



Pupil Premium Strategy Statement

Coningsby St Michael's

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	29% (67 children)
Date this statement was published	December 2025
Date on which it will be reviewed (this should be a working document and therefore should be reviewed at least termly).	February 2026 June 2026
Statement authorised by	Stephanie Liley
Pupil premium lead	Emma Eden
Governor / Trustee lead	Jude Hurst/ Jenny Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,283.63
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£133,283.63

Part A: Pupil premium strategy plan

Statement of intent

Include information on:

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration, encouragement, inclusion, and equity. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life—both academically and within society. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges and to ensure there is equity and fairness for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness and inclusive practice is to provide an education that includes ‘mirrors, windows and doors’, where children are given opportunities that allow them to see beyond their own lived experiences and understand that they have a positive part to play in a rich and varied society—locally, nationally, and globally.

At the heart of our inclusive vision are our school values of Believe, Aspire, Succeed. These values are deeply rooted in the biblical passage

‘As Jesus welcome and values children, we at St Michael’s aspire to welcome and value all members of our community. We believe that this welcome and value provide opportunities for all to succeed.’ Matthew 18 :2–5

This passage reminds us of the importance of belonging, welcome, and the intrinsic value of every child. We believe that every child is unique and deserves to be nurtured in a safe, inclusive environment where they can grow in faith, confidence, and character. We aspire to create opportunities for all children to flourish academically, socially, and spiritually, regardless of their background or starting point. We succeed when every child feels valued, included, and empowered to reach their full potential.

Every disadvantaged and vulnerable child has the right to be privileged, and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked

after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL, with a strong commitment to inclusive education and equitable outcomes. There is an expectation that all can achieve and be successful.

Through our commitment to inclusion, our strategy is rooted in the belief that every child deserves access to a high-quality, broad and balanced curriculum that reflects their identity, meets their needs, and prepares them for life in modern Britain. We recognise that quality-first teaching, underpinned by inclusive practices, is the most effective way to close the attainment gap between disadvantaged pupils and their peers.

Our approach is driven by diagnostic assessment, not assumptions. We seek to understand the individual barriers faced by our pupils—whether academic, emotional, social, or environmental—and respond with tailored strategies that promote equity and belonging.

To ensure our strategy is effective and inclusive, we will:

- Champion high expectations for all, with no ‘capped ceilings’ on learning, ensuring every pupil is challenged and supported to reach their full potential.
- Embed a whole-school culture of inclusion, where all staff take collective responsibility for the wellbeing, progress, and outcomes of disadvantaged pupils.
- Prioritise high-quality CPD that equips staff with the knowledge, skills, and confidence to deliver inclusive teaching and learning experiences.
- Act swiftly to address barriers, such as poor attendance or unmet needs, to prevent further disadvantages and promote sustained progress.
- Foster a sense of belonging, ensuring every pupil feels seen, heard, and valued within our school community.

This inclusive strategy is aligned with our Trust ethos and school vision and is designed to deliver sustained impact for all pupils—particularly those who are vulnerable or disadvantaged. We believe that when inclusion is at the heart of everything we do, every child can thrive.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language, and communication needs (SLCN) are a significant barrier to learning for many of our disadvantaged students. Early language skills are foundational to accessing the curriculum, building relationships, and developing confidence. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Oracy and vocabulary is an area that needs continuous development for these children in order for them to have a better understanding of the world and build their conceptual knowledge as they are exposed to new learning in school. Access to quality first texts; a broad curriculum with key vocabulary mapped is essential.
2	Assessments, observations, and discussions with pupil voice indicate that disadvantaged pupils often face greater challenges with phonics compared to their peers. These difficulties hinder their development as confident readers and limit their access to the wider curriculum. Many children have limited opportunities to read at home or be read to and accessing books and texts outside of school is a known barrier.
3	Access to clubs, enrichment activities, and educational visits can be limited for disadvantaged pupil. These experiences are vital for broadening horizons, building confidence, and deepening engagement with learning. For the first 20% of our children, providing opportunities to experience life beyond the classroom is not luxury it is essential.
4	Internal and external (where available) assessments (both formative teacher assessment and summative) indicate that maths, reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Our assessments, book looks, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils leads to them falling further behind age-related expectations, especially in writing and maths.
6	Our observations, assessments, wellbeing, pupil voice indicate that pupils have found it difficult to interact with their peers on a social and emotional level. This is true of some of our disadvantaged pupils who have a higher proportion of social and emotional and behaviour difficulties compared to other groups of pupils (CPOMS tracking). There is a

	growing need for pastoral and well-being intervention in supporting disadvantaged children. Amongst or first 20%, many of them struggle with low self-esteem and regulating their emotions.
7	Our attendance data over the last academic year indicates that attendance among disadvantaged children was 90% lower than the national figure for PP and 5% lower than the 95% target. 64% of our disadvantaged children were classed as PA last academic year.
8	Our assessments, book looks, observations, pupil discussions indicate that the education and wellbeing of many of our disadvantaged pupils show significant gaps in knowledge leading to pupils falling further behind age-related expectations. In correlation with this, pupils have lost their resilience to tackle challenging tasks and are struggling to retain previous learning into long term memory (knowing more, remembering more). Pupils who are disadvantaged have found it harder demonstrate metacognitive strategies and to self-regulate.
9	We have a large number of service children and parent deployment, and mobility has an impact on attainment and progress data. Pastoral support is needed to assist children in coping with the emotions around being away from a parent for long periods of time. The emotional strain of deployment can have a huge impact on children's well-being and ability to concentrate and learn in school.
10	The eligibility of handwriting is an issue for some of our disadvantaged pupils. Some pupils have poor handwriting which has an impact on individual outcomes and self-esteem.
11	Access to IT to support learning for those who are disadvantaged has been an issue. A limited number of functional iPads has impacted on children being able to access apps and interventions (maths, spelling, and handwriting). In many cases the use of an iPad/laptop is a preferred way to learn for some of our disadvantaged children. Not having access to apps and IT has impacted on children's outcomes.

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
<p>Develop high quality teaching, assessment and a broad and balanced knowledge-based curriculum that responds to the needs of the pupils and provides them with enrichment opportunities</p>	<p>Assessments and observations indicate significantly improved teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment. Disadvantaged pupils retain substantive knowledge narrowing the gap against non-disadvantaged peers. Links to key vocabulary will be mapped to ensure they have exposure to new words. They are able to apply this across a range of subjects.</p> <p>Experiences such as workshops, enrichment days, trips and visitors will be linked to key curriculum areas. This will provide our disadvantaged children with experiences that will strengthen their understanding of the world and conceptual knowledge linked to the learning and curriculum in school.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessment, lesson drop ins, demonstrate pupils increased use of tier 2 and tier 3 vocabulary in spoken and written work.</p> <p>Pupils can express ideas clearly and confidently in structured talk activities (e.g. debates, storytelling, role play).</p> <p>Pupils show improved listening and turn-taking skills in group discussions</p> <p>Pupils make measurable progress on language assessments when tracked and assessed by Welcomm.</p> <p>Our EAL children are screened, and progress is measured termly using the resources and assessment from the Bell Foundation.</p> <p>Staff consistently use strategies such as dialogic teaching, explicit vocabulary instruction, and structured talk routines.</p> <p>Vocabulary is explicitly taught across the curriculum, with visual aids, word walls, and retrieval practice.</p> <p>Pupils engage in regular opportunities for oral rehearsal before writing tasks.</p> <p>Widgets are used to support vocabulary development and understanding.</p>

<p>Improved phonic, reading and writing attainment among disadvantaged pupils.</p>	<p>Phonics outcomes in 2026/27 show that more than 90% of disadvantaged pupils have met the expected standard.</p> <p>Handwriting will be legible, and children will have access to bespoke intervention as and when needed. The progress in handwriting legibility will be evident in books.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>EYFS maths outcomes in 2026/27 show that more than 90% of disadvantaged pupils have met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged and service pupils.</p>	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations particularly our disadvantaged pupils. • a significant reduction in the number of behaviour incidents recorded on CPOMS. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Good engagement in enrichment activities particularly among disadvantage pupils • SCIP Alliance Thriving Lives Toolkit self-evaluation tool used to identify development areas. • Service mentor is able to communicate levels of engagement in MKC and reports positive outcomes. • Service pupils settle quickly in their new classes and are assessed on entry and tracked to monitor and support progress. • Targeted intervention and pastoral support is carefully planned with the child's needs in mind, consistently delivered and shows a positive impact on a child's mental health, well-being and ability to emotionally regulate. •

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The attendance for disadvantaged pupils by 2026-27 will have improved and will be in line with national expectations. The gap between disadvantaged pupils and their peers will have reduced for persistent absences in line with national expectations.</p>
<p>To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.</p>	<p>Through lesson visits and pupil book study:</p> <ul style="list-style-type: none"> • pupils are able to articulate learning that has been retained in long term memory • tier 3 vocabulary is explicitly taught to support understanding and pupils are able to use this vocabulary to explain what they have learned • disadvantaged pupils will be able to demonstrate or articulate metacognitive strategies that help to improve their learning • disadvantaged pupils are able to show an increased level of concentration for longer periods of time • disadvantaged pupils and teachers are able to provide examples where the children persevered with a challenging task • there is a noticeable increase in the quality and quantity of work as pupils progress across the year
<p>Children will have access to IT to support in school to assist with learning and this will have a positive impact on engagement and attainment and progress measures.</p>	<ul style="list-style-type: none"> • Children will have access to apps/programmes that support areas of the curriculum (these will be selected for the individual and will target their specific area of need). • Children will use certain apps to enhance their learning experience (classroom engagement and access) • The use of technology will support in pupil engagement and with intervention (building independence). • The use of IT will contribute to a rise in children's attainment and progress.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,994.22

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
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<p>(2,4,5) Training and moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment (formative and summative).</p>	<ul style="list-style-type: none"> • Planned moderation events across school/Keystones moderation events across key year groups • Two days cover for EE to run a moderation across the HUB • Year 2: twice a year Keystones course • New to year 6 and year 6 moderation 2x a year • EYFS moderation course • Insight training events: CPD for staff using Insight to be diagnostic • Subject leader training events run by LAAT • Twilight sessions for subject 	<p>A system that places significant emphasis on achievement in national tests at various key stages contradicts the need for teachers to think deeply about assessment. Numerous past papers and their associated marking schemes have dominated schools' practices for years, leading many professionals to sideline the importance of getting to grips with core assessment principles.</p> <p>Assessment that does not rely on test outcomes is hard to get right and therefore requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that the results of a test don't always reflect pupils' progress and attainment seen within the classroom.</p> <p>Further training and coaching on Alex Bedford's Pupil Book study to elevate both classroom and subject leader practice for new subject leaders. Coaching time for subject leaders will ensure that CSM has a constant cycle of reviewing, monitoring, and subject/curriculum development.</p> <p>Insight training with provide teaching staff and Senior leaders with the support and knowledge to be able to input accurate formative/summative assessments while drawing upon diagnostic links between groups of children/classes and cohorts.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
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	<p>leader/curriculum development</p> <ul style="list-style-type: none"> • SENDCO support and development days • Visits to other schools to improve practice & knowledge (cover to allow this to happen) • Purchase of PIRA and PUMA standardised diagnostic assessments (3 x a year Autumn, Spring and Summer) 	<p>Subject leadership training through LAAT will provide training that will assist in enhancing our current curriculum offer and classroom practices</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	
<p>(2,5) Improved phonic, reading and writing attainment among disadvantaged pupils.</p>	<p>CPD for staff to teach phonics £500 (regular top up training provided and face to face training for all new staff)</p>	<p>At Coningsby St Michael's we have identified disadvantaged pupils as having increased chance of having difficulties with phonics than pupils who are not disadvantaged. This difficulty has a detrimental impact how they develop as a reader, which can in turn hinder their love of reading as well as their ability to access the</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	<p>Cover for phonics leader to undertake assessment across EYFS and year 1/2</p> <p>Development Days with RWI Consultant: to action plan and quality assure.</p> <p>Remote portal sessions with RWI Consultant; action planning, staff training, data analysis and further support needed.</p> <p>Additional training for staff new to KS1</p> <p>Get Writing RWI books for reading and transcription</p> <p>Release time ½ a day a week for the Phonics lead to do coaching support across school.</p>	<p>wider curriculum and make progress in all other subjects. We are committed to closing the gap for children in Key Stage and will provide intervention for children at risk of falling behind in Key Stage 2.</p>	
<p>(5,2) Enrichment of our maths teaching and curriculum planning in line with DfE and</p>	<p>Subject Leader time 6 days per year for CPD with LAAT</p> <p>Cover for Monitoring 6 days</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	<p>End of Spring term:</p> <p>Summer term:</p>

<p>EEF guidance. We will fund teacher release time to allow Maths leads to attend LAAT training in collaboration with other schools in the Trust.</p>	<p>CPD- 4 days for class teachers</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>Autumn term 2026:</p>
<p>(1.3.4 and 5)</p> <p>Develop outdoor/indoor provision that includes all 7 areas of development that exposes children to opportunities they may not get outside of school</p>	<p>Attend EYFS Trust meetings/workshops for EFYS teaching staff x2 yearly.</p> <p>Visits to other schools in the trust to look at provision (2days cover).</p> <p>Funding to improve indoor and outdoor provision resources.</p>	<p>Support children in knowing and remembering more in all 7 areas of development via adult-child interaction.</p> <p>https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years</p> <p>https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf</p> <p>?</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
<p>(1, 2, 3, 6, 7)</p> <p>To support staff in creating opportunities for all children but especially disadvantaged children to</p>	<p>Funds to support with trip and experiences.</p>	<p>Subject Leaders are supported to plan opportunities across their subject to ensure that children have enrichment opportunities, enabling them to experience different cultures and perspectives.</p>	

experience a range of opportunities to develop cultural capital through enrichments opportunities.

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

Budgeted cost: £ 35,827.80

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
<p>(1,2,4,8) WellComm Early Years and primary toolkit for speech and language screening and intervention</p> <p>Cost of WELLCOM £500 + training for staff (3 days)</p> <p>£1,512.50</p>	<p>* staff time to assess all children in EYFS initially (3 days) and for re-assessment points during the year.</p> <p>TA support for running any daily interventions.</p> <p>Learning mentor hours given over to support staff delivery of intervention.</p> <p>Staff training on using the Welcomm (lead by the sendco)</p>	<p>Knowing and understanding a child's ability to speak and understand is an important part of assessing children as they enter EYFS. It provides teaching staff with a baseline and a toolkit that screening and intervention for speech and language.</p> <p>Each child has a personal profile and the assessment lists relevant intervention that can be built into the child's learning/day/classroom provision.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>(1,2,4,5) YARC assessment intervention for reading fluency leader for 10 hours a week.</p>	<p>Termly assessments for each groups.</p> <p>Daily intervention with two groups running: this is two hours</p>	<p>A reading intervention that assesses, sets targets, tracks and improves a child's reading rate (can make over a year's progress in a 7–8-week block).</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	every afternoon led by a Teaching Assistant.	This is available to all year groups from year 2-6. Target children: the first 20% and children not meeting ARE for their year group. Using the YARC reading fluency intervention will assist children become more fluent readers and enable them to make gains in attainment and progress.	
(10) Letter join handwriting scheme	A yearly subscription to Letter join for all classes in school.	Access for children to have a handwriting intervention to assist in helping form letters correctly. This intervention can be added to school I-pads and children can have their own log ins to be able to access the content from home too. Handwriting across school will improve as a result and some of our first 20% children can be targeted specifically.	End of Spring term: Summer term: Autumn term 2026:
(1,2,5) A reading intervention lead (TA support 10 hrs a week).	A key adult responsible for delivering RWI phonics interventions and the YARC assessment program throughout the year.	This will ensure our first 20% children in reading will be prioritised and intervention sessions will be consistent. Phonics EEF (educationendowmentfoundation.org.uk)	End of Spring term: Summer term: Autumn term 2026:

<p>IDL: (1, 2 , 4, 5)</p> <p>Dyslexia and Dyscalculia software and screening Tests.</p>	<p>* Whole school time for assessments and analysis (staff time) 7-10 days.</p> <ul style="list-style-type: none"> Adults to support the intervention (5 hours a week) 	<p>D L Online intervention support for Maths and English</p> <p>This supports learners with dyslexia and dyscalculia (as well as other learning difficulties) to increase their reading and spelling ages and assist in understanding key areas of maths.</p> <ul style="list-style-type: none"> Whole school assessments (adult a 	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>(2,4,5,8,11)</p> <p>Purchase Clicker 8</p>	<ul style="list-style-type: none"> Staff training and webinars to attend Appropriate IT to be able to access the writing software 	<p>Clicker - writing software for the primary classroom</p> <p>Clicker is writing software that supports reluctant writers. It is assistive technology that allows children to access support with writing, create word banks and reads their writing back to them.</p> <p>It builds confidence and independence with reading and writing and can be used for children with SEMH and SEND needs (many of which are also PP).</p>	
<p>(2,4,5,)</p> <p>A yearly subscription for Step lab: professional</p>	<ul style="list-style-type: none"> Staff training 93 sessions of CPD) 	<p>£96 per user per school (x13)</p> <p>StepLab Coaching is an evidence-based professional development platform designed to</p>	

<p>development for teaching staff: coaching.</p>	<ul style="list-style-type: none"> Coaching time out of class for SLT: 2 hours a week for each phase leader, Head of School and EHead. 	<p>improve teaching through instructional coaching. It focuses on helping teachers make small, actionable improvements in their practice by combining observation, feedback, and rehearsal in structured cycles.</p> <p>It uses an instructional coaching model, where a coach works with a teacher to:</p> <ul style="list-style-type: none"> Identify an area for improvement (usually after a short classroom observation). Provide feedback and model strategies during a structured meeting. Plan and rehearse the next step so the teacher can implement it confidently. The approach emphasizes small, incremental steps that accumulate over time to achieve significant teaching improvements. <p>Investment in staff coaching and training will impact on pupils' results thus ensuring or most disadvantaged children get the quality first teaching needed to be successful.</p>	
<p>(8,6)</p> <p>Interoceptive Program/curriculum: a framework for</p>	<ul style="list-style-type: none"> Staff training (2 days) 	<p>This toolkit will support children who experience dysregulation at times during the day to access and undertake exercises and activities that will allow them to identify their own bodies needs with their emotions (support sensory</p>	

building self-regulation.		circuit). These can be bespoke to fit the needs of the child	
(1,2) Learning at home with parents: online reading log	<ul style="list-style-type: none"> • A yearly subscription £30 per class per year) • Staff training on use 	A digital reading log that encourages parents to read at home with their children. Staff have access to the online logs too to allow comments and awards to be given to children to encourage reading. Digital reading log - Learning with Parents	

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

Budgeted cost: £ 46,462.61

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
(6, 8) Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	<p>Appointing an Educational Welfare Officer to look at attendance (shared across hub 3).</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Engagement of Attendance Lead with LCC & the DfE approved Attendance Hub program</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	<p>attendance/support officers to improve attendance.</p> <p>HoS/EWO time one day per week a to write and meet with parents to set up attendance plans.</p>		
<p>(6,8, 3)</p> <p>Maintain the learning mentor in role to offer pastoral support</p>	<p>Pastoral Support Manager and Learning Mentors lead interventions (ELSA, 1:1, MKC, to support disadvantaged and service pupils)</p> <p>CASY Counselling</p> <p>Lego therapy</p> <p>Sand therapy</p> <p>ELSA</p> <p>Feelings Detectives</p> <p>Ready, Steady, Go Club: Social skills.</p>	<p>Developing a positive school ethos, which also aims to support greater engagement in learning.</p> <p>Parental feedback is extremely positive for children attending MKC : 88 children in school are from service families.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	Ed Psych STT		
(3, 5, 8) Sustain the quality of social and emotional (SEL) learning. SEL approaches will be enhanced by staff members engaging in professional development and training for staff. Senior Mental Health training will support a sustainable and whole school approach.	Learning Mentor and Pastoral Manager time ELSA Lego therapy Sand therapy Specialist Teachers Feeling Detectives	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers. EEF Social and Emotional Learning	End of Spring term: Summer term: Autumn term 2026:
(5) Whole staff training on behaviour management and anti-bullying approaches with the aim of	£5,527.86 Pastoral Manager Time: coaching staff and writing bespoke behaviour plans.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Unconditional Positive Regard	

developing our school ethos and improving behaviour across school.			
1, 2, 3, 4, 5, 6 Increase parental engagement through coffee mornings, hooks and end points and other workshops (incl phonics workshops) so that they know how they can support their children's learning. Early identification of Nursery PP pupils during transition discussions Develop strong relationships with parents and families through the pastoral team in order to foster trust	EYFS teachers make early links with local Nurseries-cover needed to free up staff. Plan stay and play sessions: forest school leaders. FS Leader time 6 hours	The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	
(3,8) Enrichment activities.	Lincolnshire Music Service £5,990	Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that	

<p>Use of funding to allow disadvantaged children access to unique experiences, such as inspirational visitors into school, a trip to a university or to visit a city or art gallery.</p> <p>Diverse clubs (e.g., archery, Taekwondo, cookery club, drama, drums etc)</p> <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>Use of funding to nurture talents and interests e.g., playing a musical instrument; sports at a higher level; participating in dance classes or Taekwondo.</p>	<ul style="list-style-type: none"> • • STEM • Forest Schools • Swimming lessons • PGL • School Trips • Workshops • Sporting Events with JB Sports 	<p>vulnerable children can become as privileged as their non-disadvantaged peers.</p>	
<p>(3,8,9)</p>	<ul style="list-style-type: none"> • Access to after school clubs 	<p>Reduces barriers to learning, such as poor behaviour, low emotional resilience, and lack of access to extracurricular</p>	

Extra Curriculum Activities	<ul style="list-style-type: none"> • Music tuition • Sports clubs 	<p>opportunities. Providing these opportunities ensures all pupils can participate regardless of socioeconomic status.</p> <p>This investment closes gaps in access to enriching activities that contribute to holistic development and overall well-being</p>	
Contingency fund for acute issues.		<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ 133,283.63

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have carefully analysed the performance of disadvantaged pupils at our school during the 2024/25 academic year, drawing on Key Stage 1 and 2 performance data, phonics screening results, and internal assessments. The full Key Stage 2 results for 2025 are available on our school website: <https://www.coningsbyprimary.co.uk/results/>

To understand how our disadvantaged pupils are performing, we compared our outcomes with both national and Trust-level data for disadvantaged and non-disadvantaged pupils. Provision for children in receipt of Pupil Premium has improved in recent years, and we are beginning to see the impact of these changes.

Service children continue to be well supported, and the introduction of a “first and best” approach in classrooms is starting to show positive effects on pupil outcomes. Attendance data also shows that many Ever 6 pupils attend well, providing a strong foundation for learning. However, there remains a need for targeted attendance support for those who are severely absent.

In mathematics, early intervention is particularly important in Reception and Year 1, especially in the areas of Number and Numerical Patterns. While outcomes at Key Stage 1 are improving, the gap between disadvantaged and non-disadvantaged pupils widens significantly by Key Stage 2. SEND is a contributing factor within the Ever 6 group and must be considered in planning. Monitoring progress and tailoring interventions from EYFS through to Key Stage 2 will be essential in closing this gap.

In reading, Ever 6 pupils show lower overall attainment, and a higher proportion working below expected levels. This highlights the need for targeted reading support.

Writing presents the most significant concern. Ever 6 pupils are underperforming compared to their peers, with a 17% gap in expected attainment and double the proportion working below expected. By Year 6, the gap in expected attainment rises to 30%. These findings reinforce the need to prioritise writing support for Ever 6 pupils, monitor progress closely from Year 1, and ensure targeted teaching strategies are embedded across all key stages.

Our observations and assessments also indicate that pupil behaviour remained challenging last year. Wellbeing and mental health needs continue to be significantly high with disadvantaged pupils particularly affected.

Taken together, these outcomes show that we are not yet on track to achieve the goals set out for 2026/27, as outlined in our Intended Outcomes section. In response, we have reviewed our strategy plan and made adjustments to how we will allocate our budget this academic year, as detailed in the Activity in This Academic Year section.

Externally provided programmes

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

Programme	Provider
Music tuition	Rock steady music.com LCC Music partnership
Counselling services	Casy Counselling
Dog Therapy sessions	Curo Lincs
Mindfulness sessions	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

[documents.asp](#) Services Pupil Premium Report

The impact of that spending on service pupil premium eligible pupils

Service Pupil Premium Funding has been used to provide targeted pastoral support for children from service families. This includes regular MK Heroes sessions to build resilience and peer connections, pastoral check-ins to monitor emotional wellbeing, and tailored support during periods of parental deployment.

Impact Evidence:

- Pupils report feeling more supported and connected, reducing anxiety during deployment periods (measured through pupil voice surveys).
- Attendance for service pupils has remained strong with 77% of the children having an attendance of 95% and above.
- Teachers note increased classroom participation and confidence, supported by pastoral logs and progress reviews.
- The learning mentor does regular check ins with children who have a family member on deployment.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.