<br>• The Key<br>• Bespoke Middle Leadership Programme | EEF Effective Professional Development Guidance Report<br>Focusing on evidence-based teaching approaches that cater to the needs of pupils with EAL and low-income backgrounds.<br>'There is evidence that it is the quality of teaching that can make the biggest difference to children's learning.'<br>'Ensuring that teachers are provided with high quality Professional Development is therefore crucial in improving pupil outcomes' | 1 |
| Provide high-quality, evidence-based professional development for all teachers. This should include effective strategies for teaching EAL pupils, explicit vocabulary instruction, scaffolding, and promoting oracy. | EEF Guidance Report: Improving Literacy in Key Stage 1 and Key Stage 2<br>'The EEF guidance strengthened practice for EAL learners by showing that high-quality, explicit teaching of vocabulary, reading, and writing benefits all pupils—and becomes especially powerful when language development is intentionally woven into everyday literacy instruction.' | 1 |
| Purchase of a DfE validated Systematic Synthetic Phonics Programme. | EEF Phonics Toolkit<br>'High Impact for very low cost based on very extensive evidence. Phonics has a positive impact (+ 5 months) with very extensive | 1 |

| | evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds' | |
|---|---|---|
| **High-Quality Resources for English**<br>Use of Accelerated Reader to support diagnostic assessments in English to help teachers identify specific areas where pupils need improvement, effectively allowing tailored instructional strategies.<br>Purchase of standardised diagnostic NFER assessments.<br>Purchase of high-quality reading materials. | Accelerated Reader aims to improve students' reading skills through practice and by providing frequent feedback on students' progress to teachers.<br><br>The EEF Guide to The Pupil Premium 'Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.' | 1 |
| Develop a robust system for monitoring the progress of disadvantaged pupils and providing timely, targeted feedback to teachers to inform their instruction. | EEF Using Pupil Premium: Guidance for School Leaders<br>'The EEF's Pupil Premium guidance sharpened schools' focus on disadvantaged pupils by embedding a culture of evidence-informed monitoring—ensuring that progress is tracked with purpose, responses are timely, and support is driven by need rather than assumption.' | 1 |
| Conduct a curriculum review to ensure a structured approach to planning and delivering enrichment activities that are integrated into the curriculum, such as educational visits, guest speakers, and hands-on learning experiences. | EEF Guidance on Arts Participation<br>'The EEF's Arts Participation guidance reinforced that enrichment isn't an add-on, but a catalyst—showing how well-designed creative experiences can deepen engagement, strengthen learning, and widen opportunity for all pupils.' | 1 |
| Encourage teachers to incorporate opportunities for pupil voice and choice within the curriculum to increase engagement and ownership. | EEF Guidance on Metacognition and Self-Regulation<br>'The EEF's Metacognition and Self-Regulation guidance showed that when pupils learn to plan, monitor, and evaluate their own learning, they gain the confidence and competence to exercise real voice and choice within the curriculum.' | 3, 4 |

| | | |
|---|---|---|
| Implement a whole-school approach to attendance, with clear policies, procedures and communication to parents/carers. | EEF Guidance on Working with Parents to Support Children's Learning <br> 'The EEF's guidance on working with parents emphasized that clear, consistent communication and collaborative approaches are key to improving attendance, turning policy into practice through partnership rather than enforcement.' | 5 |

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

Budgeted cost: £50,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Offer targeted small-group support for disadvantaged pupils, particularly in areas where they are struggling, using qualified and experienced staff. | EEF, High quality small group tuition <br> 'Small group tuition has an average impact of four months' additional progress over the course of a year.' | 1, 2, 3, 4 |
| Early Talk Boost Intervention (Nursery). | Research findings within the Early Talk Boost development studies found that children make statistically significant progress of approximately 6 months age equivalent through the 9-week intervention. | 1, 2 |
| Collaborate with external providers, such as local arts organisations or sports clubs, to offer targeted extra-curricular activities for disadvantaged pupils, focusing on areas of interest and skill development. | Household income is by far the most important factor driving gaps in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities, but especially music classes and sport. | 2, 3 |
| Provide one-to-one or small group mentoring and support for pupils with persistent absence, focusing on addressing the underlying causes, such as social, emotional, or academic difficulties. | EEF's "Improving Social and Emotional Learning in Primary Schools" guidance (EEF, 2019). | 5 |

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

Budgeted cost: £25,000

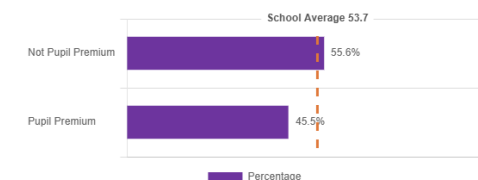| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Develop strong partnerships with parents and carers of EAL pupils, providing them with resources and guidance to support their child's English language development at home. | EEF Guidance Report: Working with Parents to Support Children's Learning | 2 |
| Develop partnerships with local community organisations, businesses, and charities to expand the range of enrichment opportunities available to disadvantaged pupils and their families. | EEF Research and analysis<br>An unequal playing field: extra-curricular activities, soft skills and social mobility (EEF, 2019)<br>Household income is by far the most important factor driving gaps in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities, but especially music classes and sport. | 3 |
| Implement a rewards and recognition system to celebrate improved attendance and positive attendance habits. | EEF's Improving Behaviour in Schools guidance (EEF, 2019) | 5 |
| Ensure that the school's communication with parents is frequent, clear, and accessible, using a range of channels to reach all families. | EEF's Working with Parents to Support Children's Learning guidance (EEF, 2018) | 2 |
| To continue to work with the EWO to target low attendance and implement strategies to improve this. | Education Endowment Foundation | 5 |

Total budgeted cost: £175,000

## Part B: Review of the previous academic year

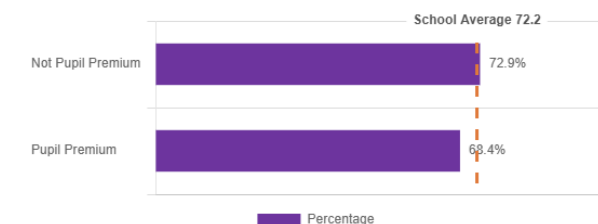Outcomes

GLD

Good Level of Development



School Average 53.7

| Group | Percentage | Pupil Count |
|---|---|---|
| All Pupils | 53.7% | 65/121 |
| Not Pupil Premium | 55.6% | 55/99 |
| Pupil Premium | 45.5% | 10/22 |

Phonics

Year One



School Average 72.2

▼ Year One Data Table

| Group | Percentage | Pupil Count |
|---|---|---|
| All Pupils | 72.2% | 83/115 |
| Not Pupil Premium | 72.9% | 70/96 |
| Pupil Premium | 68.4% | 13/19 |

Year Two (retakes)



School Average 48.6
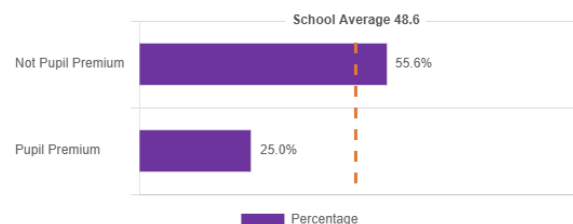
▼ Year Two (retakes) Data Table

| Group | Percentage | Pupil Count |
|---|---|---|
| All Pupils | 48.6% | 17/35 |
| Not Pupil Premium | 55.6% | 15/27 |
| Pupil Premium | 25% | 2/8 |

**PP (Y1 – Y6)**

| | No Assessment | Significantly Below | Below | Just At or higher | Securely At or higher | Above or higher | Significantly Above |
|---|---|---|---|---|---|---|---|
| Reading | 3.7% (4) | 26.0% (27) | 26.0% (27) | 48.1% (50) | 30.8% (32) | 6.7% (7) | 1.0% (1) |
| Writing | 3.7% (4) | 27.9% (29) | 28.8% (30) | 43.3% (45) | 31.7% (33) | 4.8% (5) | 1.0% (1) |
| Mathematics | 3.7% (4) | 25.0% (26) | 21.2% (22) | 53.8% (56) | 33.7% (35) | 7.7% (8) | 1.0% (1) |

| | No Assessment in one or more | Significantly Below in one or more | Below in one or more | Just At or higher in all | Securely At or higher in all | Above or higher in all | Significantly Above in all |
|---|---|---|---|---|---|---|---|
| Combined | 3.7% (4) | 30.8% (32) | 33.7% (35) | 42.3% (44) | 23.1% (24) | 3.8% (4) | 1.0% (1) |

## PP & SEND (Y1 – Y6)

| | No Assessment | Significantly Below | Below | Just At or higher | Securely At or higher | Above or higher | Significantly Above |
|---|---|---|---|---|---|---|---|
| Reading | 11.5% (3) | 43.5% (10) | 30.4% (7) | 26.1% (6) | 8.7% (2) | 4.3% (1) | 4.3% (1) |
| Writing | 11.5% (3) | 52.2% (12) | 26.1% (6) | 21.7% (5) | 13.0% (3) | 4.3% (1) | 4.3% (1) |
| Mathematics | 11.5% (3) | 39.1% (9) | 26.1% (6) | 34.8% (8) | 8.7% (2) | 4.3% (1) | 4.3% (1) |

| | No Assessment in one or more | Significantly Below in one or more | Below in one or more | Just At or higher in all | Securely At or higher in all | Above or higher in all | Significantly Above in all |
|---|---|---|---|---|---|---|---|
| Combined | 11.5% (3) | 52.2% (12) | 34.8% (8) | 21.7% (5) | 8.7% (2) | 4.3% (1) | 4.3% (1) |

## Year 1 PP (22)

| | No Assessment | Significantly Below | Below | Just At or higher | Securely At or higher | Above or higher | Significantly Above |
|---|---|---|---|---|---|---|---|
| Reading | 4.5% (1) | | 42.9% (9) | 57.1% (12) | 52.4% (11) | 9.5% (2) | 4.8% (1) |
| Writing | 4.5% (1) | | 47.6% (10) | 52.4% (11) | 47.6% (10) | 14.3% (3) | 4.8% (1) |
| Mathematics | 4.5% (1) | | 38.1% (8) | 61.9% (13) | 57.1% (12) | 9.5% (2) | 4.8% (1) |

| | No Assessment in one or more | Significantly Below in one or more | Below in one or more | Just At or higher in all | Securely At or higher in all | Above or higher in all | Significantly Above in all |
|---|---|---|---|---|---|---|---|
| Combined | 4.5% (1) | | 47.6% (10) | 52.4% (11) | 47.6% (10) | 9.5% (2) | 4.8% (1) |

## Year 2 PP (16)

| | No Assessment | Significantly Below | Below | Just At or higher | Securely At or higher | Above or higher | Significantly Above |
|---|---|---|---|---|---|---|---|
| Reading | 6.3% (1) | 46.7% (7) | 13.3% (2) | 40.0% (6) | 20.0% (3) | 6.7% (1) | |
| Writing | 6.3% (1) | 46.7% (7) | 13.3% (2) | 40.0% (6) | 20.0% (3) | 6.7% (1) | |
| Mathematics | 6.3% (1) | 46.7% (7) | 13.3% (2) | 40.0% (6) | 20.0% (3) | 6.7% (1) | |

| | No Assessment in one or more | Significantly Below in one or more | Below in one or more | Just At or higher in all | Securely At or higher in all | Above or higher in all | Significantly Above in all |
|---|---|---|---|---|---|---|---|
| Combined | 6.3% (1) | 46.7% (7) | 13.3% (2) | 40.0% (6) | 13.3% (2) | 6.7% (1) | |

## Year 3 PP (15)

| | No Assessment | Significantly Below | Below | Just At or higher | Securely At or higher | Above or higher | Significantly Above |
|---|---|---|---|---|---|---|---|
| Reading | 6.7% (1) | 28.6% (4) | 7.1% (1) | 64.3% (9) | 35.7% (5) | 14.3% (2) | |
| Writing | 6.7% (1) | 28.6% (4) | 14.3% (2) | 57.1% (8) | 42.9% (6) | 7.1% (1) | |
| Mathematics | 6.7% (1) | 21.4% (3) | 14.3% (2) | 64.3% (9) | 50.0% (7) | 7.1% (1) | |

| | No Assessment in one or more | Significantly Below in one or more | Below in one or more | Just At or higher in all | Securely At or higher in all | Above or higher in all | Significantly Above in all |
|---|---|---|---|---|---|---|---|
| Combined | 6.7% (1) | 28.6% (4) | 21.4% (3) | 57.1% (8) | 28.6% (4) | 7.1% (1) | |

## Year 4 PP (24)

| | No Assessment | Significantly Below | Below | Just At or higher | Securely At or higher | Above or higher | Significantly Above |
|---|---|---|---|---|---|---|---|
| Reading | 4.2% (1) | 30.4% (7) | 39.1% (9) | 30.4% (7) | 13.0% (3) | | |
| Writing | 4.2% (1) | 39.1% (9) | 34.8% (8) | 26.1% (6) | 8.7% (2) | | |
| Mathematics | 4.2% (1) | 30.4% (7) | 26.1% (6) | 43.5% (10) | 13.0% (3) | | |

| | No Assessment in one or more | Significantly Below in one or more | Below in one or more | Just At or higher in all | Securely At or higher in all | Above or higher in all | Significantly Above in all |
|---|---|---|---|---|---|---|---|
| Combined | 4.2% (1) | 43.5% (10) | 43.5% (10) | 26.1% (6) | 4.3% (1) | | |

## Year 5 PP (13)

| | Significantly Below | Below | Just At or higher | Securely At or higher | Above or higher | Significantly Above |
|---|---|---|---|---|---|---|
| Reading | 23.1% (3) | 23.1% (3) | 53.8% (7) | 46.2% (6) | 7.7% (1) | |
| Writing | 23.1% (3) | 23.1% (3) | 53.8% (7) | 38.5% (5) | | |
| Mathematics | 23.1% (3) | 7.7% (1) | 69.2% (9) | 46.2% (6) | 30.8% (4) | |

| | Significantly Below in one or more | Below in one or more | Just At or higher in all | Securely At or higher in all | Above or higher in all | Significantly Above in all |
|---|---|---|---|---|---|---|
| Combined | 23.1% (3) | 23.1% (3) | 53.8% (7) | 30.8% (4) | | |

## Year 6 PP (18)

| | Significantly Below | Below | Just At or higher | Securely At or higher | Above or higher | Significantly Above |
|---|---|---|---|---|---|---|
| Reading | 33.3% (6) | 16.7% (3) | 50.0% (9) | 22.2% (4) | 5.6% (1) | |
| Writing | 33.3% (6) | 27.8% (5) | 38.9% (7) | 38.9% (7) | | |
| Mathematics | 33.3% (6) | 16.7% (3) | 50.0% (9) | 22.2% (4) | | |

| | Significantly Below in one or more | Below in one or more | Just At or higher in all | Securely At or higher in all | Above or higher in all | Significantly Above in all |
|---|---|---|---|---|---|---|
| Combined | 44.4% (8) | 38.9% (7) | 33.3% (6) | 16.7% (3) | | |

## MTC

Average Score
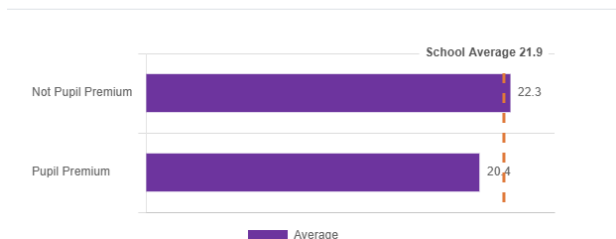


▼ Average Score Data Table

| Group | Average | Total Pupils |
|---|---|---|
| All Pupils | 21.9 | 116 |
| Not Pupil Premium | 22.3 | 95 |
| Pupil Premium | 20.4 | 21 |

9

The school's Pupil Premium strategy has been designed to address the emerging gap in attainment and progress between pupils in receipt of Pupil Premium funding and their non-Pupil Premium peers. Current outcomes indicate that disadvantaged pupils are not performing as well in some year groups, with the widest gaps observed in Year 2 and Year 4 and in writing. These findings have informed a targeted, evidence-based approach aimed at accelerating progress, improving the quality of teaching and intervention and increasing staff accountability for disadvantaged pupils' outcomes.

The strategy also recognises the complexity of need among a significant proportion of our Pupil Premium cohort, particularly those who also have special educational needs and/or disabilities (SEND). Interventions have therefore been aligned to ensure that academic, social and emotional needs are addressed holistically. Close collaboration between class teachers, the SENDCo and support staff has enabled more coherent provision, better progress tracking and timely adjustments to support plans.

By focusing on high-quality teaching, targeted intervention and precise identification of need, the school is beginning to see stronger, more sustained improvements in writing outcomes. Continued emphasis on Years 2 and 4 will ensure that disadvantaged pupils receive the support necessary to narrow the attainment gap, build secure foundations, and access the full curriculum offer successfully. The strategy will be reviewed termly to evaluate impact on pupil progress, inform ongoing provision, and maintain a sharp focus on raising outcomes for all disadvantaged learners.

A key driver of the strategy for this year is ensuring that all staff can accurately identify Pupil Premium pupils and understand their individual barriers to learning. As a result, teachers will be better equipped to personalise support, plan responsively and monitor progress closely. Targeted conferencing, specific feedback approaches and increased adult interaction will consistently be directed towards disadvantaged learners.