

PUPIL PREMIUM STRATEGY

2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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.

Although this plan focuses on this academic year, the school takes a longer term approach and uses this strategy statement to review, evaluate and redirect accordingly.

School overview

Detail	
School name	Leighton Primary & Pre School
Number of pupils in school	353 (Sept'23)
Proportion (%) of pupil premium eligible pupils	140/ 358 (incl Preschool) - 39% (41% excl Preschool)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	Jan'24, March'24, July'24
Statement authorised by	Emma Ward
Pupil premium lead	Emma Ward
Link Governor	Rylan Ray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,565
Recovery premium funding allocation this academic year	£19,901
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	£238,466

Part A: Pupil premium strategy plan

Statement of intent

The contextual makeup of the school and subsequent challenges (see challenges on P3) faced as well as research conducted by the EEF influence decisions the school makes in relation to Pupil Premium Funding. We recognise that the challenges are variable and can change (especially in the current pandemic) There is no 'one size fits all'. Additionally, mobility of pupils in and out of the school means that the plan needs to be flexible in order to meet the needs of newly arrived pupils.

KEY PRINCIPLES FOR USING THE PUPIL PREMIUM GRANT AT LEIGHTON PRIMARY SCHOOL:

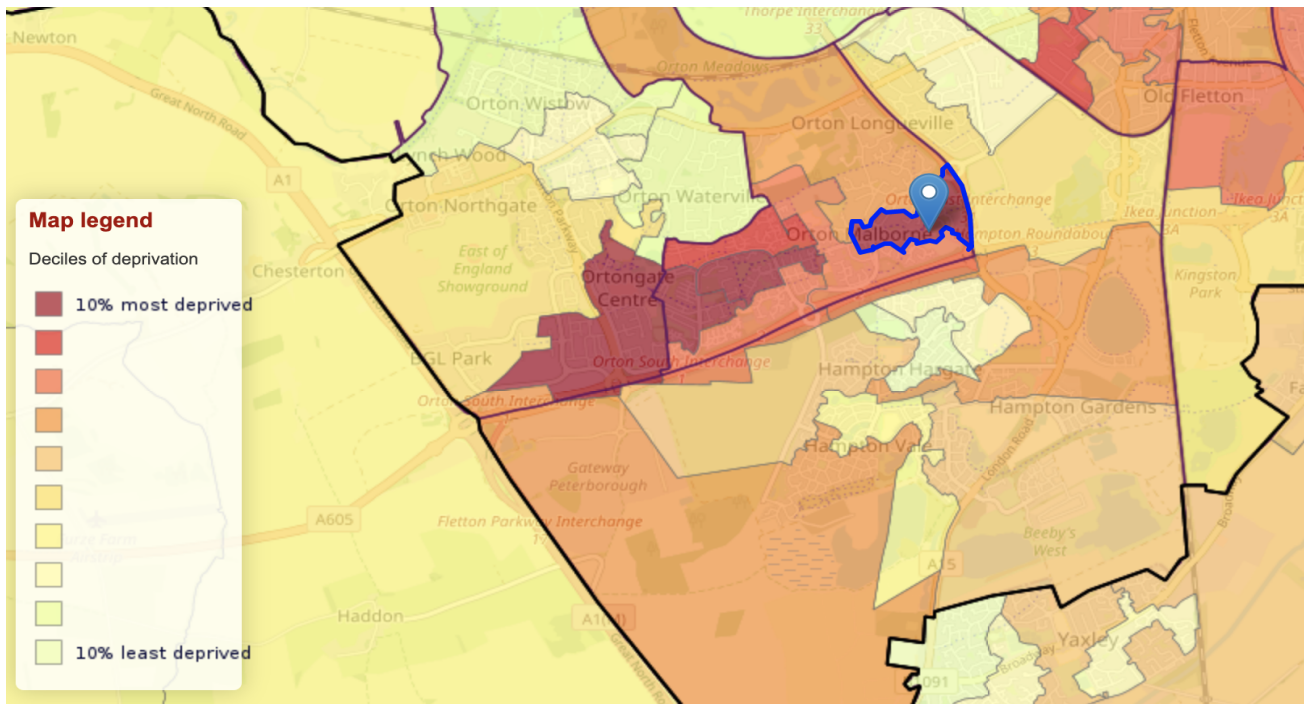
We have a school wide commitment to raise achievement for pupils who are eligible for Pupil Premium and know these pupils must make faster progress than non-eligible pupils. All staff work together with determination to achieve this.

- Take a longer term approach
- We never confuse eligible pupils with low ability and strive to instill 'ambition for all' in this group of pupils and support them to achieve the highest levels.
- We create an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of literacy and numeracy skills.
- We use assessment systems to track and enable thorough analysis of data, reviewing the work in books to identify pupils who are underachieving and why.
- Leaders direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- We use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.
- The Headteacher, Pupil Premium Champion and subject leaders have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly.
- Leaders ensure class teachers, phase leaders and subject leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.

- The Governing Body is ambitious for all pupils and closely monitors the school's effectiveness in closing the gap between different groups of pupils.

Context of the school

Leighton is a two form entry school located in South Peterborough in the suburb of Orton Malborne. The local area is ranked **1,771** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country (based on 2019 information).



ULTIMATE OBJECTIVES

- To increase the number of children who are ready for the next phase of their education journey. We aim to achieve this by:
 - To improve attendance for pupils eligible for PPG and reduce the number of students classed as persistent absentees.
 - Implement Little Wandle Letters and Sounds (Phonics, Phonics blast, Reading Practice Sessions) in order to increase the number of students in Y1 achieving the phonics screening and improve fluency in reading across the school.
 - Strive for all pupils to make strong progress in reading, writing and maths, with a particular focus in Year 2, Year 4 and Year 5 in order to increase the number of children achieving age related expectations at the statutory assessment points.
 - To increase the number of students achieving 30+ marks on the termly arithmetic papers
 - To increase the number of students achieving 25/25 in the MTC
 - Establishing a therapeutic, preventative approach to supporting improved mental

health & wellbeing

- *Develop effective working partnerships with parents and harness this support to support children to achieve their full potential.*

STRATEGY FOR ACHIEVING THESE OBJECTIVES

- The range of provision the Governors consider making for this group include and would not be limited to:
 - Students engage in lessons where they are exposed to learning that is pitched at age related expectations
 - Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
 - Implement a tiered (RAG) plan approach in all your year groups to implement the school's programme for recovery.
 - Implement a whole school oracy project.
 - Implement pedagogies learnt from LWLS to other areas of the curriculum
 - Additional teaching and learning opportunities provided by qualified teachers known to the school and children
 - Programme of CPD to continue the development of quality first teaching across the school.
 - Fully funded holiday activity clubs
 - Fully funded breakfast club provision
 - Learning mentor work
 - CBT therapist
 - Attendance officer

This list is not exhaustive and will change according to the needs and support of our vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	In many cases, children have limited access to activities and experiences that enrich their cultural capital.
2	For some children, limited access to; a range of books in the home, daily phonics teaching during their formative years and developing reading and comprehension skills has had an impact on early reading and developing reading for enjoyment.
3	Regular attendance for a small group of pupils.
4	Parental confidence in Reading, Writing and Maths has led to some parents finding it difficult to support their child at home.
5	Mobility - Some children are attending a number of schools during their primary education and arriving partway through the school year
6	Rapid recall of number facts is limited.
7	The number of pupils achieving higher standards in RWM are low
8	Some children find it challenging to manage their feelings and emotions which impacts their ability to develop relationships.
9	Limited vocabulary, low levels of speech and language on arrival to the school

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
Children with the potential for high attainment are identified and provided for through effective pedagogies.	<ul style="list-style-type: none"> Teachers and leaders have identified children with the potential to achieve higher standards. Year 5 - improved outcomes in reading and writing Year 6 - improved outcomes in Maths. Increase the % of children achieving ARE by the end of KS2 More children achieve the higher standards in combined Reading, Writing and Maths at the end of the year as well as expected. There is a clear school set of principles for challenging children.
Improve outcomes in Year 5 in Reading and Writing.	<ul style="list-style-type: none"> More children achieve the expected standard in Reading and Writing by the end of Year 5. The attainment gap closes from 39% to 20% in Reading. In writing the attainment gap closes from 20% to 10%.
Improve outcomes in Maths in Reception, Year 1 and Year 6	<ul style="list-style-type: none"> In Reception the gap is reduced from 13.4% In Year 1 the gap is reduced to 7% In Year 6 the gap is reduced from 27% to 14%.
Robust assessment practices are used to adapt provision and provide challenge for all children, resulting in higher pupil outcomes for combined GDS in reading, writing and mathematics.	<ul style="list-style-type: none"> Assessment systems enable clear identification of pupil attainment at higher levels and robust tracking. Teaching is clearly linked to feedback from children in lessons and gaps identified from QLA to address misconceptions and improve attainment.
Implementation of LWLS will improve across phonics attainment in EYFS and Year 1 and the wider school	<ul style="list-style-type: none"> Inclusive approach including phonics boost, exposes and supports all learners to age appropriate learning. Reading Practice Sessions in Key Stage improves attainment at the end of KS1 and more children achieve higher standards, Targeted support programmes across the school supports those children with gaps. Regular fluency assessment and fluency tracker shows improvements in fluency across school Phonics intervention/ sen resource facilitates strong progress for the children on the programme across the school Pedagogy and rationale for the daily reading pledge is consistent across school and contributes to improvement in reading attainment and vocabulary. More children achieve the expected standard in Reading. Regular release for the phonics champion to continue to support and monitor provision in phonics lessons.

<p>Daily arithmetic sessions and 15 minute maths boost leads to improved scores on termly arithmetic tests.</p>	<ul style="list-style-type: none"> • Term on term increase of children achieving 30+ marks on the arithmetic paper. • Number of arithmetic questions of other maths papers are answered correctly. • Fortnightly arithmetic quizzes increases automaticity • More children achieve full marks on year 4 multiplication check and average score improved from 2023 MTC data - 20.91 and 42% 25/25. • Attainment in Maths improves and more children achieve the expected standard. • In Year 1 the gap is reduced to 7% in Maths • In Year 6 the gap is reduced from 27% to 14% in Maths.
<p>5 step writing plan, spelling programme, tier 3 vocabulary and handwriting are implemented consistently and effectively</p>	<ul style="list-style-type: none"> • Children's work clearly shows the 5 step writing plan. • Independent, extended writing shows increased use and exposure to tier 3 vocabulary and spelling patterns. • Monitoring of handwriting books and children's work across the curriculum shows consistency of teaching and increased confidence in handwriting. • Attainment in writing improves and more children achieve the expected standard and the attainment gap closes in all year groups but in Year 5 from 20% to 10%.
<p>Coherently planned curriculum programmes of study, that ensure sufficiently sequenced substantive and disciplinary knowledge, are implemented consistently in order to maximise links within the curriculum and enhance cultural capital.</p>	<ul style="list-style-type: none"> • Knowledge organisers are used as teaching tool to support planning and assessing foundation subjects. • Experience days will be included in Foundation and Core subjects. • Curriculum progression will be clear across the school. • Long term plans will show links between core and foundation lessons.
<p>Continue to develop the culture of reading and reading for pleasure within the school to help children realise the value of reading as an important life skill.</p>	<ul style="list-style-type: none"> • Reading lessons highlight the importance of reading as an important life skill, a source for entertainment and enjoyment, extending our knowledge and for information gathering. • Pupil voice demonstrates an understanding of the value of reading, they can articulate this and talk about stories and authors they like or dislike giving clear explanations • Planned opportunities to expose children to different stories and books are built into the curriculum and reading pledge time. • Reading 'baskets' are accessed by children at lunchtime
<p>School strategies to improve attendance have a positive impact on attendance of identified pupils.</p>	<ul style="list-style-type: none"> • Teachers and those responsible for attendance know the children who are persistent absentees or persistently late. • Tiered approach to managing PAs improves attendance and manages the number of times late. • Case studies show the impact of focussed work to improve attendance of key individuals.

	<ul style="list-style-type: none"> Attendance figures for disadvantaged pupils is inline with peers and comparable with national data.
Increase opportunities for parents to come into school to engage with their children's learning.	<ul style="list-style-type: none"> Attendance at parental events and learning cafes Weekly book exchange in Early years, KS1 and Y3 is well supported by families. Parent voice confirms parents know about events happening in school Comments slips from parents who attend workshops are positive.
Forecasting provision map identifies the programme of support for identified children that is additional to QFT delivering learning in line with age related expectations	<ul style="list-style-type: none"> Utilise prior test information, statutory assessment data and FFT information to forecast for each child identifying those children who will achieve the expected standard and higher standard. Regular monitoring and discussions with teachers and teams reviews focus on teaching for groups (T2) and 121 (T3) sessions. Over the year children move from red or yellow to yellow or green. Improved attainment in RWM and more children EXS combined and GDS combined in all year groups.
Targeted children are increasingly confident in managing feelings, emotions and anxieties.	<ul style="list-style-type: none"> Conferencing with children will allow them to think about their own actions and outcomes of those actions. Learning mentor work with target children to effectively equip them with strategies to manage feelings, emotions and anxieties.

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: £ **94,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with New Wave to further support fidelity of implementation of Little Wandle. Pedagogical approaches are consistent and in line with LWLS programme	<ul style="list-style-type: none"> In April 2021, the DFE published the revised core criteria for effective systematic synthetic phonics teaching programmes DFE Reading framework July 2021 EEF Toolkit 	2, 7
Reading practice sessions in EYFS and KS1 linked to LWLS programme.	<ul style="list-style-type: none"> EEF 'Improving Literacy guidance' documents. KS1/KS2 DFE Reading framework July 2021 	2, 7
Rapid Catch Up Sessions for children across school to support children to be reading with enough fluency and accuracy to access the curriculum in class and to read with enjoyment and understanding.	<ul style="list-style-type: none"> EEF 'Improving Literacy guidance' documents. KS1/KS2 DFE Reading framework July 2021 	2, 5, 7
5 step writing process implemented in Y1-Y6	<ul style="list-style-type: none"> EEF 'Improving Literacy guidance' documents. KS1/KS2 	1, 2, 7
Writing sessions to include 'experience days'	<ul style="list-style-type: none"> Dynamic cultural capital has strong effects on students' schooling outcomes - Tramonte and Willms 2009, 	1, 2, 7
Handwriting strategy to be consistent and effectively embedded.	<ul style="list-style-type: none"> A 2012 study led by a psychologist at Indiana University found that 5-year-olds stimulated key parts of their brain needed for reading when they were first learning to write. 	1, 2, 7, 8
Spelling and vocabulary to be explicitly taught. Spelling Bee to raise profile.	<ul style="list-style-type: none"> Closing the vocabulary gap (2018) - Alex Quigley: In order to comprehend a text we need to know around 90%-95% of the vocabulary. -After the age of 5 most vocab is acquired through reading (unless explicitly taught). 	1, 2, 4, 7, 8
3 Year 6 classes Maths Subject Leader based in this year group.	<ul style="list-style-type: none"> Within our school we have found that having smaller groups across Y6 allows for children to access focused QFT to ensure gaps are filled effectively. It has been a key aspect of the improved outcomes as evidenced in our 2019 data. Children's confidence has grown. 	3, 7, 8
Daily arithmetic practice across the school (Including Reception and Y1) to allow children to use what they know.	<ul style="list-style-type: none"> Improving mathematics in Early Years/KS1 (and KS2). 	6, 7

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

Budgeted cost: £ 57,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release for Phonics Champion to support and coach in phonics lessons	<ul style="list-style-type: none"> Creating a coaching culture - upskilling the workforce in times of change (National college 2011) 	2,7
Phonics Blast sessions provide 15 mins repeated phonics each day for identified children across the school (focussing in particular on Y5)	<ul style="list-style-type: none"> EEF 'Improving Literacy guidance' documents. KS1/KS2 DFE Reading framework July 2021 	2, 7
Every day readers intervention to be aimed at specific children, teaching and support staff to be trained on this.	<ul style="list-style-type: none"> Effective intervention supports children's overall learning by addressing gaps in learning and misconceptions. Adams (2006) observed, 10 minutes of a teacher reading a day will expose a child to 700,000 words a year. If the child reads for a further 10 minutes this number almost doubles. (The Write Stuff by Jane Considine p32) EEF toolkit shows that enhancing teacher competence in teaching reading comprehension strategies can have a significant impact in attainment overall (EEF Reading comprehension strategies, 6 months). 	2, 7
Chapter one (A local company provides 50 reading buddies to read with children from Foundation to Year 3).		
Times Tables Blast sessions provide 15 mins repeated multiplication each day in Y3-Y6	<ul style="list-style-type: none"> Effective intervention supports children's overall learning by addressing gaps in learning and misconceptions. 	1, 2, 3, 6, 7, 8
Tired provision map to be reviewed each term, identifying targeted children and impact of interventions.	<ul style="list-style-type: none"> Effective intervention supports children's overall learning by addressing gaps in learning and misconceptions. 	1, 2, 3, 6, 7, 8
Using teachers effectively for targeted learning	<ul style="list-style-type: none"> EEF Tool kit - small group interventions. Teachers are the most knowledgeable and experienced at identifying gaps quickly. Using the School Led Tutoring approach (topping up the 60% funded from PPG). 	1, 2, 3, 6, 7, 8

Continue to engage in a programme of school partnership with a cluster of local schools in a diverse context where enquiry based school improvement is developed.	<ul style="list-style-type: none"> Feedback is vital for actual improvement, not just change. People are encouraged, and must practise, being candid with one another. Leaders practise questions, rather than answers. - Fullan Nuanace 2020 The principles of effective school-to-school peer review -NAHT 	7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 88, 380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to closely monitor attendance and punctuality and work closely with targeted families.	<ul style="list-style-type: none"> The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2, the lower the likely level of attainment at the end of KS2. In school data shows children with low attendance do not achieve as highly as their peers. 	3
Attendance awards termly and yearly for 100% attendance.		3
Introduce a targeted tiered approach to engage parents of children who are persistently absent in conversation about their child's attendance		3
Learning mentor trained on specific programmes to support families	<ul style="list-style-type: none"> EEF Social and Emotional Learning - from teacher tool kit = +4 months. 	3, 4, 5, 8
Learning mentor to work with targeted children to support with specific areas for development and support social and emotional development e.g play/lego therapy.	<ul style="list-style-type: none"> EEF research has shown that access to the arts and sports can have a significant effect on self-esteem and outcomes. (EEF Extending school day, 2 months; EEF Arts Participation, 2 months; EEF Sports participation, 2 months). EEF Social and Emotional Learning - from teacher tool kit = +4 months. 	3, 5, 8
Parental engagement working party (Friends of Leighton) including staff and parents, to meet regularly to ensure that support for parents is targeted and effective.	<ul style="list-style-type: none"> Lack of engagement, lack of support for learning and sometimes lack of basic skills can lead to a lack of progress for this group. - Rowland (2014) <i>The Pupil Premium</i>. EEF 'working with parents guidance report'. 	1, 3, 4, 5, 8

Learning and pastoral workshops in place to support parents with home learning and managing behaviour.	<ul style="list-style-type: none"> • EEF 'working with parents guidance report'. • EEF Tool kit = +4 	3, 5, 8
All year groups will have 'experience days' and/or go on trips that will develop cultural capital and the opportunity to learn and practice new vocabulary.	<ul style="list-style-type: none"> • Dynamic cultural capital has strong effects on students' schooling outcomes - Tramonte and Willms 2009, 	1, 2, 7, 8
Holiday club to ensure children have engaging activities to join and opportunity to talk and develop vocabulary.	<ul style="list-style-type: none"> • EEF research has shown that access to the arts and sports can have a significant effect on self-esteem and outcomes. (EEF Extending school day, 2 months; EEF Arts Participation, 2 months; EEF Sports participation, 2 months). 	5, 8
Breakfast club will be available to children who need support with attendance and transition into school.	<p>Family Action.org 2019:</p> <p>Breakfast consumption in children has been found to:</p> <ul style="list-style-type: none"> • Improve cognitive function, particularly memory, attention, and executive function • Improve academic performance, including school grades and achievement test scores • Increase on-task behaviour in the class 	3, 5, 8

Total budgeted cost: £ 230,760

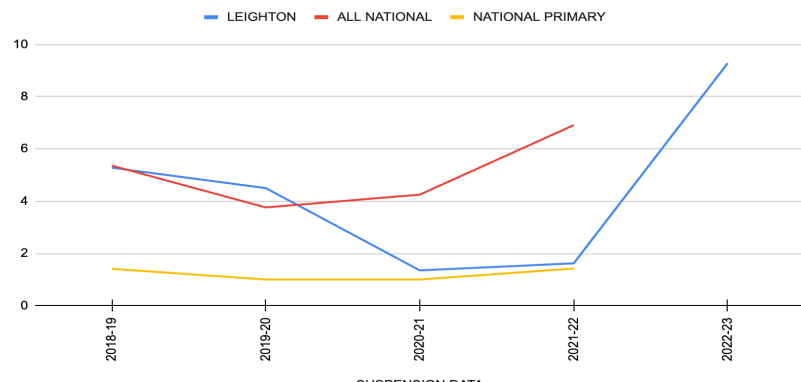
Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The school Pupil Premium champion compiles termly data reports to monitor the gap and attainment of eligible children.	
Aim	Outcome
Early reading and phonics attainment will improve across EYFS and KS1	<ul style="list-style-type: none"> Significant improvements by eligible children at the End of Reception in Word Recognition, Comprehension and Writing when comparing to 2021-2022. At least 76% of Year 1 children (including eligible children) will pass the phonics screening. <ul style="list-style-type: none"> 77.3% disadvantaged children passed phonics screening in June 2023 compared to 77.9% not disadvantaged. Pupils eligible for PPG have achieved slightly better than those children not eligible and builds on the improvements made in 2022. The gap in 2019 was 16 percentage points and this has reduced to 2 percentage points in 2022. In 2023, the gap has been eliminated and eligible pupils are achieving slightly better than not eligible pupils. Attainment for disadvantaged pupils in 2023 at Leighton is 8 percentage points higher than the national figure (69%). 86% of Y2 disadvantaged pupils passed the phonics screening check in June 2022. 100% of EYFS achieve Phase 3 by the end of the year. <ul style="list-style-type: none"> 89% of EYFS children secure at or working confidently within Phase 3 in June 2022. 63% of EYFS PP children were secure at or working confidently in Phase 3 in June 2022 69% of children secure at or working confidently within Phase 4 in June 2022. 32% of EYFS PP children were secure at or working confidently in Phase 4 in June 2022 Consistent delivery of phonics and guided reading facilitated strong progress. <ul style="list-style-type: none"> In Reading at the end of KS1, 58% disadvantaged pupils achieved EXS in 2023 compared to 77% not disadvantaged. This is an 8 percentage point increase from 2022 (50%). The attainment gap increased in 2023 to 19 percentage points. The children on roll from Reception (15 pupils eligible for pupil premium) achieve better - 80% met the expected standard.
Improve outcomes for the current Y3 and Y4 and achieve the goals set.	<ul style="list-style-type: none"> Writing attainment in Y3 remained the same - 52% at the end of Y2 to 53% in Y3 2023. Writing attainment in Y4 improved from 8% in Y3 to 18% at the end of Y4. Reading attainment in Y3 remained the same - 53% at the end of Y2 to 52% in Y3 2023. Reading attainment in Y4 dropped from 33% at the end of Y3 to 27% at the end of Y4. Maths attainment in Y3 remained the same - 53% at the end of Y2 to 52% in Y3 2023. Maths attainment in Y4 dropped from 41% at the end of Y3 to 32% at the end of Y4.

	<ul style="list-style-type: none"> • MTC - APS for Eligible pupils is 20.91 • MTC - Percentage of eligible pupils who score 25/25 is 42% compared to 53% (whole cohort)
Writing attainment will improve	<ul style="list-style-type: none"> • Spelling and Vocab was explicitly and consistently taught. • The school's consistent approach was explicitly taught. • The whole school attainment in writing improves so that the school target of >65% RWM combined is achieved. <ul style="list-style-type: none"> ◦ In Writing at the end of KS1, 42% disadvantaged pupils achieved EXS in 2023 compared to 73% not disadvantaged. This is a 8 percentage point drop from 2022 (50%). ◦ Writing at the end of KS2, 50% disadvantaged pupils achieved the expected standard compared to 82% not disadvantaged. This is a 14 percentage point drop when compared to 2023. The gap between disadvantaged pupils is 32 percentage points. ◦ Combined attainment of disadvantaged pupils at Leighton (46%). This 3 percentage points higher than 2022
Targeted teacher led interventions aimed at identified children will be effective in ensuring children are supported in specific areas.	<ul style="list-style-type: none"> • Interventions were more impactful where a simple repetitive pedagogy was used e.g. Little Wandle or Times tables and regular assessment and regrouping ensured the programme of study is targeted to gaps. • KEY STAGE 1 ATTAINMENT 2023 <ul style="list-style-type: none"> ◦ RWM (combined) 33.3% of disadvantaged pupils met the expected standard in 2023 compared to 76.2% of non disadvantaged pupils. ◦ In Reading, 59.9% disadvantaged pupils achieved EXS in 2023 compared to 76.2% not disadvantaged . This is a 4.7 percentage point increase from 2022. The children on roll from Reception (15 pupils eligible for pupil premium) achieve better - 80% met the expected standard. ◦ In Writing, 40.7% disadvantaged pupils achieved EXS in 2023 compared to 76.2% not disadvantaged . This is a 13.8 percentage point drop from 2022. The children on roll from Reception (15 pupils eligible for pupil premium) achieve better - 60% met the expected standard. ◦ In Maths, 48.1% disadvantaged pupils achieved EXS in 2023 compared to 76.2% not disadvantaged . This is a 6.4 percentage point drop from 2022. The children on roll from Reception (15 pupils eligible for pupil premium) achieve better - 76% met the expected standard. • KEY STAGE 2 ATTAINMENT 2023 <ul style="list-style-type: none"> ◦ In RWM combined, 46.2% disadvantaged pupils achieved EXS in 2023 compared to 73.5% not disadvantaged . This is a 3.3 percentage point increase from 2022. ◦ In Reading, 50% disadvantaged pupils achieved EXS in 2023 compared to 85.3% not disadvantaged . This is a 3.6 percentage point drop from 2022. ◦ In Writing, 50% disadvantaged pupils achieved EXS in 2023 compared to 82.4% not disadvantaged. This is a 10.4 percentage point drop from 2022. ◦ In Maths, 53.8% disadvantaged pupils achieved EXS in 2023 compared to 85.3% not disadvantaged . This is a 6.5 percentage point drop from 2022.
Commit to a programme of CPD to support school improvement and ensure	<ul style="list-style-type: none"> • Internal school quality assurance shows overall provision in class is effective. • Pedagogies e.g. use of visualisers are used consistently. • The Little Wandle Phonics Programme is implemented with fidelity. • TT Blast and lesson implemented with fidelity in Y4.

highly effective classroom pedagogies.	<ul style="list-style-type: none">The school's reading plan is implemented in classes																								
Children will be socially and emotionally ready to learn.	<ul style="list-style-type: none">Children's books indicated strong progress from their starting point.In class behaviour incidents remained low.The rate of suspension data in previous years has been below the national suspension figure but above the rate for state funded primaries.In 2022-23 the school saw a significant increase in suspensions. <div><p>SUSPENSION DATA 2018-2023</p><table><caption>Suspension Data 2018-2023</caption><thead><tr><th>Year</th><th>Leighton</th><th>All National</th><th>National Primary</th></tr></thead><tbody><tr><td>2018-19</td><td>5.5</td><td>5.5</td><td>1.5</td></tr><tr><td>2019-20</td><td>4.5</td><td>4.0</td><td>1.0</td></tr><tr><td>2020-21</td><td>1.5</td><td>4.5</td><td>1.2</td></tr><tr><td>2021-22</td><td>1.8</td><td>7.0</td><td>1.2</td></tr><tr><td>2022-23</td><td>9.5</td><td>-</td><td>-</td></tr></tbody></table></div> <ul style="list-style-type: none">In 2022-23 - 8/10 (80%) children with recorded suspension were pupils eligible for PPG.In 2021/22 - 5/7 (71%) children with recorded suspension are eligible for PPG.In 2019/20 - 9/16 (56%) children were eligible for PPG.	Year	Leighton	All National	National Primary	2018-19	5.5	5.5	1.5	2019-20	4.5	4.0	1.0	2020-21	1.5	4.5	1.2	2021-22	1.8	7.0	1.2	2022-23	9.5	-	-
Year	Leighton	All National	National Primary																						
2018-19	5.5	5.5	1.5																						
2019-20	4.5	4.0	1.0																						
2020-21	1.5	4.5	1.2																						
2021-22	1.8	7.0	1.2																						
2022-23	9.5	-	-																						
Inconsistent attendance and punctuality do not impact upon attainment.	<ul style="list-style-type: none">The gap between eligible and not eligible pupil attendance reduces.Attendance for eligible pupils at Leighton (93.2%) exceeds the FFT National 91.3%.Number of children identified as PA reduces from 2020-2021 (38) to 26 children in 2022-23.																								
Parents will feel involved with the school community and more confident supporting their child with learning at home.	<ul style="list-style-type: none">Good parental attendance at summer term learning cafes - particularly in the younger year groupsFriends of Leighton Group established.Meet the teacher event well attended in September 2023Summer Games Events.																								

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
X Tables Rockstars	TT Rockstars
Chapter One	Chapter One

Service pupil premium funding

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

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