

# Pupil premium strategy & self-evaluation 2025-26



***“We are all better than we know.”***  
**Kurt Hahn – Founder of Outward Bound.**

At Lowbrook, our goal is to inspire all to be the best we can possibly be.

This is underpinned by our Vision...

***Laeti Sani Multa Perficientes***

Translated as **Happy, Healthy, High Achievers**, it is this emphasis on well-being and developing the whole child that drives the outstanding results and progress our children achieve.

## School overview

Detail	Data
School name	Lowbrook Academy
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	4.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Dave Rooney; Principal
Pupil premium lead	Veronica Quinby; Inclusion Manager
Governor / Trustee lead	Richard Jarrett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,995

## Part A: Pupil premium strategy plan

### Statement of intent

We have high aspirations for all the children in our school and believe that all children should be given the opportunity to reach their full potential. At Lowbrook Academy, we seek to provide personalised learning opportunities and targeted support to allow every child to flourish. As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not, will receive targeted support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings. The Governing Body at Lowbrook Academy will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

The key objectives in using the Pupil Premium Grant at Lowbrook Academy are to narrow the attainment gap between those in receipt of Pupil Premium both within the school and nationally, and to provide and enriching and stimulating curriculum to expand pupils' cultural and social development.

Rigorous analysis of internal and external pupil-level data, historical attainment and progress rates, as well as qualitative data is undertaken to ensure that these funds are used to maximum effect. The allocation of pupil premium funds at Lowbrook Academy is also research based, for example publications and research undertaken by The Sutton Trust / Education Endowment, to ensure best practice in terms of value for money and impact are achieved in terms of quality first class teaching and high quality, timely and effective interventions.

We invest heavily in ensuring that the provision is personalised and pertinent to the needs of the pupils we serve in terms of supporting pupils' social and emotional well-being, enabling them to access the opportunities at school to develop academically and thrive in all areas of the curriculum.

We also seek to provide a curriculum enriched with opportunities from internal events, such as regular Theme Weeks (Science & Technology Week, Arts & Culture Week and Sports Week), to external trips to support and extend learning across our Domains.

Lowbrook Academy's intended, over-arching outcomes of the spending the pupil premium allocation are to ensure every child makes progress across each key stage and achieves to the best of their ability, and to ensure every child develops as a well-rounded and happy individual.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- opt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and create aspirational pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment data and observations demonstrate lower attainment in Maths in disadvantaged pupils compared with their non-disadvantaged peers. 26.7% of children from disadvantaged backgrounds achieved GDS in maths compared with 78.6% of their peers who are not from disadvantaged backgrounds.</p> <p>There is negligible difference between the attainment of boys and girls from disadvantaged backgrounds achieving GDS in maths at 28.6% of girls against 25% of boys.</p>
2	<p>Assessment data and observations demonstrate lower attainment in Reading in disadvantaged pupils compared with their non-disadvantaged peers. 26.7% of children from disadvantaged backgrounds achieved GDS in reading compared with 75% of their peers who are not from disadvantaged backgrounds.</p> <p>There is also significant disparity in the attainment of girls from disadvantaged backgrounds achieving GDS in Reading (57.2%) compared with boys from disadvantaged backgrounds achieving GDS in Reading (0%). The percentage of boys from disadvantaged backgrounds achieving GDS in reading compared with non-disadvantaged boys is also significant with 58.5% of non-disadvantaged boys achieving GDS. There is negligible disparity in the attainment of girls when compared with non-disadvantaged girls (60.9%)</p>
3	<p>Assessment data and observations demonstrate lower attainment in Writing in disadvantaged pupils compared with their non-disadvantaged peers. 20% of children from disadvantaged backgrounds achieved GDS in Writing compared with 60.7% of their peers who are not from disadvantaged backgrounds.</p> <p>There is also significant disparity in the attainment of girls from disadvantaged backgrounds achieving GDS in writing (42.9%) compared with boys from disadvantaged backgrounds achieving GDS in writing (0%). The percentage of boys from disadvantaged backgrounds achieving GDS in writing compared with non-disadvantaged boys is also significant with 46.6% of non-disadvantaged boys achieving GDS. There is some disparity in the attainment of girls when compared with non-disadvantaged girls (59.1%)</p>
4	<p>Observations and discussions with disadvantaged pupils suggest that 46% of children eligible for PPG access the enrichment opportunities offered by afterschool clubs on the school offer. 59% access wider enrichment opportunities (inclusive of school offered after school clubs) utilising PPG funding.</p>

## 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
Improved attainment in disadvantaged children in Reading across KS1 and KS2.	<p>Disparity in the attainment of disadvantaged children and their non-disadvantaged peers in reading will be significantly reduced.</p> <p>A greater percentage of boys from disadvantaged backgrounds will achieve GDS in reading, narrowing the attainment gap between these boys and their</p>

	disadvantaged female peers and also between these boys and their non-disadvantaged peers.
Improved attainment in children from disadvantaged backgrounds in Maths across KS1 and KS2.	There will be little or no disparity in the attainment of children from disadvantaged backgrounds compared with their peers from non-disadvantaged backgrounds in Maths across KS1 and KS2. There will continue to be no disparity between the attainment of boys and girls from disadvantaged backgrounds.
Improved attainment in children from disadvantaged backgrounds in Writing across KS1 and KS2.	Attainment gap across KS1 and KS2 in Writing will be decreased between disadvantaged pupils and their peers. The percentage of boys from disadvantaged backgrounds achieving GDS will be equal to that of girls from disadvantaged backgrounds across the school.
To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. An increase in the number of disadvantaged children able to access wrap around care and extra-curricular activities to help build relationships with peers and feel included.
High rates of achievement across KS1 and KS2 for all children eligible for PPG, with particular emphasis on the 'Working Towards' and 'Expected' prior attainment group with the aspiration of a higher proportion achieving 'Greater Depth' by the end of Year 6.	All disadvantaged pupils, regardless of prior attainment make at least as much progress as their similar peers.
For disadvantaged pupils' social and emotional needs to be met through ELSA and targeted pastoral care focussing on emotional and social skills, well-being, personal safety, confidence and resilience.	Pupils have a 'Growth Mindset', greater resilience, independence and confidence to engage with learning opportunities that are both challenging and engaging, regardless of prior attainment.  ELSA evaluations show improvement in targeted attitudes and behaviour. Pupils in receipt of ELSA and targeted pastoral care make good progress throughout the school, All PP pupils are fully engaged in learning through opportunities provided.
Improved parental engagement will facilitate better working partnerships with parents for better academic success and higher aspirations for pupils.	Parents actively engaged in their children's learning, promoting and encouraging high aspirations.
Facilitate high quality extra-curricular activities/enrichment experiences for children which develop a wide variety of skills and improve self-esteem and self-confidence. This will increase the % of PP eligible pupils participating in extra-curricular activities and increase the variety of enrichment experiences / activities completed for families to access	All PP eligible pupils will actively be involved in extra-curricular activities. There will be an increase in number of activities engaged in by PP eligible pupils.

wider curriculum learning and bring the curriculum to life.	
Continued engagement with homework for children from disadvantaged backgrounds across KS1 and KS2	Homework tasks will be completed regularly by children from disadvantaged backgrounds to ensure consolidation of key skills and knowledge taught.

## 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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff to continue to receive training on the delivery of outstanding lessons using principles of effective questioning (Blooms).	Quality first teaching has the greatest impact on pupil progress (EEF). It is important to offer personalised support for children where class teachers work with pupils on individual targets, next steps and how to meet them.	1, 2, 3

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

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing and resources for 'catch up' interventions funded by the PP.</p> <p>Identified children will receive extra daily reading.</p> <p>KS2 small group interventions in writing, reading and maths; KS1 small group interventions in writing, phonics and maths.</p> <p>Intervention resources to be renewed &amp; training to be provided for Rapid Reading, MyMaths, Spelling Made Easy, On Track Maths, Spelling Shed and Monster Phonics.</p>	Areas of difficulty can be addressed and quickly recapped. Assessment outcomes will be accurate and any 'gaps' in learning swiftly addressed.	1, 2, 3
Staffing and resources for 'Teacher:Pupil Feedback sessions'	Feedback studies show high effects on learning (EEF Teaching & Learning Toolkit)	1, 2, 3, 4

Extending school hours to offer Year 4, 5 and 6 Study Support to include morning booster sessions & 1:1 tuition, resulting in high rates of achievement across KS2 for all children, especially those eligible for PP.	Research shows that small group tuition learning impacts positively on learning with a (EEF Teaching & Learning Toolkit) with pupils making up to an additional 4 months' progress.	1, 2, 3, 4
--	---	------------

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending school hours to offer pupils in receipt of PP premium and other pupils at risk access to homework support.	There are positive benefits to children being supported in doing homework ensuring an improvement in attitude to learning.	1, 2, 3, 4
To offer a wide range of targeted curriculum enrichment and enhancement activities including Theme Weeks and class trips to ensure all PP children have equal access to enrichment opportunities during and after school.	The EEF Sutton Trust toolkit identifies positive gains in progress for Arts participation (+2), outdoor learning (+4), and sports participation as having positive effects on pupil outcomes. In pupil and parent questionnaires, feedback is overwhelmingly positive about the quality of trip provision. The quality of children's writing greatly improved after educational visits.	4
Wide range of clubs available for pupils, run by external coaches, either within or outside school, to ensure all PP children have equal access to enrichment opportunities during and after school.	Pupils who take part in a wide range of enrichment activities growing in confidence which is reflected in lessons and in many performances/sporting events when they represent the school	4
Children in Year 6 in receipt of PP to be offered a residential place in multi-activity centre to ensure all PP children have equal access to enrichment opportunities outside school	By facilitating their attendance on the Year 6 residential trip, pupils will gain increased confidence, greater independence, better team-working and collaborative skills	4
<b>Pastoral, social and emotional well-being support and activities:</b> To ensure pupils in receipt of PP funding receive high quality music teaching and instrument tuition, either within school or out of school, to foster a love of the arts and in turn provide equality of opportunity and	Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons.  Research shows that engagement in musical activities greatly enhances academic performance and engagement in learning.	1, 2, 3, 4

improved individual pupil engagement in school life.		
<b>Pastoral, social and emotional well-being support and activities:</b> To ensure pupils in receipt of PP funding receive high quality MFL teaching (Mandarin) to prepare them for the future world, and in turn provide equality of opportunity and improved individual pupil engagement in school life.	Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons.  By aiming to develop children's social skills, self-confidence and broaden horizons, it is expected that it will encourage positive attitudes to people of other cultures and backgrounds.  Building relationships will enable the development of confidence and resilience as well as a widened understanding of the world.	1, 2, 3, 4
<b>Pastoral, social and emotional well-being support and activities:</b> To contribute towards uniform cost for pupils in receipt of PP funding, and remove barriers associated with the cost of school uniform.	By instilling a sense of pride and belonging in pupils, it is hoped that they feel a sense of inclusivity.	4
<b>Pastoral, social and emotional well-being support and activities:</b> To ensure vulnerable children and those experiencing social and emotional issues are well supported through ELSA groups.	Increased self-confidence and better attendance. · Development of self-esteem and positive interactions with others.	4
<b>Pastoral, social and emotional well-being support and activities:</b> To support families that struggle to get children to school on time and ready to learn by offering financial help for Breakfast Club & After School Club. To extend school hours and build belief. To overcome barriers, improve attendance and punctuality.	Places provided in Breakfast Club enable children take part in a range of enrichment activities. Attendance at breakfast club: - enables and increases learning by ensuring that children are fed a nutritional breakfast and that they have a positive start to the day; - supports social development. The impact is measured through attendance data and through attainment.	4

**Total budgeted cost: £ 25,000**



Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our aim during 2024-25 was to raise the attainment of children from disadvantaged backgrounds to decrease any disparity between the attainment of these children and that of their non-disadvantaged peers. Furthermore, it was the intent of the school to decrease the attainment gap, across all three areas, between girls and boys from disadvantaged background, increasing the attainment and progress of girls eligible for PPG to match that of boys.

It is not possible to use last year's KS2 SATs data to assess the school's success in reaching these targets: the academy has a low percentage of pupils eligible for PPG and, in last year's year 6 cohort, there was only one child in receipt of the funding. Using inhouse assessment data from across the whole school, it is evident this goal has been achieved and, in some cases, surpassed. The small number of children eligible for PPG in the school (currently 15) means that data trends are often skewed from one year to the next. It is important to note that, of the 15 children, 9 are girls and 6 are boys. Consequently, 1 boy holds a greater percentage than 1 girl. 4 of the 6 boys are also on the SEND register. It is with this in mind, that academic data from 2024-25 has been analysed.

Internal assessments in Summer 2 of academic year 2024-25 demonstrated 94.7% of students from non-disadvantaged backgrounds achieved at least the expected standard in reading, with 61.1% achieving GDS. Of children eligible for PPG, 93.3% achieved at least the expected standard however, only 26.7% achieved GDS. Disparity in the attainment of the expected standard has been irradiated however, there is still significant disparity in the attainment of GDS between disadvantaged children and their non-disadvantaged peers. Furthermore, 57.2% of girls eligible for PPG achieved GDS whilst 0% of boys eligible for PPG achieved GDS.

In writing, 93.9% of students achieved at least the expected standard with 52.1% achieving GDS compared with disadvantaged pupils of which 73.4% achieved at least the expected standard and 20% attaining GDS. A greater proportion of girls eligible for PPG attained GDS in writing at 42.9% than boys at 0%. This data demonstrates that the attainment gap between children from disadvantaged backgrounds compared with their peers is reducing but that there is still work to be done to further reduce this gap and to diminish the disparity between boys and girls from disadvantaged backgrounds.

Similar statistics are evident in maths, with 100% of children eligible for PPG achieved at least the expected standard, with 26.7% achieving GDS. When compared with data across the whole school population, 97.6% achieved at least the expected standard in Maths with 61.7% achieving GDS. Once again, there is a marked attainment gap in the percentage of PPG students achieving GDS however, there is negligible disparity between the attainment of boys and girls from disadvantaged backgrounds with 28.6% of girls achieving GDS compared with 25% of boys.

With the disparity between boys and girls from disadvantaged backgrounds remaining significant in reading and writing, boys will to be targeted for intervention across these subject areas.

It was also our aim during 2024-25 to increase participation of children eligible for PPG in extra-curricular activities and educational visits. Funding was allocated to ensuring children in receipt of PPG were able to attend educational visits, including our year 6 residential trip to River Dart Country Park. Funding was also allocated to enable pupils eligible for PPG to attend extra-curricular activities after school in addition to enrichment activities within the school day as part of our themed weeks. The percentage of pupils attending afterschool activities remained stable at 46% attending at least 1 extra-curricular activity offered by the school and a further 15% accessing wider enrichment opportunities utilising the PPG outside of the school offer. Since the COVID-19 pandemic, we have seen a decrease in the number of children attending extra-curricular activities after school however, it is important to Lowbrook Academy that we provide our children from disadvantaged backgrounds with ample opportunities to participate in further activities to enrich their education and socialisation. The addition of further peripatetic music lessons (guitar, cello and violin) during



the school day has been beneficial to a number of our disadvantaged pupils, further increasing participation percentages in wider enrichment.

Pupil behaviour, wellbeing and mental health has been a huge focus as part of our strategy plan last year. In line with research by the Education Endowment Foundation, daily pupil conferencing to provide 1:1 feedback is a key focus of our pupil premium funding. In addition, we prioritised funding for ELSA sessions to be delivered to pupils. Behaviour and engagement around school has improved and emotional wellbeing has drastically improved. We now aim to sustain these improved levels of well-being across the school.

The addition of the homework club to support children with homework tasks where homework is either consistently not being completed at home or not being completed adequately to support and consolidate the learning through lack of parental engagement has been a huge success. All children in receipt of PPG have been invited to attend the daily homework club as required. This has had great impact on children's engagement with their homework and overall academic progress.

## 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
Nuffield Early Language Intervention	Nuffield Foundation

