



Pupil premium strategy statement 2026-27



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lisburne Primary School
Number of pupils in school	PP funding on 221 ~ current number on role 234
Proportion (%) of pupil premium eligible pupils	We receive PP for 97children 43.9% of school School have 2 CLA and 1 PP+
Academic year/ years that our current pupil premium strategy plan covers	Initial PP strategy started 2021-22 Current year 2026-27
Date this statement was published	October 2021 Updated annually – July 2026
Date(s) on which it will be reviewed	July 2026 July 2027 to check data and evaluate progress at the end of year.
Statement authorised by	Sam Benson (HT)
Pupil Premium lead	Gillian Levis (DHT)
Governor PP lead	Pam Childs (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,350 Financial year 2026/27 This figure includes FSM, CLA but not currently for our PP+ adopted children Planned intervention shortfall of will be funded by school.
Post CLA (3 children)	£8,070
CLA additional Virtual School funding	Provided for individual use 2 CLA pupil @ £950 per term
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	£6,956,952



Statement of intent

As a special school, our Pupil Premium strategy focuses on **removing barriers caused by developmental or health needs** in addition to social background. The goal is to prepare our children for adulthood by funding personalised therapies, life skills, emotional regulation, and specialised equipment, rather than only focusing on core academics. Lisburne School strongly believes that every child has the right to access a bespoke curriculum, which is developed to meet and support their specific needs. The ability to provide **5 core principles of learning** enables the children to thrive in school. Continuing to focus on connecting with key life skills and real experiential learning both in the community and within school – skill development and progress will be clear, deliberate and intentional.

We continue to spend our Pupil Premium funding in many of the successful areas this academic year to develop wellbeing and a readiness for learning. We analyse progress reports and findings from both academic development but also increasingly connect socially and out in the community, promoting wellbeing and mental health for our pupils and their families. We are continuing to invest in a variety of Dance, Music and individualised learning opportunities for all our children, this **supports the development of communication, interaction, confidence, wellbeing in order to build resilient citizens for the future**. In this way children from a range of different backgrounds can unite through excellence of opportunity and outcomes.

Our core values of being **unique, courageous and creative** run through everything that we aim to achieve and we continually modify and adapt a range of opportunities that are available for our pupils; we have therefore made a few changes to reflect our continuing approach to strive for improvement and enriching learning with constructive changes.

Our strategy sets out to achieve all of this by ensuring our teachers are given opportunities to become the very best they can be professionally. They ensure our curriculum and professional **school activities are well planned, monitored and revised in light of evidence; this in turn capitalizes on the potential outcomes for our children**. Our resulting strategy is one navigating all subjects and groups in order to create the best outcomes for our Lisburne children, this is achieved by ensuring teachers and our children become lifelong learners and are given access to the very best opportunities we can offer.

Challenges

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

Challenge number	Detail of challenge
1	All of our PP and PP+ children enter our specialist EYFS provision, or alternatively in to various year groups throughout school, with significant developmental and learning delay. In addition, our children have a wide range of difficulties with other restricted abilities and communication issues, which mean that their baseline scores are considerably lower than their peers nationally. These children need additional support in order to access appropriate learning opportunities - we can ensure that teaching systems are aligned to maximise potential outcomes from the earliest opportunity. Parents and families have access to regular updates and information about their child's learning, for many this builds a cooperative partnership between home and school and enables families to support next steps and reinforce/ embed knowledge. Therapists and other professionals are present within school and provide detailed information for all our families, this ensures that through cooperation we are meeting the pupil's health, therapy and learning needs.
2	Our pupils access the curriculum at a developmentally appropriate level and school provides additional support in order for them to move towards independently achieving progress on their SEND learning journey. A number of our pupils have difficulty in generalising learnt information or retaining knowledge. These children need to revisit experiential learning and engage in their activities in a familiar way. Our children have difficulty accessing large classes, therefore school aims to minimise group sizes. School continually assesses the class sizes in order to meet specific needs and additional class groups are implemented when appropriate, particularly where our pupil needs are more complex. We add appropriate support and intervention strategies to specific cohorts to increase progress and capitalise on attainment. Many of our pupils do not experience opportunities that the average child would experience in their day-to-day lives. As a result, our curriculum is designed to be truly enriched, chronological progression through phases and embeds excellent subject interconnection so that it is exciting and meaningful to our children.
3	Many of our children have obstacles to their individual learning based on their reduced ability to communicate and delays in social and emotional development; several of our cohorts have a limited ability to play and/ or interact with others. Independence, confidence, self-esteem, resilience, problem solving and life skills need high levels of support within school to enable our children to access their environment and community; we aim to raise aspirations about what our children can achieve in life. Additional confidence and self-esteem needs have a huge impact on their awareness of the environment and community; some pupils have limited understanding and self-awareness of their own wellbeing and mental health. Children require additional support from a range of therapists, medical teams and other professional services to meet their complex needs.

4	Outcomes in Reading – there are specific aims linked to data, which are addressed within school making it a key focus each year. It remains a highly prioritised area of the curriculum, which we continually strive to improve within school each day. Children enter school with low starting points in reading and this increases the need for a constant drive to improve reading outcomes and progress. Phonics teaching through EYFS and key stage one has been prioritised and this supplemented by additional funding (Catch Up Funding, has been used in the past) we are continuing to develop phonics approaches across school in order to ensure that children needing continued intervention receive it. The additional gaps in learning, which can attribute to the on-going impact of national lockdowns etc., are targeted and therefore lost knowledge is narrowed. We utilise technology to ensure our children are able to achieve greater depth in Reading and promote additional challenge for those children that are capable / gifted.
5	Outcomes in Writing - We need to continue the track and monitor progress for writing across the school by ensuring that we achieve better attainment and outcomes over time. The challenge is to embed a systematic approach to teaching writing that builds on the principles of good mark making and phonics teaching. The development of grammar and spelling technology alongside a stimulating and enriched curriculum, which engages children, giving them a motivation to have an audience and purpose for writing. Lisburne have writing as a focus on a regular cycle ensuring children are able to achieve more depth in writing through a variety of creative and targeted interventions, these enriches the curriculum enabling challenge for those children that are capable of extending their skills.
6	Outcomes in Maths - this remains a highly prioritised area of the curriculum. Adoption of the use of technology within Maths to enable problem solving has previously been an area of focus. During the year 2024-2025 the focus will be calculation. “Learning through questions” enables us to develop the systematic use of Maths in a variety of curriculum areas and broadening its use and children’s understanding. Interventions are also developed along with Maths based computer applications and resourcing to further strengthen attainment and progress. School makes sure that children are able to achieve greater depth in Maths through high challenge for those children that are capable / gifted.
7	Attendance – All our children have a full EHC plan with a clear statement of SEN need; school places are allocated via the LA SEN department. Families are encouraged to develop a better understanding of the importance of good attendance and the impact this has on academic and social achievement. School contact parents when their child is absent in order to check on the family’s wellbeing. Lisburne attendance levels continue to be higher than the national average. School use a skilled Family Liaison team to provide class teachers and parents/ carers with helpful and strategic approaches in addition to supportive home visits to impact positively on improved attendance and wellbeing.
8	CPD - To support teachers to improve their subject knowledge in order to raise attainment across school for all our children. Ensuring teachers are highly skilled in their classroom management and as subject leaders through personalised CPD. This is reported and shared in personal CPD files which is shared with colleagues and school governors. School promote and support teachers to become evidence informed researchers which will impact on their professional development, teaching and leadership. Formal training program is developed and supported through weekly staff / team and pathway meetings, specific in-house training opportunities and external providers.

9	Many of our children find it difficult to access high quality, wider enrichment opportunities outside of school so we utilise enhancement specialists. A small group of well-established and highly skilled specialist teachers bring their expertise and enrichment to the curriculum ensuring breadth and enjoyment. These specialist teachers work with groups of and specific children weekly in Forest School, Music, Dance and physical education. We are promoting additional targeted SALT and OT input for functional communication and a range of intervention programs in order to support some of our more complex PP children. We continue to focus on reconnecting with life skills and real experiential learning in the community after the limitations many of our children have experienced in the last few years – filling the gaps following these limitations will be clear, deliberate and intentional. The enrichment programs are bespoke and developed in to meet the specific needs of all our most disadvantaged children.
10	Focus on our disadvantaged pupils to ensure provision is implemented to enable them to access a variety of opportunities and catch up following historic limitations. Our high percentage of vulnerable and disadvantaged children continue to demonstrate the impact of having missed out on particular areas of learning and a enrichment opportunities due to lockdowns. School must ensure that any additional funding swiftly narrows both their attainment and experience gaps. These intervention programs and opportunities are to be achieved through additional support for children and families in order to develop their social communication and interaction with further targeted involvement.

Intended outcomes

Outcomes aimed for **by the end of our current strategy plan 2026-27**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To develop and extend the use of dance, intensive interaction and expressive movement sessions to improve children's communication, interaction and learning. <i>EEF - A recent meta-analysis suggested that programs aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</i> EEF - Arts participation +3 Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Metacognition and self-regulation +7 Oral language interventions +6 Small group tuition +4	Development of key knowledge and learning in dance/ movement, increased confidence and physical improvement. 1:1 session to develop knowledge in early communication and concentrated intensive interaction. Dance/movement sessions on a weekly basis for all children from a mix of EYFS/ KS1 and KS2 classes. Some children will access the programme for the full year and others termly or as deemed appropriate. The research summarises the impact of arts participation on academic outcomes and shows the importance in itself in addition to the positive impact it has beyond maths and English outcomes.

To develop the use of music and patterning/ sequence to develop key listening and awareness which raises confidence levels across the school. <i>EEF - The importance of high-quality interactions between adults and children to develop their communication and language knowledge using a range of different activities– like singing, storytelling and nursery rhymes–to develop children’s early reading and ability to hear and manipulate sounds.</i> EEF - Arts participation +3 Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Metacognition and self-regulation +7 Oral language interventions +6 Small group tuition +4	Develop patterning, rhythm knowledge and learning in music. 1:1 and small group sessions to develop confidence and receptive interaction including following directional instructions. To develop the use of ICT and new digital resources to support music (composition, melody, tune, harmony) and link it in to individual and group learning programmes.
To extend and develop the use of SALT & OT across the school by increasing the knowledge and skill of our staff. <i>EEF - Prioritise the development of communication and language and embed opportunities to develop self-regulation within day-to-day activities</i> EEF - Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Metacognition and self-regulation +7 Oral language interventions +6	Highlighting the needs of our pupil premium children and developing programs in order for them to develop and progress. Develop use of functional knowledge and learning opportunities to contribute and support significant progress. The additional SALT and OT input takes a holistic approach to therapy, which maximises functional knowledge and developmental skills. Groups/ cohorts of PP children participating in assessment and active intervention with specialist SALT & OT staff within school. Therapy involvement may include various investigations, which involve the use of specialist equipment and resources. Children’s sessions and engagement may be recorded and used to assist with therapy assessment ~ all recordings will be treated as confidential and used to inform/ support parents and other relevant professionals. SALT & OT therapists provide significant training and information to support both school staff and parents/ carers. Development in school of both Communication and OT focus hubs to develop and lead focus interventions and ensure that professionals and parents are involved in the children’s progress.
Improve reading and writing outcomes <i>EEF Feedback that Reading comprehension strategies, which focus on the learners’ understanding of written text, are rated as high impact. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that pupils can use to improve their reading comprehension.</i> EEF - Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Oral language interventions +6 Phonics +5	Progress and attainment in reading and writing is improved and the gap for children’s progress is reduced. Children will increasingly be able to articulate a love of reading and increasingly demonstrate the abilities and knowledge to achieve this. Children will be happy developing an enjoyment of mark making and writing putting in the development and challenge where appropriate, particularly within extended pathway. Our systems, bespoke interventions and resources in addition to whole school reading environments develop exciting opportunities to ensure children have the best chance to enjoy a lifelong love of reading.

Reading comprehension strategies +6 Small group tuition +4 Teaching assistant interventions +4	School continue to develop a phonics program to meet the children's needs. Using a bespoke curriculum to develop children's communication, interaction and learning through a multi- sensory approach to phonics. Development of a whole-school writing scheme that ensures a progression of skills and consistent teaching to prevent missing concepts.
Improve mathematical outcomes <i>EEF Feedback that Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that pupils can use to improve their reading comprehension.</i> EEF - Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Oral language interventions +6 Small group tuition +4 Teaching assistant interventions +4 Small group tuition +4	Gaps in numerical knowledge is reduced and the use of calculations in real life environments is developed. Children will increasingly be able to articulate an enjoyment of numberwork and increasingly demonstrate the abilities and knowledge to achieve numerical tasks putting in the development and challenge where appropriate, particularly within extended pathway. Our systems, bespoke interventions and resources in addition to whole school numeracy environments develop exciting opportunities to ensure children have the best chance to enjoy math's. School continue to develop a numeracy program using a bespoke curriculum to develop children's communication, interaction and learning through a multi- sensory and real-life approach to math's. Development of a whole-school math's scheme in collaboration with our partner schools that ensures a progression of skills and consistent teaching to prevent missing concepts.
Enhance CPD for all teaching staff <i>DFE 2016 "standards for professional development" linking to implementing EEF guidance as subject leaders.</i> <i>"Teachers are prepared, set clear and fair expectations, have a positive attitude, are patient with students and assess their teaching on a regular basis. They are able to adjust their teaching strategies to fit both the students and the material, recognising that different students learn in different ways"</i> EEF - Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Small group tuition +4	Subject leaders can clearly articulate the current position within school, desired outcomes and how they intend to achieve these with clarity. Equipping teachers and curriculum leads with appropriate training and skills, providing time (weekly) to conduct deep and meaningful work in their subject in addition to personalised CPD. Utilising triangulation of subject leader knowledge by engaging in classroom observations, book looks and deep dives into outcomes and enabling pupil voice. Capturing this information within reflective feedback and sharing knowledge within staff meetings/ training opportunities. School use findings to make positive changes that impact on outcomes.
Improved attendance through non-academic interventions - these are vital in boosting attainment. <i>EEF - Parental engagement and strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.</i> EEF - Mentoring +2 Parental engagement +4 Teaching assistant (FLC's) interventions +4	Our systems for attendance are supportive and take into consideration the medical needs of all our children. Parents are contacted and listened to, through guidance from our Family Liaison Team they are given opportunities to improve attendance alongside schemes that encourage children to be punctual and to attend well. Our data will indicate that PP children are attaining at an increasingly higher rate than non-PP and where this is not the case there is clear evidence to demonstrate what we are doing to improve the situation.

Reduction of visible frustration for pupils when communicating. <i>EEF - communication and language approaches emphasise the importance of spoken language and non-verbal interaction.</i> EEF - Behaviour interventions +3 Collaborative learning opportunities +5 Feedback +6 Metacognition and self-regulation +8 Oral language interventions +6	Individually tailored introduction of communication Apps and iPad to meet specific AAC needs. To develop specific abilities and functional communication (device and App with use of symbols and communication software) improve and increase learning links between home and school. Extend practice of communication devices and AAC both within school, at home and in the community (develop use during life skills in the community to generalise learning).
To develop confidence, resilience and self-esteem at Forest School when working within a small group. <i>EEF Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and self-management skills.</i> EEF - Behaviour interventions +4 Collaborative learning opportunities +5 Feedback +6 Metacognition and self-regulation +8 Peer tutoring +5 Small group tuition +4 Social and emotional learning +4	The Forest School lead and TA's will take photographs and record/ note evidence in addition to use of the engagement (Leuven) scale which has been implemented in order to assess progression and evaluate individual development/ progress. Forest school at Lisburne is child led, experiential and play based. The aim is to promote the holistic development of all children by fostering their knowledge, resilience, confidence, independence and creativity outdoors. A particular emphasis is placed on the children's wellbeing and nurture.
Access to extra-curricular activities to develop emotional wellbeing and social interaction with peers. <i>EEF have shown that extra-curricular activities, including social action, can help to improve wellbeing and pupil attainment.</i> EEF - Collaborative learning opportunities +5 Extending school-based learning +3 Individualised instruction +4	To provide 1:1 support for key children with severe and complex difficulties to access a range of out of school/ extra-curricular activities - the ability to attend and access after school club and the school holiday play scheme. Target key PP children and disadvantaged families who do not otherwise have the opportunity to access extra-curricular activities or play schemes. Partial funding– price matched with any overspend covered by school.
Accelerated progress to catch up in basic core skills in reading, writing and maths. <i>EEF shows that access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</i> EEF – Feedback +6 Parental engagement +4 Metacognition and self-regulation +8 Mastery learning +5 Small group tuition +4 Teaching assistant interventions +4	Children benefit from additional adults to support and supplement learning interventions and opportunities. Learning strategies and shared learning opportunities sent home (Dojo/Tapestry) to support parents reinforce learning, narrow the attainment gap and develop metacognition. School continually focus on the use of technology within areas of reading, writing and maths. Focus on wellbeing, mental health and reconnection linked to our PSHE curriculum. Developing children's awareness of reading, writing and maths in real life situations and supporting the use of interventions to enable focussed progression. This arrangement enables the teaching to focus exclusively on a small number of learners, often in a separate working area. Intensive tuition in small groups provided to ensure effective progress, or to teach challenging topics or skills.

Activity and targeted academic support this year (e.g. one-to-one support structured interventions)

How we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Budgeted cost: Total £135,298 (shortfall from PP funding covered by school budget)

Activity	Evidence that supports this approach	Challenge
Dedicated dance, intensive interaction and expressive movement sessions to improve children's communication, interaction and learning. Dance provision across school on all 3 sites Sadie Walker 20 hrs p.w. £38,298 Shortfall – £16,000 paid within school budget	The aim of the movement sessions is to promote engagement, physical development and communication (both verbal and/ or non-verbal) between the child and Sadie/ Jody (Laban dance theory specialists). Blocks of groups/ classes in addition to individual 1:1 PP sessions with dance and movement specialists. Development of key skills and learning in dance/ movement and body awareness linked to intensive interaction. Work alongside school staff to develop and enhance awareness of the importance of dance and movement as a core element of children's learning. 1:1 session to develop skills in early communication and concentrated interaction	1,2,3,9 &10
Dedicated music sessions to develop children's confidence and interaction levels across the school Sam Yates across school on all 3 sites (4 days: Mon, Wed, Thurs & Fri) £48,000 Shortfall – 1 day paid within school budget	Music is used as communication that can change the way pupils feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop pupils' competence as learners and increase their self-esteem and wellbeing. Music enables personal expression, reflection and emotional development, it helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world supporting reconnection, wellbeing and creativity. Work alongside school staff to develop and enhance awareness of the importance of music and patterning as a core element of children's learning.	1,2,3,9 &10

To extend and develop the use of SALT & OT across the school by increasing the knowledge and skills of our staff. Across school buying in additional therapy support and training SALT - 2 days OT – 1.5 days Total cost SALT & OT £47,500 Shortfall – Paid within budget (SALT= £ 26,973 & OT= £29,850)	The additional SALT and OT input maximises functional skills in order for our children to access their learning and the curriculum. Groups/ cohorts of PP children participating in intervention strategies with specialist SALT & OT. Shared knowledge, CPD and awareness of therapy programs with all staff working with children. Therapy involvement include various studies, which involve the use of specialist equipment and adaptation of resources top meet individual needs and requirements. Therapists provide substantial training opportunities and information to support both school staff and parents/ carers in order to develop a child's 'readiness and ability' to learn'.	1,2,3,8,9 &10
To encourage and develop real-life situations to enable children to understand the value of literacy and numeracy in their lives and community. £1,500	To support real-life learning because it connects abstract ideas to everyday situations. It boosts memory and shows us how to use information in the real world. This approach works because it mimics how the human brain naturally processes, stores, and uses information. The strategy develops stronger paths with active learning building neural connections and emotions and physical actions lock in memories impacting on higher retention. Contextual clues provide background details make facts easier to recall. Learners control their own educational progress and have direct ownership of their development. Practical tasks feel less formal and therefore engage learning. The immediate Reward and seeing instant results build massive confidence. Skill Integration Combined Knowledge: Tasks merge reading, math, and social skills. Mistake Safety: Trial and error teaches risk management safely. Adaptive Thinking: Changing situations force quick, flexible choices.	1,2,3,4,5,6,7,8,9, &10
CPD – dedicated continuous professional development. Shortfall – Paid within school budget	The DfE “Standards for professional development implementation guidance” sets out the clear rationale of the importance of teacher CPD. “Being the best teacher I can be” implements this for every teacher looking at proactive training opportunities and continuous research. CPD increases teacher motivation, confidence and commitment to teaching. Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment. Focused CPD opens up to new possibilities, new knowledge and new skill areas	1,2,3,4,5,6,8,9 & 10

To develop behaviour and encourage metacognition through confidence, resilience and self-esteem at Forest School. Shortfall – Paid within school budget	The Forest School lead and TA's will take photographic and noted evidence in addition to using the engagement (Leuven) scale to assess progression and evaluate individual development. A child's level of well-being is intrinsically linked to levels of involvement and motivation to learn. The signals of involvement correlate with characteristics of effective teaching and learning– playing and exploring, active learning, and creating and thinking critically. If our children feel confident in their surroundings they are more likely to learn productively, retain knowledge and develop in a healthy way. Promoting an environment where children feel happy, safe and supported is therefore key to enable this.	1,2,3,7,8 9 &10
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Targeted academic support (e.g. one-to-one support and structured interventions)

Budgeted cost: **£3,850** (shortfall from PP funding covered by school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication and Literacy lead trainer(s). £2,175 Shortfall – Paid within school budget	Communication and oral language interventions is a proven, research approved, method to accelerate progress across all areas of the curriculum. Our communication lead teachers and SALT therapy team (Speech wise) support children and train staff in SALT approaches that maximise outcomes. Language provides the foundation of thinking and learning and therefore is a priority, high quality adult-child interactions are important. Elklan intervention continues throughout school – support and training as necessary Pupil progress meetings and collection of continuous assessment data demonstrate excellent achievements.	1, 2, 3, 4, 5, 8, 9 & 10

Additional intervention TA's across the school Shortfall – Paid within school budget	Well trained staff in a range of proven interventions; the early reading initiative, SERI and Sign and Shine, Adults used to teach phonics to well assessed and fluid groups in EYFS and KS1 with phonics principles and phases applied to teach in KS2. Staff training in phonics instruction and interventions (INSET and ongoing training). Adults trained in use of technology to accelerate progress for PP children. 1:1 support for children with identified need with aim of reducing 1:1 as time progresses to encourage independence. Increased SALT buy back within school and liaise with SALT team to improve impact. Language/ Communication links in each class/ pathway to ensure SALT approaches narrow the language and vocabulary gap for disadvantaged children. Whole school training by SLT (2 trained leads) ELKLAN Communication Friendly School. Communication Friendly Environment (CFE) is one where everyone feels safe enough to listen, understand and express themselves. It enables learners to develop their social, emotional and academic potential by reducing or removing barriers to communication. Additional adults in EYFS and PMLD/ Sensory classes to teach interventions and to improve communication, motor control in early mark making and core elements intrinsic to developing mathematical knowledge.	1, 2, 3, 4, 5, 6, 9 & 10
Improve outcomes in calculation in math's £1,675	Invest in materials and resources across the school to maximise child led learning opportunities, encouraging pupil voice and metacognition to maximise progress in math's in relation to calculation. We follow DfE recommendations for the inclusion and integration of math's across different activities throughout the day and generalising mathematical concepts into real life situations. Engagement of children in a variety of math's concepts during games and play opportunities to consolidate and reinforce knowledge and learning.	1, 2, 3, 6, 8, 9 & 10

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

Budgeted cost: **£11,202** (NOTE: £26,450 of school budget is used to subsidise FSM ~ shortfall from PP funding covered by school budget)

Activity	Evidence that supports this approach	Challenge numbers addressed
Forest school for all children Shortfall – Paid within school budget	Teaching children life skills such as flexibility, teamwork and our core values and ethos. Children are able to identify names of trees/ plants, light fires and use tools responsibly. It enhances wellbeing, which is critical for many of our children who live in cramped home environments and limited access to being outdoors. Forest school activities provide opportunities for visual, auditory and kinaesthetic learning within each activity. These activities are flexible, enabling all children to achieve with a degree of challenge, building confidence and self-esteem and encouraging the perseverance that will help to build resilience. Forest school builds on the needs and development of each child enabling supported risk taking, child-centred learning, exploration and play.	1, 2, 3 & 9
Pastoral family liaison team to ensure attendance for disadvantaged and all children is encouraged and improved. Shortfall – Paid within school budget	Utilising a skilled family liaison team and providing class teachers release time we can implement a strategic approach where supportive home visits go hand in hand with high expectations to impact positively on improved attendance. The Family Liaison Lead will focus work on preventative and early intervention activities, assist in tackling underachievement by working with families, parents/carers and children in school to enable all children to have full access to educational opportunities and help them to overcome barriers to learning.	1, 2, 7, 9 & 10
Target key PP children, those under social care and disadvantaged families who do not otherwise access extra-curricular opportunities. £500 Shortfall – Paid in school budget	To provide 1:1 support for key children with severe and complex difficulties to access a range of out of school/ extra-curricular activities and ability to attend school holiday play scheme. After School clubs and school play scheme for all children to access have a clear structure, a strong link to the social and emotional curriculum. Well-qualified and SEN trained staff are more clearly connected and aware of how to develop social communication, interaction benefits are a focus more than other providers of extended hour's provision. <i>Partial funding– price matched/ overspend covered by school.</i>	1, 2, 9 & 10

Contribution to FSM £10,702 Shortfall of £7000 – Paid in school budget	To ensure all of our Lisburne children are fed and provided with a hot meal at school. Family liaison team support disadvantaged parents/ families by providing food during the school holidays (food bank and school bought contributions). Food vouchers applied for and used to support key families. <i>NOTE: School are unable to reclaim the deprivation funding provided to mainstream schools (non-SEND) in order to meet the discrepancy between FSM funding and actual costs ~ this has risen considerably over the last few years.</i>	1, 3 & 9
Contribution to supporting the cost of the residential Shortfall – Paid within school budget	Children in Years 5 and 6 access an exciting residential for 2 nights to Petty Pool Outdoor Centre near Northwich or alternatively Mountain Lodge on Anglesey. The destination is dependent on the children's specific requirements and extends the opportunities for learning and out of school enrichment activities. School residential trips have been proven to have a positive effect on children's self-esteem and confidence levels, thereby improving their emotional health and well-being. At Petty Pool children experience a range of outdoor pursuits; a climbing wall, archery, crate building and zip-wire. The children walk through Tatton Park exploring the countryside and attend a bowling session. Each evening the children have twilight walks in the woods and countryside. On Anglesey the children visit a variety of new and different sensory experiences including the beach, Butterfly Palace, Snowdon Railway and/or Beaumaris Castle.	1, 2,3 & 9
Externally provided programs		Provider
Dance and Intensive Interaction		Sadie Walker
Music Therapy and Interventions		Sam Yates (SMBC Music service)
SALT (school based therapy focus)		Speechwise
OT (school based therapy focus)		MOT

Conclusion and evidence of impact

We have held the 'Leading Parental partnership Award' (LPPA) quality mark for over 12 years and have been awarded ambassador status being reaccredited in July 2026. Much of our work in this area is centered on excellence at finding solutions for parental engagement, encouraging joint learning opportunities through a bespoke and exciting curriculum and our well-developed support and signposting. Our school works in partnership with all parents and carers, increasing parental participation in school life, leading to improved pupil progress, punctuality, attendance and behaviour. The framework encourages parents to be involved in their children's learning which leads to improved outcomes in all aspects of school life.

Our wellbeing award verification has been achieved highlighting what Lisburne accomplishes to promote wellbeing. We currently hold the quality mark recognising our organisations as successfully embedding mental health and positive emotional wellbeing into the long-term culture of school. School were recently awarded the 'School of the year- inclusive design award' regarding the creative planning of our learning spaces and areas to develop extra-curricular and real-life opportunities. The 'Stockport Quality Inclusion Mark' defines us as an educationally inclusive school where teaching and learning, achievements, attitudes and well-being of every young person in our care matters. We promote equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background.

We have been awarded '360 Degree Safe', the tool provides school with information that influences the production and review of online safety policies to develop good practice throughout school. This forms a process for identifying strengths and areas for development in order to keep our vulnerable children safe and teach them, and their parents, how to stay secure whilst online.

School was awarded the ICT Mark which recognises school is achieving a good standard of mature and effective use of technology. Schools has demonstrated that they are committed to using a wide range of technology to improve the children's overall effectiveness and efficiency within all lessons including the use of devices and appropriate IT resources to meet the complex needs of our learners.

Restorative approaches are used throughout school ensuring children are involved in solving their own problems around relationships and empowering them to become independent in repairing relationships when they break down. Our children are able to build, maintain and repair relationships. We highlight the development of metacognition in order to promote learner independence and scaffolding to support children to become better self-regulated learners. Lisburne have established a collaborative learning approach across school which involves pupils working together on activities to ensure that everyone participates in learning tasks, this cooperation has a positive and effective impact on raising attainment for our children.

In conclusion Pupil Premium funding consistently raises the educational outcomes of our disadvantaged pupils closing any gaps in achievement that separate children who grow up in more disadvantaged. These gaps affect more than future education and employment outcomes because challenging our learners to strive for higher achievement is also tied to better health and well-being throughout their lives.