

Lidget Green 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Lidget Green Primary School
Number of pupils in school	510
Proportion (%) of pupil premium eligible pupils	39.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	December 25
Date on which it will be reviewed	December 2025
Statement authorised by	Deirdre Bailey
Pupil premium strategic lead	Louise Woffendin
Governor / Trustee lead	Deirdre Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 235,240
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	£235,240

Part A: Pupil premium strategy plan

Statement of intent

- At Lidget Green Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed in life.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential. At Lidget Green Primary School, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To provide a whole school approach to support vulnerable pupils' and their families' emotional and mental health.
- To enrich pupils' life experiences and opportunities by providing a bespoke, inclusive curriculum which meets the needs of all pupils.

The key principles of our Pupil Premium Strategy is to promote inclusive practice throughout school, to correctly identify barriers to learning for pupils and to use school based solutions to remove those barriers.

Challenges

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

Challenge number	Detail of challenge
1	EYFS and KS1 disadvantaged pupils have historically achieved significantly below the national average in reading, writing and maths.

2.	Disadvantaged pupils do not achieve as well as non-disadvantaged pupils in KS2 in Reading, Writing, Maths and EGPS.
3.	Disadvantaged pupils do not achieve as well as disadvantaged pupils nationally at the higher standards (greater depth).
4.	Pupils have poor early language skills on entry into school.
5	Pupils and their families have social and emotional difficulties, including medical and mental health issues and often have lower aspirations.
6	Pupil Premium pupils have historically had lower attendance and are more persistently absent from school than Non-Pupil Premium pupils. Poor punctuality is an additional barrier.
7	Lack of cultural capital and wider experiences outside of the home impeding ability to contextualise learning.

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
Disadvantaged pupils in EYFS and KS1 will make accelerated progress and 'catch up' or exceed prior attainment standards. Children who have fallen behind receive targeted high-quality intervention.	<p>Summer data will show that disadvantaged pupils will make accelerated progress to achieve as well as or better than non-disadvantaged pupils.</p> <p>In KS1, the gap in attainment in reading, writing and maths between disadvantaged and non-disadvantaged pupils will decrease.</p> <p>End of summer data will also show that disadvantaged pupils will have made accelerated progress.</p> <p>Analysis of interventions will show that they have had a positive impact on disadvantaged pupil's learning and this has accelerated their learning.</p>

<p>Disadvantaged pupils in KS2 will make accelerated progress to close the gap between non-disadvantaged pupils.</p>	<p>Summer data will show disadvantaged pupils have made accelerated progress.</p> <p>Pupil premium pupils at the end of KS2 will make better progress than non-pupil premium pupils.</p> <p>Analysis of interventions and 'catch up' will show that they have had a positive impact on disadvantaged pupil's learning and this has accelerated their learning.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported in school so that the needs are removed or alleviated.</p> <p>Pupils from disadvantaged backgrounds have high aspirations for themselves.</p>	<p>There is a whole school approach to emotional wellbeing and mental health. The Headteacher, SLT SENDCo, Inclusion Manager, pastoral team, class teachers and TLA's identify and support families and children to alleviate barriers to learning.</p> <p>The SENDCo completes the Senior Mental Health lead training.</p> <p>The school works very closely and in partnership with the MHST. There is impact evidence of the work they have done with pupils, families, staff and any external referrals made to relevant support agencies are swiftly carried out to ensure pupils and families receive the support they require.</p> <p>Interventions for specific pupils are identified and they have a positive impact on pupil's social, emotional or health needs. This leads to them making at least expected progress with their learning.</p> <p>RSE, Mental Health and Well-Being strategies are embedded and taught well throughout the curriculum.</p> <p>School achieves 'The Healthy Minds Charter Mark'.</p>

<p>The gap between Pupil Premium and Non-Pupil Premium pupils' attendance will diminish.</p>	<p>Whole school approach to attendance and punctuality has been embedded in school.</p> <p>Pupil Premium attendance will improve so it is in-line with non-pupil premium pupils.</p> <p>Fewer Pupil Premium pupils will be persistently absent/late from/to school.</p> <p>Pupil premium attendance will exceed national averages for pupil premium pupils and/or non-pupil premium.</p> <p>Attendance data and tracking of pupil premium and non-pupil premium will evidence the impact of strategies and support implemented.</p> <p>Families will engage well with the support that has been put into place in school and with external agencies.</p>
<p>Pupil premium pupils will have a breadth of experiences and access to a variety of exciting opportunities to enable them to contextualise their learning.</p> <p>School will deliver an engaging, broad, rich and varied curriculum.</p>	<p>All pupil premium pupils will be offered experiences with school or during after school activities such as Forest Schools, Cooking Club, homework, sports, music lessons and reading clubs.</p> <p>Teachers will broaden pupils' experiences by planning exciting hooks into learning, visitors into school, a wide range of trips outside of school and outdoor learning etc.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) of the school day.</p>

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerate progress in reading and writing in EYFS and KS1.</p> <p>Phonics scheme 'Little Wandle' is embedded, there is fidelity to the scheme and teaching is highly effective.</p>	<p>EEF Phonics</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	<p>1. In EYFS/KS1 pupil premium/disadvantaged pupils have lower attainment and slower rates of progress than non-pupil premium pupils. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge</p>
<p>Develop a whole school approach to Maths through creating a Maths Strategy.</p>	<p>EEF- Improving maths in EYFS and KS1 EEF Maths EYFS and KS1</p>	<p>1. In EYFS/KS1 pupil premium/disadvantaged pupils have lower</p>

<p>CPD for staff on high quality teaching of maths. CPD training from the Maths hub. Sharon Day to train teachers.</p> <p>Work closely with the Maths hub to implement Mastering Number into EYFS and KS1 in 2024 to 2025. Mastering Number to be implemented into Year 4 and 5 in 2025 to 2026.</p> <p>EYFS staff to work closely with an EYFS consultant to support Maths development in EYFS and Year 1.</p>	<p>EEF- Improving maths in KS2 and KS3</p> <p>Improving Maths KS2</p>	<p><i>attainment and slower rates of progress that non- pupil premium pupils. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge</i></p> <p><i>2. Disadvantaged pupils in KS2 will make accelerated rates of progress. The gap between disadvantaged and non-disadvantaged pupils will diminish.</i></p>
<p>Develop a whole school approach to English. Reading to explicitly teach reading comprehension skills.</p> <p>CPD staff training on Novel study approach in KS2 from Alison Philipson. TA's and teachers trained.</p> <p>Alison Philipson training for all staff on three stage approach to teaching English (Reading, toolkit phase and writing).</p> <p>Intensive support from the English hub at Burley to introduce the three-day read approach into the EYFS and KS1.</p>	<p>EEF Reading Comprehension</p> <p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words,</p>	<p><i>1. In EYFS/KS1 pupil premium/disadvantaged pupils have lower attainment and slower rates of progress that non- pupil premium pupils. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge</i></p> <p><i>2. Disadvantaged pupils in KS2 will make accelerated rates of progress. The gap between disadvantaged and non-disadvantaged pupils will diminish.</i></p>

	<p>understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members.</p>	<p><i>3. Pupil Premium Pupils have limited experiences beyond their home life and immediate community.</i></p>
<p>Oral language interventions throughout school targeted intervention for pupil premium pupils.</p> <p>NELI</p>	<p>EEF Oral interventions</p> <p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. It is important that spoken language</p>	<p><i>1. In EYFS and KS1 pupil premium/disadvantaged pupils have lower attainment and slower rates of progress than non- pupil premium</i></p>

<p>Training from LINGO-SALT</p> <p>Dialogic talk embedded throughout the curriculum.</p>	<p>activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation.</p>	<p>pupils. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge.</p> <p>.2 Disadvantaged pupils in KS2 will make accelerated rates of progress. The gap between disadvantaged pupils and non-disadvantaged pupils will diminish.</p> <p>5. Poor language skills on entry to school.</p>
<p>Kinetic letters handwriting scheme purchased in 2025. Staff trained in Summer 2025 and the scheme was implemented in September 2025</p>	<p>EEF Early Literacy</p> <p>The writing framework</p> <p>Results — Kinetic Letters Hand writing programme</p>	<p>Outcome 1, 2 and 3</p> <p>1. In EYFS and KS1 pupil premium/disadvantaged pupils have lower attainment and slower rates of progress than non-pupil premium pupils. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge.</p> <p>.2 Disadvantaged pupils in KS2 will make accelerated rates of</p>

		<i>progress. The gap between disadvantaged pupils and non-disadvantaged pupils will diminish.</i>
<p>Effective deployment of highly skilled TLAs and trained HLTAs in specific subjects providing high quality PPA cover.</p> <p>High quality training program for TLA's to support pupils.</p>	EEF Making the best use of teaching assistants.	<p>1. In EYFS and KS1 pupil premium/disadvantaged pupils have lower attainment and slower rates of progress than non-pupil premium pupils. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge.</p> <p>2. Disadvantaged pupils in KS2 will make accelerated progress.</p>
<p>Whole school approach to emotions, wellbeing and mental health.</p> <p>My Happy Mind program is used weekly in every class in school.</p> <p>Story project is implemented and used well throughout school.</p> <p>Training and support from the Educational Psychology team</p>	EEF Improving social and emotional learning in Primary Schools	<p>2. Pupils and their families have social & emotional difficulties, including medical and mental health issues and often have lower aspirations.</p>

through the Healthy Minds Chartermark.		
Training from NHS Mental Health Support Team.		

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

Budgeted cost: £62,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group tutoring 'keep up' programs led by highly skilled TAs.</p> <p>Little Wandle Interventions include;</p> <p>Rapid Catch up</p> <p>Fluency Builders</p> <p>'Keep up'</p> <p>Mastering Number</p> <p>Precision teaching</p>	<p>Small group tuition EEF</p> <p>Key findings</p> <p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Diagnostic assessment can be used to assess the best way to target support.</p> <p>3. One to one tuition and small group tuition are both effective interventions.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds.</p>	<p>1. In EYFS and KS1 pupil premium/disadvantaged pupils have lower attainment and slower rates of progress than non-pupil premium pupils. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge. Disadvantaged pupils in KS2 continue to do as well as if not better than non-pupil premium pupils and they will make accelerated rates of progress.</p>

<p>Non class-based specialist Teaching assistant employed to deliver bespoke speech and language interventions across school.</p> <p>LINGO - Speech and language therapy assistant working in school twice a week to support language development throughout school. In addition a Speech and language therapist will visit once a fortnight.</p>	<p><u>EEF Oral interventions</u></p> <ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. 	<p>5. 5.Poor language skills on entry to school.</p>
<p>Teaching Assistants throughout school deliver targeted interventions.</p> <p>Teaching assistants will be highly trained on specific interventions to maximise their impact.</p>	<p>EEF- Teaching assistants' interventions.</p> <ol style="list-style-type: none"> 1. Teaching assistants can provide a large positive impact on learner outcomes 2. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, 3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. 4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective 	<p>All.</p>

	<p>approach to improving learner outcomes</p> <p>due to the large difference in efficacy between different deployments of teaching assistants.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Paul Dix- When the adult changes everything changes training for all staff.</p> <p>Embed the new relationships policy within school. New policy developed to include restorative practice to build trusting positive relationships.</p>	<p>EEF Improving behaviour in school</p> <p>EEF Improving social and emotional learning in schools</p> <ol style="list-style-type: none"> 1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. 2. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. 3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs. 4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. 	<p>2. Pupils and their families have social & emotional difficulties, including medical and mental health issues and often have lower aspirations.</p>
<p>A whole school approach to</p>	<p>EEF Supporting school attendance</p> <ul style="list-style-type: none"> • Schools use a wide variety of strategies to improve pupil attendance. 	<p>3. Pupil Premium pupils have lower attendance and</p>

<p>attendance to include;</p> <p>Expectations are communicated effectively with staff, pupils and parents.</p> <p>Positive engagement with parents if there are attendance issues.</p> <p>Robust systems and data analysis highlight patterns in specific groups such as CLA and Pupil premium pupils.</p> <p>Targeted intervention for specific individuals and groups of pupils.</p> <p>Strong links with the local authority to provide intervention with target families as necessary.</p> <p>Full time attendance office employed to support and improve attendance in school.</p>	<ul style="list-style-type: none"> • There is some evidence of promise for parental communication and engagement approaches and responsive interventions that meet the individual needs of the pupils. • The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems. • Evidence shows that the most effective schools have strong processes around analysing and collecting attendance data which allows them to act quickly. Patterns of absence to be scrutinised and then targeted interventions to be put in place. The effectiveness of any interventions in place to improve attendance can be monitored and readjusted as necessary. 	<p>are more persistently absent from school than Non-Pupil Premium pupils. .</p> <p>Poor punctuality is an additional barrier.</p>
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<p>SLA with Bradford LA ESW service to work alongside the Attendance officer</p> <p>Whole school approach to improving attendance.</p> <p>Early Help Key workers from the Attendance Team work with key families.</p>		
<p>High quality emotional support is provided to pupils by highly skilled pastoral team.</p> <p>1:1 Emotion coaching and restorative language</p> <p>Trained Mental Health First aider</p> <p>Providing targeted enrichment for Pupil premium pupils.</p> <p>Nurture check ins and Nurture groups run by the Inclusion team.</p> <p>Inclusion Team to work very closely with SCIL SEMH team to develop nurture provision and nurturing classroom environments.</p>	<p>EEF Parental engagement</p> <p>1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>3. There is a strong evidence base supporting this approach with younger children, but far less research on this approach in secondary schools. It is important to consider how you will maintain parental engagement as children get older.</p> <p>4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p> <p>EEF Improving social and emotional learning in schools</p> <p>1. Social and emotional learning approaches have a positive impact, on average, of 3 months' additional</p>	<p>2. Pupils and their families have social & emotional difficulties, including medical and mental health issues and often have lower aspirations.</p>

<p>Lunchtime sports clubs</p> <p>Small group interventions</p> <p>Targeted interventions led by the NHS Mental Health Support Team.</p> <p>Targeted Interventions led by the pastoral inclusion team.</p> <p>OPAL schools.</p> <p>Forest schools for targeted pupils.</p> <p>Life skills groups for vulnerable pupils.</p>	<p>progress in academic outcomes over the course of an academic year.</p> <p>2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>3. While universal approaches to SEL learning seem to have a slightly greater impact on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	
<p>Breakfast club is highly subsidised for target vulnerable children to attend.</p> <p>Ensuring pupil's physical needs are met by subsidising milk and breakfast/nutrition as and when required.</p> <p>To improve the attendance and punctuality of disadvantaged pupils.</p>	<p>EEF evidence shows that the most effective schools have strong processes around analysing and collecting attendance data which allows them to act quickly. Patterns of absence to be scrutinised and then targeted interventions to be put in place. The effectiveness of any interventions in place to improve attendance can be monitored and readjusted as necessary.</p> <p>Meet pupil's physical and nutritional needs according to statutory requirements. According to Maslow's hierarchy of need, children's basic physiological needs must be met as a priority before they are likely to thrive in other ways. IFS research supports the theory that 'health- and nutrition-based pupil premium policies can have real impacts on educational outcomes.'</p>	<p>Pupil Premium pupils have lower attendance and are more persistently absent from school than Non-Pupil Premium pupils. Currently disadvantaged pupil's overall attendance is 91.9% compared with 95% non-disadvantaged pupils. PA of disadvantaged pupils is 29.2% compared to non-disadvantaged pupils which is 15.7%. Poor</p>

		punctuality is an additional barrier.
<p>Financial Support and incentives for pupil premium families. School heavily subsidises trips for Pupil premium pupils to widen their Experiences.</p> <p>Samba Music sessions for pupils with SEND and for</p> <p>Guitar lessons for 12 Year 5 pupils</p> <p>Lunchtime choir for Year 5 and 6 pupils.</p>	<p>EEF School Uniform</p> <ol style="list-style-type: none"> 1. Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. 2. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. 3. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford Uniform. <p>EEF Outdoor adventurous learning</p> <ol style="list-style-type: none"> 1. The current evidence base on outdoor adventure and academic outcomes is very weak. While the studies that do exist show positive impacts, the limited evidence base means that an average impact is not communicated. 2. The evidence in the Toolkit is focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. <p>EEF Arts participation</p> <ol style="list-style-type: none"> 1. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. 2. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation 	<p><i>Pupil Premium Pupils have limited experiences beyond their home life and immediate community.</i></p>

	<p>should be considered beyond maths or English outcomes.</p> <p>3. If the aim of the arts approach is to improve academic attainment it is important to identify the link between your chosen arts intervention and the outcomes you want to improve.</p> <p>4. Arts-based approaches may offer a route to re-engage older pupils in learning, though this does not always translate into better attainment. It is important to consider how you will use increased engagement to improve teaching and learning for these pupils.</p>	
<p>Positively and actively engage and communicate with difficult to reach parents.</p> <p>Strong links with Early Help Team and outside agencies providing support to parents.</p> <p>Half termly coffee mornings.</p> <p>Inviting parents into school for events.</p>	<p>EEF Parental engagement</p> <p>1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older.</p> <p>4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p>	<p>2. Pupils and their families have social & emotional difficulties, including medical and mental health issues and often have lower aspirations.</p>

<p>OPAL schools – whole school improvement through play to improve behaviour, wellbeing, social skills etc.</p> <p>Forest Schools for targeted pupils</p> <p>Jamie's Farm- 6 week program for targeted vulnerable pupils</p>	<p>5 key benefits of outdoor learning</p> <p>Taking learning outdoors can enhance education and improve mental health Here are 5 key benefits for children</p> <p>1. Children's mental health and wellbeing improves There is an enormous body of research available showing that time spent in nature can improve children's mental health and wellbeing. Likewise, a lack of learning outdoors is steadily resulting in a 'Nature Deficit Disorder', where spending less time outside is suggested to lead to behavioural problems. By taking learning outdoors, we can combat Nature Deficit Disorder and increase mental health by improving mood, confidence and wellbeing. According to the Outdoor Classroom Day 2018 Muddy Hands report: <i>"Children's lives are now far more stressful than in the past, alongside higher academic expectations, there are pressures created by social media use, which can monopolise children's time and attention, affect their body image, or expose them to age-inappropriate content. Many children are under more time pressure, more peer pressure and more pressure to succeed. Getting outdoors is the cheapest and easiest way to reduce this pressure so children (and adults) feel less stressed."</i> And let's face it – happier, healthier children are more motivated and eager to learn; a winning outcome from all angles.</p> <p>2. Children's relationship with nature improves <i>"If children don't grow up knowing about nature and appreciating it, they will not understand it. And if they don't understand it, they won't protect it. And if they don't protect it, who will?"</i> Sir David Attenborough</p> <p>3. Education is more inclusive All children are unique – they learn in different ways and for some, these can actually be stifled by the classroom. Especially for children with special educational needs, the classroom can bring with it added stress and ingrained feelings of academic or social 'difference'. One of the many brilliant things about outdoor learning is that it gives more scope for inclusive activities and overall mindset. There are more possibilities and opportunities for <i>all</i> pupils to be together, experiencing the same range of activities.</p>	<p>All challenges.</p>
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Plus, the sensory immersion opportunities are far higher and children feel less tied to one specific mode of learning.

"Inclusion in outdoor learning is about looking at how everyone in your class can be involved together, all gaining from the activities they are taking part in. Consider the sensory elements of the activity, your pupils' academic and physical abilities, the interaction of pupils with each other and the overall experiences gained. All children are different and will be engaged and enthused by different things, and all teachers are familiar with creating lessons that meet these different needs so that all their pupils can flourish. Teaching outdoors is no different."

Teaching the Primary Curriculum outdoors.

4. Curriculum learning is enhanced

"We know that many pupils thrive learning outside and that this shift in environment (and a practical approach) can actually help certain concepts come alive and be easier to understand," says Mary Jackson, LTL's Head of Education and Communities. Learning outside isn't an unnecessary add-on it's a way to deepen children's learning experience by getting them to experience lessons in a new and exciting way.

It provides practical, real-life experiences: the type that children truly take on board. These engaging experiences can teach brand new skills and also enhance problem solving, teamwork and thinking skills while feeding seamlessly into the curriculum. We see it as making lessons *stick* by fostering a genuine interest in the subject far beyond what a child can pick up in a textbook.

5. Child development is enhanced

By moving away from regimented seating plans and standard classroom based learning, children can embrace a greater sense of freedom and independence: essential contributors to their development.

[Research](#) has even suggested that outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding. It has also been found to boost children's self-esteem, self-confidence, ability to work cooperatively and positive attitude to learning.

	It isn't just a nice to have: it's a crucial and transformative part of childhood.	
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Total budgeted cost: £235,240

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 between 2023 to 2025.

Context data

- The % of FSM6 at the school is well above average nationally and above the local area average of %FSM6 (National Data).
- We currently have **201 pupils (39.4%)** of students eligible for support from the pupil premium. This is above the national average of 25.7% (24/25). There has been an increase in pupil eligible for FSM (32% in 2022, 35% in 2023, 34% in 2024 and 38.74% in 2025 (IDSR)).
- The school % of FSM6 has increased by 6.74% since 2022. In 2022 FSM6 was 32% and in 2025 it was 38.74% (IDSR 2022 to 2025) (IDSR).
- Lidget Green is in the **Bradford 041A LSOA Great Horton ward** and **Bradford local authority**. In 2019 this ward ranked 4,493 out of 32,844 LSOAs in England. Lidget Green is amongst the 20% of most deprived neighbourhoods in the country. In terms of deprivation, Bradford LA ranked as 21 in 2019 out of 317 local authorities. This means it is the 21st most deprived local authority in England (In Deprivation 2019).
- The school is located within an area of high crime rate.

Intended outcomes

- **Outcome 1-** Disadvantaged pupils in EYFS and KS1 will make accelerated progress and 'catch up' or exceed prior attainment standards. Children who have fallen behind receive targeted high-quality intervention.
- **Outcome 2-** Disadvantaged pupils in KS2 will make accelerated progress.
- **Outcome 3-** Disadvantaged pupils do not achieve as well as disadvantaged pupils nationally at the higher standards (greater depth).
- **Outcome 4-** Pupils have low language skills on entry into school.
- **Outcome 5-** Pupils and families with identified social, emotional or health needs are well supported in school so that the needs are removed or alleviated. Pupils from disadvantaged backgrounds have high aspirations for themselves.
- **Outcome 6-** The gap between Pupil Premium and Non-Pupil Premium pupils' attendance will diminish.
- **Outcome 7-** Pupil premium pupils will have a breadth of experiences and access to a variety of exciting opportunities to enable them to contextualise their learning. School will deliver an engaging, broad, rich and varied curriculum.

Key for impact data

More than 10% above national.	At or above national.	Below national by less than 10%	Well below national by more than 10%

Impact on teaching and learning- Outcomes 1,2 and 3

Helen Haunch external advisor review of teaching and learning July 2025:

Strengths:

- Phonics – data analysis, organisation of sessions, effectiveness of intervention, quality of teaching and outcomes.
- Increasing levels of fluency across school.
- The structure of the reading curriculum.
- Increasing levels of attendance.
- Use of pictorial resources to support pupils with SEND to access the curriculum.
- Engagement in lessons and politeness of pupils. They are articulate and keen to talk to visitors. Pupils were proud of the work they were doing and wanted to show it off.

Focus-Reading

- Phonics is in a very good position. Leaders use a forensic analysis of data to understand and plug the gaps pupils have.
- Lessons are consistent and most children are able to access the sessions. Teachers ensure that lessons have pace and pupils are fully engaged in the sessions.
- Rapid catch up interventions ensure that pupils make accelerated progress and the decreasing number of pupils accessing this programme demonstrates the impact.
- Pupils attending intervention sessions were reading with increasing levels of fluency.
- Phonics outcomes are above national averages this year.
- Reading across school has benefited from investment and a restructure of the curriculum and lessons.
- The school has invested in a wide range of quality texts to engage pupils. In guided reading lessons, pupils are exposed to a range of question types. Teachers explain new, challenging vocabulary.
- Staff have encouraged a love of reading and pupils spoken to enjoyed reading. Some read at home, but not all. Those who do are rewarded. Reading is celebrated in assemblies.
- The school library is in development and is becoming an inviting place that pupils will enjoy. Old book stock is being sent home. Pupils chose the new stock.
- 50 Recommended Reads have been ordered and the school has registered for the Story Project.

Focus- Writing

- The writing curriculum is embedded and supports teachers.
- Working walls match the sequence of teaching.
- Books are improving. Pupils receive feedback in lessons and act upon it. They edit their own work in response.

Pupil interviews:

- Pupils spoken to enjoy coming to this school. They mostly enjoy reading and know how teachers help them to improve.

Outcome 1- Impact on Disadvantaged pupils in EYFS and KS1

EYFS

Summary

In 2023 to 2024 in EYFS:

- GLD **increased by 10% for all pupils**
- GLD for disadvantaged pupils **increased by +4% and was +6% above national** for disadvantaged pupils.

In 2024 to 2025

- GDL 2024 to 2025 disadvantaged pupils are inline with non- disadvantaged pupils
- **In 2024 to 2025, disadvantaged pupils outperformed non-disadvantaged pupils** in Literacy, Maths, Understanding of the World and Expressive Arts and Design (EAD).

Between September 2023 and July 2025

- **Between September 2023 and July 2025, the gap between disadvantaged and non disadvantaged pupils has closed significantly** in CL, LIT, MA, UW, EAD and GLD.
- Between September 2023 and July 2025, the **gap between disadvantaged pupils and non disadvantaged pupils has reduced by 7% overall for GLD.**

Reception phonic interventions for target pupils (Daily Keep up and Catch up) 2024 to 2025

47% (28/60) Pupils are Pupil Premium.

- **46% (13/28)** of these pupils are now secure and no longer require additional intervention.
- **46% (13/28)** Gaps are continuing to close and pupils are making good progress. (See Little Wandle impact data for individuals for more details)

	<u>2024 to 2025</u>							
7 areas of learning	CL	PSED	PD	LIT	MA	UW	EAD	GLD
National								
All pupils	79%	75%	84%	57%	67%	66%	72%	57%
Disadvantaged	75%	75%	81%	62%	69%	68%	75%	56%
Non-Disadvantaged	81%	76%	85%	57%	68%	64%	71%	55%
Difference	-6%	-1%	-4%	+5%	+1%	+4%	+4%	+1%

GLD	Sch 2024	National 2024	Difference	School impact 22/23 to 23/24	Sch 2025	National 2025	Difference
All	62%	67%	-5%	+10%	57%		
Disadvantaged	58%	52%	+6%	+4%	56%		
Non-Disadvantaged	64%	72%	-8%	+2%	55%		

Disadvantaged and non-disadvantaged school gaps

7 areas of learning	CL	PSED	PD	LIT	MA	UW	EAD	GLD
Difference sch dis and non-dis 2023 to 2024	-22%	1%	-6%	-11%	-14%	-32%	-8%	-6%
Difference sch dis and non-dis 2024 to 2025	-6%	-1%	-4%	+5%	+1%	+4%	+4%	+1%
Disadvantaged gap closed by	16%	0%	-2%	+16%	+15%	+32%	+12%	+7%

Year 1 Phonics

Summary

In 2023- 2024 phonics in Yr1:

- 80% of pupils achieved the expected standard in phonics which is inline with national.
- **Disadvantaged pupils achieved significantly higher (+18%)** than disadvantaged pupils nationally.
- **Disadvantaged pupils achieved significantly higher than the previous year (+13%).**

In 2024 to 2025

- Year 1 phonics results have **improved for all pupils by 9%** since 22/23.
- **Year 1 phonic results were above the National Average in 2025** for all pupils by 6%.
- **Year 1 phonics results in 2025 were above the National Average for disadvantaged pupils by +21%.**
- **Year 1 phonic results in in 2025 were above the National Averages for non-disadvantaged pupils by 6%.**

- The % of disadvantaged pupils achieving the expected standard in phonics in Year 1 has increased by **15% since 2022/2023**.
- The % of non-disadvantaged pupils achieving the expected standard in phonics in Year 1 has increased by **20% since 2022/2023. 023**.
- The gap between disadvantaged pupils and non-disadvantaged pupils in phonics in Year 1 has closed from **10% in 2024 to 2% in 2025**.
- In 2025, the gap between disadvantaged and non-disadvantaged pupils was 2%. **This is a much smaller gap than the National Average of 8%.**

Year 1 phonic interventions for target pupils (Daily Keep up and Catch up) 2024 to 2025

40% (23/58) Pupils are Pupil Premium.

- **65% (15/23)** of these pupils are now secure and no longer require additional intervention.
- **35% (8/23)** Gaps are continuing to close and pupils are making good progress. (See Little Wandle impact data for individuals for more details)

Year 1 Phonics

Phonics EXP	School 2023	National 2023	Difference to NA	School 2024	National 2024	Difference to NA	School impact 22/23 to 23/24	School 2025	National 2025	Difference to NA	School impact from 22/23 to 24/25
All	77%	79%	-2%	80%	81%	-1%	+4%	86%	80%	+6%	+9%
Disadvantaged	73%	67%	+6%	86%	68%	+18%	+13%	88%	67%	+21%	+15%
Non Disadvantaged	70%	67%	+3%	76%	84%	-8%	+6%	90%	84%	+6%	+20%

Year 2 Phonics

In 2024 phonics in Yr2:

- 84% of pupils achieved the expected standard in phonics by Year 2.
- **The gap has diminished between school and national average by 13% so the gap is now 5% not 18%.**
- Phonic results for disadvantaged pupils have **improved by 9%**.

In 2024 to 2025 phonics in Year 2

- Year 2 phonics results have **increased by 13%** since 22/23.
- Year 2 phonic results have **improved from 22/23 for disadvantaged pupils by 9% in 2024 and 4% in 2025**.
- Year 2 phonic results for non-disadvantaged pupils have improved since 2023 by 18%.

Year 2 phonic interventions for target pupils (Daily Keep up and Catch up) 2024 to 2025

41% (24/59) Pupils are Pupil Premium.

- **67% (16/24)** of these pupils are on rapid catch up. Gaps are continuing to close and pupils are making good progress. (See Little Wandle impact data for individuals for more details)
- **29% (7/24)** have progressed onto Fluency builders due to gaps being closed.
- **8% (1/24)** is now a fluent reader in Year 3.

Year 2 phonics results

Phonics	School 2023	National 2023	Difference	School 23/24	National 23/24	Difference	School impact from 22/23 to 23/24	School 24/25	National 24/25	Difference	School impact 22/23 to 24/25
All	71%	89%	-18%	84%	89%	-5%	+13%	84%	89%	-5%	+13%
Disadvantaged	71%			80%			+9%	75%			+4%
Non Disadvantaged	70%			78%			+8%	88%			+18%
Gap	1%			2%				13%			

Year 2 Reading at the expected standard

In 2023 to 2024 reading in Yr2:

- 68% of pupils achieved the expected standard in reading by Year 2 which was a **10% increase** on the previous year.
- **The gap reduced between disadvantaged pupils and non-disadvantaged pupils by 5%.**

In 2024 to 2025 reading in Year 2

- **71% of disadvantaged pupils achieved the expected standard in reading.** This is 17% more than disadvantaged pupils nationally (SATs 2023).
- **Disadvantaged pupils outperformed non-disadvantaged pupils by +19%.**
- **The % of disadvantaged pupils achieving the expected standard in reading has increased by +29% since the previous year.**
- There has been a +50% reduction in the gap between disadvantaged pupils and non-disadvantaged pupils in reading since July 2023 with disadvantaged pupils now outperforming non-disadvantaged pupils.

Year 2 Reading results expected standard

Reading EXP	School 2024	National 2023	Difference	School impact from 22/23 to 23/24	School 2025	National 2023	Difference	School impact 22/23 to 24/25
All	68%	68%	0%	+10%	58%	68%	-10%	0%
Disadvantaged	47%	54%	-7%	+5%	71%	54%	+17%	+29%
Non Disadvantaged	76%	73%	+3%	+3%	52%	73%	-21%	-21%
Gap	-29%	-19%			+19%	-19%	+19%	+50%

Year 2 Writing

In 2023 to 2024

In 2023 to 2024 writing in Yr2:

- 67% of pupils achieved the expected standard in writing by Year 2 which was an **8% increase** on the previous year.
- The gap has diminished** for disadvantaged pupils in writing **by 5%.**

In 2024 to 2025

- There has been a **29% increase** of disadvantaged pupils achieving the expected standard in writing since July 2023.
- Disadvantaged pupils are performing better than non-disadvantaged pupils** in writing by **19%**
- The gap between disadvantaged and non-disadvantaged pupils in writing at the expected standard has **diminished by +47%**

Writing EXP	School 2024	National 2023	Difference	School impact 22/23 to 23/24	School 2024	National 2023	Difference	School Impact 22/23 to 24/25
All	67%	60%	+7%	+8%	58%	60%	-2%	-1%
Disadvantaged	47%	59%	-12%	+5	71%	59%	+12%	+29%
Non Disadvantaged	73%	70%	+3%	+3%	52%	70%	-18%	-18%
Gap	-26%				+19%	-11%	+30%	+47%

Maths in Year 2

n 2024 maths in Yr2:

- In 2023 to 2024, 67% of pupils achieved the expected standard in maths by Year 2 which was a **5% increase** on the previous year.
- Maths for all pupils has improved** in KS1 since July 2023 (+4%).
- Maths results for disadvantaged pupils have improved by 22%** since July 2023.

- **Disadvantaged pupils achieved 20% higher than disadvantaged pupils** nationally in maths (SAT's 2023).
- **Disadvantaged pupils achieved higher** than non-disadvantaged pupils in Maths in 2025 by 15%.
- **The gap between disadvantaged pupils and non-disadvantaged pupils has closed by 31%.**

Maths EXP	School 2024	National 2023	Difference	School impact from 22/23 to 23/24	School 2025	National 2023	Difference	School impact from 22/23 to 24/25
All	67%	70%	-3%	+5%	66%	70%	-4%	+4%
Disadvantaged	47%	56%	-9%	-7%	76%	56%	+20%	+22%
Non Disadvantaged	73%	75%	-2%	+3%	61%	75%	-14%	-9%
Gap	-26%	-19%			+15%	-19%		+31%

Outcome 2- Disadvantaged pupils in KS2

The disadvantage gap index nationally has reduced from 3.21 in 2023 to 3.12 in 2024.

The 2024 disadvantage statistics are provisional and do not include pupils in the care of a local authority unless they were eligible for free school meals during the last 6 years or ceased to be looked-after in the last year.

Year 6 combined data

Combined EXP	School 2023	National 2023	Difference	School 2024	National 2024	Difference
All	80%	60%	+ 20%	57%	60%	-3%
Disadvantaged	63%	44%	+18%	46%	45%	+1%
Non Disadvantaged		66%		65%	67%	-2%

Year 6 Reading

Reading EXP	School 2023	National 2023	Difference	School 2024	National 2023	Difference
All	86%	73%	+13%	69%	74%	-5%
Disadvantaged	89%	60%	+16%	65%	62%	+3%
Non Disadvantaged		78%		72%	79%	-7%

Year 6 Maths

Maths EXP	School 2023	National 2023	Difference	School 2024	National 2024	Difference
All	86%	73%	+13%	75%	73%	+2%
Disadvantaged	81%	59%	+22%	62%	59%	+3%
Non Disadvantaged		79%		83%	79%	+4%

	Disadvantaged and non disadvantaged school gap 23/24	Disadvantaged and non disadvantaged national gap 23/24	School difference to national gap
Combined ARE KS2 gap	19%	22%	Gap is 3% smaller than national for disadvantaged pupils
Reading	7%	17%	The gap is 10% less than national for disadvantaged pupils.
Writing	20%	20%	The gap is inline with national for disadvantaged pupils.
Maths	21%	20%	The gap is 1% more than disadvantaged pupils nationally.

KS2 2023 to 2024

- In 2023 to 2024, KS2 assessments were broadly inline with national averages for all pupils, disadvantaged and non-disadvantaged.
- In 2023 to 2024, **disadvantaged pupils achieved higher** than the national average for disadvantaged pupils in reading (+3%).
- In 2023 to 2024, disadvantaged pupils in Year 6 achieved close to average in writing.

KS2 2024 TO 2025

- Due to significant gaps in reading, the school has worked closely with the English hub to implement reading interventions throughout KS2. These interventions are having an impact on closing gaps in foundational knowledge and skills.
- In Year 3 last year, **disadvantaged pupils** made +9% progress in reading and writing from the previous year.
- In Year 3 last year, **disadvantaged pupils achieved higher** (8%) at Greater Depth than non-disadvantaged pupils (3%) in reading.
- In Year 5 last year, **19% of disadvantaged pupils** achieved Greater Depth. **This was 13% more** than disadvantaged pupils.
- In Year 5 last year, **10% of disadvantaged pupils** achieved greater depth. **This was 4% more** than non-disadvantaged pupils.
- **Reception Baseline data for last year's Year 6 cohort** shows that on entry to Reception the pupils were well below average; **40%** reading, **42%** writing, **36%** maths and **23%** combined.
- In Year 6 2024 to 2025, **61%** reading, **55%** writing, **54%** maths and **41%** combined.
- In Year 6, the gap between disadvantaged and non-disadvantaged combined was **20%** which is **2% less** than the national average of a **22% gap**.
- In Year 6 the gap between disadvantaged and non-disadvantaged pupils in writing was **17%** which is **2% less** than the national average of 19% in 2024 to 2025.
- In 2024 to 2025, disadvantaged pupils in Year 6 achieved close to average in writing.
- In Year 6 last year **25% of pupils with SEND achieved the expected standard for combined (RWM)**. **This is 1% above** the national average of 24%.
- In Year 6 last year, **40% of pupils with SEND Support achieved the expected standard for combined (RWM)**. **This is 11% above** the national average of 29%.

Year 3 Reading and phonic interventions (Fluency builders, Rapid Catch up and precision teaching) 2024 to 2025

45% (37/82) Pupils are Pupil Premium.

- **46% (17/37)** of these pupils are on rapid catch up. Gaps are continuing to close and pupils are making good progress. (See Little Wandle impact data for individuals for more details)
- **30% (11/37)** have progressed onto Fluency builders due to gaps being closed.
- **22% (8/37)** have now caught up and are now fluent readers in Year 4.

Year 4 Reading and phonic interventions (Fluency builders, Rapid Catch up and precision teaching) 2024 to 2025

46% (34/74) Pupils are Pupil Premium.

- **24% (8/34)** of these pupils are on rapid catch up. Gaps are continuing to close and pupils are making good progress. (See Little Wandle impact data for individuals for more details)
- **29% (10/34)** have progressed onto Fluency builders due to gaps being closed.
- **22% (8/34)** are now fluent readers in Year 5.

Year 5 Reading and phonic interventions (Fluency builders, Rapid Catch up and precision teaching) 2024 to 2025

45% (34/75) Pupils are Pupil Premium.

- **29% (10/34)** of these pupils are on rapid catch up. Gaps are continuing to close and pupils are making good progress. (See Little Wandle impact data for individuals for more details)
 - **38% (13/34)** have progressed onto Fluency builders due to gaps being closed.
 - **44% (15/34)** are now fluent readers in Year 6.
-
- A learning with a focus on SEND adaptations in KS2 led by the Bradford SEND SCIL team in October 2025, highlighted the following strengths;
 - *High expectations of pupils are being enforced throughout*
 - *Visual timetables are established and active.*
 - *Behaviour of the children is enabling them to learn effectively*
 - *Good movement of additional adults to support and enhance learning*
 - *Personalised learning is evident – learning outcomes adapted to meet pupils needs*
 - *Task plans are being used for individual children to break tasks down/chunk instructions to support memory and processing*
 - *Class task planners used – with visual support*
 - *Reward charts to motivate and engage*
 - *Widget visuals used well*

Outcome 3- Disadvantaged pupils do not achieve as well as disadvantaged pupils nationally at the higher standards

2023 to 2024

- In Year 6 **8%** of pupils achieved Greater Depth in writing which was close to average (IDSR)
- In Year 6 **18%** of pupils achieved the higher standard in maths. This was close to average (IDSR)
- In Year 6

2024 to 2025

- In Year 3 last year, **disadvantaged pupils achieved higher** (8%) at Greater Depth than non-disadvantaged pupils (3%) in reading.
- In Year 5 last year, **19% of disadvantaged pupils** achieved Greater Depth. **This was 13% more** than disadvantaged pupils.
- In Year 6 last year, **19% of disadvantaged pupils** achieved Greater Depth in Reading compared to 6% of non-disadvantaged pupils.

Outcome 4- Poor language skills on entry into school

In 2023 to 2024 in EYFS:

- GLD **increased by 10% for all pupils**
- GLD for disadvantaged pupils **increased by +4% and was +6% above national** for disadvantaged pupils.

In 2024 to 2025

- GDL 2024 to 2025 disadvantaged pupils are inline with non- disadvantaged pupils
- **In 2024 to 2025, disadvantaged pupils outperformed non-disadvantaged pupils** in Literacy, Maths, Understanding of the World and Expressive Arts and Design (EAD).

Between September 2023 and July 2025

- **Between September 2023 and July 2025, the gap between disadvantaged and non disadvantaged pupils has closed significantly** in CL, LIT, MA, UW, EAD and GLD.
- Between September 2023 and July 2025, the **gap between disadvantaged pupils and non disadvantaged pupils has reduced by 7% overall for GLD.**

Outcome 5- Pupils and families with identified social, emotional or health needs

In July 2025, the school achieved the Bradford Healthy Minds Chartermark Silver award.

A summary of the schools' strengths from the report include;

- *There is a clear whole-school approach to mental health and well-being which is outstanding*
- *Curriculum, Teaching and Learning is a particular area of strength within this school*
- *Staff wellbeing is a priority and is continually developing*

- They have developed strong relationships with external agencies and utilise them effectively to support pupil wellbeing and staff development.

Parent questionnaires (November 2024)(32 responses)

- Parent questionnaire responses show that;
 - **86.7%** of parents said their child is happy in school.
 - **83.3%** of parents said their child feels safe.
 - **76.7%** of parents said that the school makes sure that pupils behave in school.
 - **87.5%** of parents said that the school deals with bullying quickly and effectively/Said their child has not been bullied.
 - **93%** said that their child does well at the school.

Parent questionnaires December 2025 (27 responses)

- Parent questionnaire responses show that;
 - **88.4%** of parents said their child is happy in school. **(+1.7%)**
 - **88.5%** of parents said their child feels safe. **(+5.2%)**
 - **88.4%** of parents said that the school makes sure that pupils behave in school. **(+11.7%)**
 - **75%** of parents said that the school deals with bullying quickly and effectively/Said their child has not been bullied.
 - **92.3%** said that their child does well at the school.

Pupil questionnaires (March 2025)

- Pupil questionnaire responses (March 2025) show that;
 - **64%** of pupils enjoy school all or most of the time.
 - **68%** of pupils enjoy learning all or most of the time.
 - **77%** of pupils said that bullying doesn't happen here and if it does teachers are good at resolving it.
 - **73%** if pupils feel safe all or most of the time.
 - **87%** of pupils said that school encourages them to look after their physical health.
 - **84%** of pupils said that school encourages them to look after their emotional health.
 - **87%** of pupils said that school encourages them to be independent and to take on responsibilities.
 - **91.3%** of pupils said that the school encourages them to respect people from other backgrounds and to treat everyone equally.
 - **89%** would recommend this school to a friend moving to the area.

Pupil questionnaires (December 2025)

- Pupil questionnaire responses (December 2025) show that;
 - **80.5 %** of pupils enjoy school all or most of the time. **(+16.5%)**
 - **73.9%** of pupils enjoy learning all or most of the time. **(+5.9%)**
 - **84.8%** of pupils said that bullying doesn't happen here and if it does teachers are good at resolving it. **(+7.8%)**
 - **86.9%** if pupils feel safe all or most of the time. **(+13.9%)**
 - **91.3%** of pupils said that school encourages them to look after their physical health. **(+4.3%)**
 - **91.3%** of pupils said that school encourages them to look after their emotional health. **(+7.3%)**

- o **93.5%** of pupils said that school encourages them to be independent and to take on responsibilities. **(+6.5%)**
- o 100% of pupils said that the school encourages them to respect people from other backgrounds and to treat everyone equally. **(+8.7%)**
- o 89% would recommend this school to a friend moving to the area.

Behaviour review January 2025

- A Trust behaviour review from 'Positive Regard' was held in January 2025 and it identified many strengths as follows;
 - **Behaviour is generally good**; pupils transition well within the school building, there is limited loss of learning and there is clear understanding of the school rules and values.
 - **Pupils feel cared for and listened to** at Lidget Green. They appreciate the relationships they have with key adults in school.
 - Leaders are **driving a new culture forward** within the school to ensure the values of inclusion, respect and nurture are well embedded within the daily practice.
 - **Clear progression and engagement to adopt more relational approaches** and reduce use of behaviourist strategies previously implemented e.g. Good to be Green.
 - There is a **vision for the school** and leaders are aspiring to work with all stakeholders equally; they are actively involving parents and staff within all decision making.
 - Leaders have **invested heavily into upskilling staff** to ensure that buy-in improves and they have the necessary knowledge and understanding to be able to work in a relational manner.
- The school is utilising space by **establishing internal provisions** in order to meet the needs of the most vulnerable pupils within the school.

CLA visit in November 2023.

Areas of Strength that were highlighted as follows::

The school has a strong culture of Inclusion. Staff have a deep understanding of their vulnerable children and are able to access a comprehensive package of strategies to support their development.

Referrals for additional support

42 children have been referred to the NHS Mental Health Support team (MHST) for support from their team or additional outside agencies.

50% of these children are PP. 7 families have been referred to Early Help for intervention for Family Aid Workers to work with the families on parenting, behaviour at home/Mental Health. 6 of these children are PP.

Additional referrals (many of which are PP have been made for parenting programs run by Early Help. The SENDCO completed the SMHL training.

Whole school training on Emotion coaching including parental training from the MHST has led to fewer behaviour incidents logged on CPOMs.

There is a range of support from the local mental health team including psychologists who use a range of therapeutic support. The school is still completing the 'Healthy Minds' accreditation. Staff use a well-designed tool to identify children's mental health risk.

Learning mentor interventions;

Overview of mentoring support in school:

Mentoring	5 children
Group Work	Year 5 Friendship: 8 children LKS2 Teambuilding (girls): 8 children LKS2 Teambuilding (boys): 6 children Year 6 friendship: 8 children Year 4 Self esteem: 8 children Year 4/5 Sports Challenge: 10 children

Forest School weekly sessions impact:

Parent feedback from children who attended forest school:

"I'm so glad that H has access to the sessions in forest school/the garden. He absolutely loves your sessions and they make a big difference to him. He's so happy when he comes to the sessions"

"Forest school sessions are all M talks about. She loves the sessions so much. She has a really hard time at school and she looks forward to her time with you in the garden because it's a place where she can be calm and happy."

Staff feedback

"S has been settled and calm on Thursdays and the nurture sessions have been a crucial part of the week for him when he can achieve attending and taking part in the sessions and activities."

Feedback from Lizzie Ellis – Bee Outdoors with Lizzie

As a practitioner, I have noticed and witnessed children that attend the groups have a growing understanding of nature and well-being outdoors. They attend the sessions and I have seen and heard children talking about their fears of insects and how the sessions have helped them overcome fears. - Lizzie Ellis

Nurture sessions Impact

November 2024 Georgie Patrick became our allocated SEMH additional teacher to support develop our nurture provision and SEMH offer across school. (Attached planning and delivery document and SCIL feedback report)

Nurture groups began in December 2024. These sessions were delivered by Emma Regan and Mohammed Tafoor.

Nurture	8 children per group (Monday, Tuesday, Wednesday and Friday) 3 children attended nurture every afternoon. 9 children attended twice per week.
Nurture Lunch Club	22 children

Outcome 6- The gap between Pupil Premium and Non-Pupil Premium pupils' attendance will diminish.

Helen Haunch external advisor review July 2025

Focus Attendance:

- Attendance is an improving picture. Actions taken by the attendance team have resulted in reductions in persistent absence.
- There is currently a gap between disadvantaged pupils' attendance and others, however pupils with SEND and both genders attend in line with all pupils.
- The school engages with the LA traded service for attendance and this is effective.
- The attendance officer knows the community well and has built positive relationships.
- Attendance analysis is robust, and leaders know what affects the overall attendance in school.

Disadvantaged pupils attendance summary

- Overall absence has **improved by 3.1%** since July 2023.
- Persistent absence has **reduced by 13.9%** since July 2023.
- **The gap to National and Local Averages has reduced** for all pupils for attendance and persistence absence.
- **Disadvantaged pupils' attendance has improved by 2.7%** since July 2023.

In 2024 to 2025, the disadvantaged pupils in school's attendance was +3% above National average for disadvantaged pupils Nationally.

The gap between School and National average for attendance have improved for all groups, **particularly SEND and disadvantaged pupils.**

In 2023/2024, attendance for **disadvantaged (+2.1%)**, **Non-SEND (+2.5%)**, **EHCP (+5.9%)** and **SEND support (+2.9%)** were **all above National averages for all schools.**

In 2024 to 2025 attendance for **disadvantaged (+3%)**, **Non-SEND (0%)**, **EHCP (+7%)** and **SEND support (+2.6%)** were all above National averages for all schools.

IDSR October 2025

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	176	92.7%	92.6%	Close to average	Relative improvement	-
2023/24	175	90.8%	92.0%	Close to average	Not available	-

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	432	20.8%	14.3%	Above (sig+)	Sig decrease	-
2023/24	478	26.4%	14.6%	Above (sig+)	Not available	-

► [Chart](#)

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	176	26.7%	24.4%	Close to average (non-sig)	No sig change	-
2023/24	175	35.4%	27.1%	Above (sig+)	Not available	-

► [Chart](#)

Internal data

Impact data comparisons last two years (2023/2024 to 2024/2025)

	School 2022/2023	School 2023/2024	School 2024/2025	Impact
Attendance all	90.6%	93.7%	93.7%	+ 3.1%
Persistent absence	34%	21.1%	20.4%	-13.6%

	Gap between school and LA has been diminished by (Impact from 22/23 to 24/25)	Gap between school and National has been diminished by (Impact from 22/23 to 24/25)
Attendance all	+2.1 %	+2.7%
Persistent absence	-11.9%	-11.9%

	Disadvantaged pupils attendance	Non- disadvantaged pupils attendance	Gap
2022/2023	89.7%	91.5%	-1.8%
2023/2024	91.8%	92.4%	-0.6%
2024/2025	92.4%	94.6%	-2.2%
Impact	+2.7%	+3.1%	

SEND attendance and persistent absence

IDSR October 2025

SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	74	93.5%	92.5%	Close to average	Relative improvement	-
2023/24	84	91.3%	92.1%	Close to average	Not available	-

SEN - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	74	20.3%	22.6%	Close to average (non-sig)	No sig change	-
2023/24	84	31.0%	24.2%	Above (non-sig)	Not available	-

Internal data

Impact Summary for persistent absence of SEND

The persistent absence of pupils with SEND has **decreased by 15.4%**. This is more than double the decreasing rate of pupils without SEND (7.3%)

The persistent absence of pupils with an EHCP has **decreased by 22%**.

The persistent absence of pupils with SEND support has **decreased by 13.2%**.

The persistent absence of pupils without SEND has **decreased by 7.3%**.

The overall gap between SEND and Non-Send pupils who are persistently absent has reduced by 16.1%,

Pupils with SEND

	Attendance school 2022 to 2023	Attendance National 2022 to 2023	Difference school to national 2024 to 2025	Attendance School 2023 to 2024	Attendance National 2023 to 2024	Difference school to national 2024 to 2025	Attendance School 2024 to 2025	Attendance National 2024 to 2025	Difference school to national 2024 to 2025
Pupils with SEND	90%			91.5%			92.8%		
EHCP	87.8%	87.7%	+0.1%	89.7%	87.4%	+2.3%	93.3%	86.3%	7%
SEND support	90.7%	89.8%	+0.9%	92%	89.8%	+2.2%	92%	89.4%	2.6%
Pupils without SEND	91%	93.4%	-2.4%	92%	93.7%	-1.7%	93.9%	94%	-0.1%

Overall impact on SEND attendance

Persistent absence	School 2022/2023	School 2023/2024	School 2024/2025	Impact
Pupils with SEND	45.8%	32.6%	30.4%	-15.4%
EHCP	45.5%	43.8%	23.5%	-22%
SEND support	45.9%	28.9%	32.7%	-13.2%
Pupils without SEND	32%	29.7%	24.7%	-7.3%

	SEND pupils persistent absence	Non- SEND pupils persistent absence	Gap
2022/2023	45.8%	32%	+13.8%
2023/2024	32.6%	28.9%	+3.7%
2024/2025	30.4%	32.7%	-2.3%
Impact	-15.4%	-7.3%	

Outcome 7- Pupil premium pupils will have a breadth of experiences

In 2024 to 2025

- 28.4% of pupils with SEND and 32% of disadvantaged pupils attend after school sports clubs.
- 31.6% of pupils attended our after school sports clubs in 2024 to 2025.
- Our most vulnerable pupils attended 'Jamie's Farm' during the Summer 2025. The six week intensive programme focuses on improving behaviour, engagement, wellbeing and essential life-skills. It offers a unique, preventative solution to empower young people to change course.

Jamie's Farm Impact Report 2024 to 2025

Our Impact

Of those referred to improve...



- Local authority Music audit in January 2025- highlighted;

- o The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum. Curriculum sequencing is clear.
- o Students engage with schemes of work and build areas of musical interest and growing skill.
- o Pupils with SEND are able to participate and engage with music-making.
- o Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing
- o The school takes up opportunities from the Music Hub and signposts opportunities for students

- o Community links with music are established, and regular events take place throughout the school year
- Vulnerable pupils have access to weekly Forest School sessions with a trained Forest School practitioner. See Impact evidence above in Social and Emotional section.

Between September 2024 and December 2025

- In Year 5 and 6, 39 pupils attended sports competitions or tournaments. Of these pupils 38% were pupil premium.

of pupil premium pupils have taken up the opportunity to attend after school clubs provided by school. The opportunity was offered to all pupil premium pupils.

PP children have had trips subsidised by school. of PP pupils attend schools subsidised breakfast club. This has been offered to more pupils who haven't accepted a place.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)