

PUPIL PREMIUM STRATEGY

2024 - 2025/6

This statement details our school's use of pupil premium (and recovery) 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	309 (Nov 25)
Proportion (%) of pupil premium eligible pupils	128/ 309 - 41%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	Feb'26, April'26, Sept'26
Statement authorised by	Amy Woolner (HT)
Pupil premium lead	Amy Woolner
Link Governor	Robert Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210, 100

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. 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, particularly those that arrive with no/limited English.

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

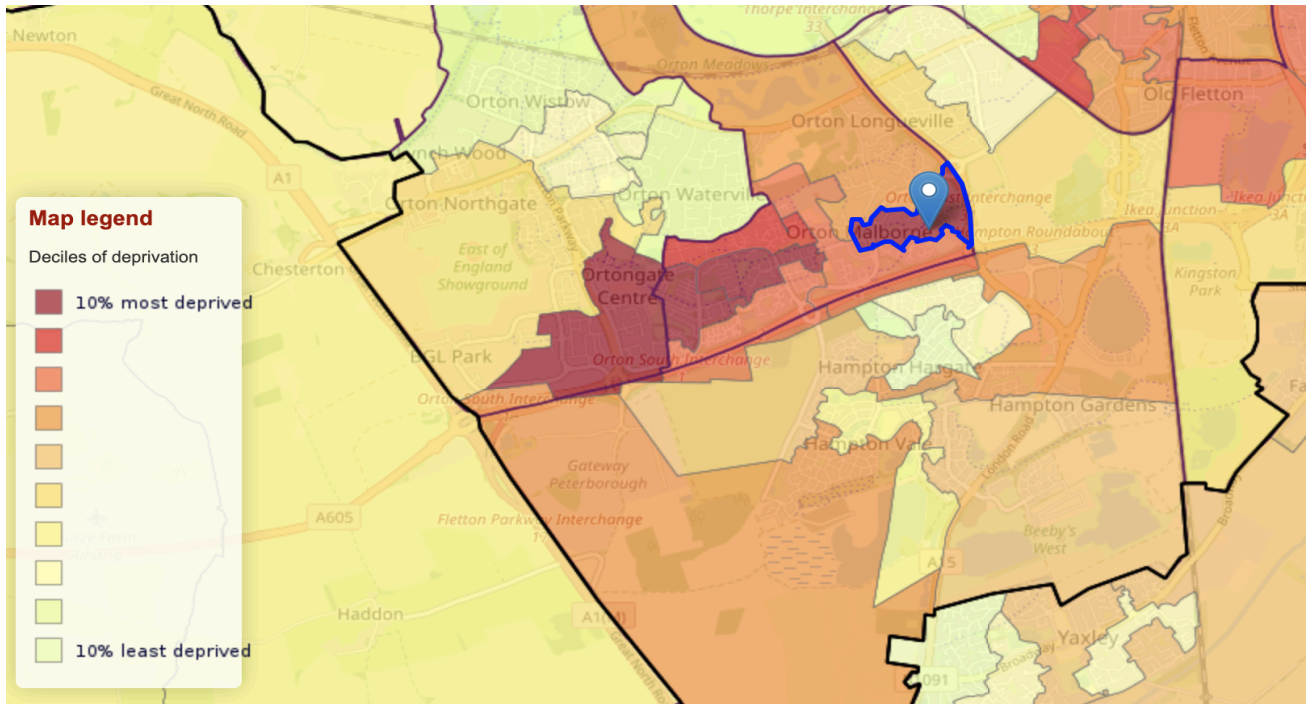
We have a school wide commitment to raise achievement for pupils who are eligible for Pupil Premium and know these pupils must make faster progress than non-eligible pupils. All staff work together with determination to achieve this.

- 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, the senior leadership team 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.*
- *To improve the oracy skills of pupils eligible for PPG - this supports their general English skills but particularly writing*

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
 - Include the attainment and progress outcomes for PPG pupils on our school development plan and review regularly. Make adaptations where necessary.
 - Embed a whole school oracy project.
 - Develop a consistent pedagogical approach to all teaching across school.
 - 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
 - Two pastoral support officers, supporting pupils and their families
 - Emotional wellbeing interventions
 - KS1 provision hub
 - Attendance officer
 - Developing knowledge of EYFS practitioners to support early development

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, sometimes with no/limited English
6	Rapid recall of number facts is limited.
7	The number of pupils achieving higher standards in RWM combined 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"> ● Using our new electronic tracking system, PP children with the potential to achieve the Greater Depth Standard (GDS) will be identified and interventions provided if necessary. ● Quality First Teaching (QFT) ● % of PP children achieving GDS across school will increase
Improve outcomes in Year 5 in Reading and Writing.	<ul style="list-style-type: none"> ● QFT for all children ● Assessments to inform teaching in reading ● Use the 5 step writing process for writing ● Electronic assessment system will enable closer tracking of progress and attainment of all pupils, PP children can be grouped to look at their progress in more detail
Improve outcomes in Maths in Reception, Year 1 and Year 6	<ul style="list-style-type: none"> ● QFT for all children ● Electronic assessment system will enable closer tracking of progress and attainment of all pupils, PP children can be grouped to look at their progress in more detail ● Interventions for pupils not making enough progress
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"> ● Electronic assessment system will enable closer tracking of progress and attainment of all pupils, PP children can be grouped to look at their progress in more detail ● CPD for teachers to address misconceptions during lesson times ● GDS writing is a barrier to overall GDS. Interventions will start earlier for pupils who show potential in writing. Pupils will have opportunities to develop their own flair (author's voice).
Embedding of LWLS will improve across phonics attainment in EYFS and Year 1 and the wider school	<ul style="list-style-type: none"> ● Completing work with the New Wave English Hub will consolidate our development and learning for LWLS ● Coaching of all adults delivering phonics teaching ● Specific input for adults new to teaching phonics ● Providing adults to enable small groups for teaching phonics
Daily arithmetic sessions and 15 minute maths boost leads to improved scores on termly arithmetic tests.	<ul style="list-style-type: none"> ● For all children, daily ● Maths lead to monitor the quality of the sessions and the progress pupils make ● Feedback given to staff to ensure this teaching is high quality

<p>5 step writing plan, spelling programme, tier 3 vocabulary and handwriting are implemented consistently and effectively</p>	<ul style="list-style-type: none"> ● QFT in writing, spelling and handwriting for all pupils ● Reviewing spelling curriculum and the school approach
<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"> ● Focus on PE, increasing the amount of time pupils spend being physically active ● Enable PP pupils to excel in other foundation subjects to build on an already successful curriculum ● Subject leaders released to experience high quality provision in other local schools
<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 lead to review the reading spine to ensure it is relevant to current popular authors ● Reading lead to ensure QFT across school including the reading pledge (daily reading as a class) ● Reading lead to provide interventions for pupils not on track ● Engage with new interventions to increase progress in reading (FFT)
<p>School strategies to improve attendance have a positive impact on attendance of identified pupils.</p>	<ul style="list-style-type: none"> ● Attendance in general is good and above national ● Some pupils who are PP have declining attendance. The attendance manager continues to meet with families and provide support (working with family support and pastoral team). ● Close links are made within the Early Help support system and the attendance leader. ● Work on attendance begins in preschool, to set expectations with families and offer support where needed
<p>Increase opportunities for parents to come into school to engage with their children's learning.</p>	<ul style="list-style-type: none"> ● Parent cafes will be in place every term, based on different areas of the curriculum. Tea/coffee and cake provided to encourage attendance. Pupils will write invites to increase participation also. ● Parent evenings will be face to face - phone calls offered to those unable to make the dates. Teachers will call parents for updates even if they do not book an appointment ● Fundraising events to encourage parent participation. ● Reading events to encourage reading for pleasure ● Provide opportunities throughout the year for parents to come into school, e.g. parent lunches
<p>Forecasting and class profiles identify the programme of support for identified children that is additional to QFT delivering learning in line with age related expectations</p>	<ul style="list-style-type: none"> ● Class profiles to be kept relevant and up to date ● Notes made to identify who needs support and what they need ● Electronic system to support the identification of pupils

Targeted children are increasingly confident in managing feelings, emotions and anxieties.

- Family support worker keeps clear records of the interventions and the impact of these on pupils
- Pastoral support officers to be ELSA trained and support as many pupils as possible, keeping logs of progress and communicating with families
- Weekly vulnerable pupil meetings enable leaders to review the progress of individuals and make adaptations to their provision where needed
- A spreadsheet keeps a close log of what pupils need and the impact of support
- Behaviour logs will show improvements for specific pupils
- Alternative Provision (AP) accessed where necessary, including transport to external AP

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **99,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pedagogical approaches are consistent and in line with LWLS programme, using our 'in house' expertise and release time to coach staff.	<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
Improve oracy skills of pupils to improve their writing and vocabulary	<ul style="list-style-type: none"> 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). EEF 'Improving Literacy guidance' documents. KS1/KS2 	2, 7, 9
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: £ 54,250

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 Nuance 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: £ 56,350

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
		3
		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
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
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	Family Action.org 2019: Breakfast consumption in children has been found to:	3, 5, 8

with attendance and transition into school.	<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	
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Total budgeted cost: £ 210,100

Part B: Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium (and recovery funding) activity had on pupils in the 2024 to 2025 academic year.

The school leadership team compiles termly data reports to monitor the gap and attainment of eligible children.	
Aim	Outcome
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"> All year one pupils achieved a pass rate of 90% PP pupils achieved:80% pass rate The teaching of phonics and early reading is good quality and was noted in a recent Ofsted inspection
Children with the potential for good attainment are identified and provided for through effective pedagogies.	<ul style="list-style-type: none"> Early intervention by subject leaders & teachers - tracking the data and adapting action plans / provision for identified children. WRITING: (Compared to 23/24) 89% of Year 1 PPG pupils achieving ARE (+42%); Year 4 PPG 48% (+7%) all other year groups with no significant difference. The gap between NPPG % PPG ARE closed in Year 5 closed by 16%. READING: PPG ARE Year 1 88% (+26%); Year 2 61% (+7); Year 4 67% (+8%); Year 6 57% (+5%) The gap between NPPG % PPG ARE closed in Year 5 closed by 8%; in Year 6 the gap reduced by 28% MATHS: PPG ARE Year 1 89% (20%) The gap between NPPG % PPG ARE closed in Year 5 closed by 7% & in Year 6 the gap reduced by 16% Combined ARE PPG Year 1 69% (+22%) Year 4 48% (7%) The gap between NPPG % PPG ARE closed in Year 5 closed by 14%; in Year 6 the gap reduced by 14%
Improve outcomes in Year 5 in Reading and Writing.	<p>Autumn Reading ARE PPG: 69% Summer Reading ARE PPG: 70% (+1%) The gap between NPPG % PPG ARE closed in Year 5 closed by 8%</p> <p>Autumn Writing ARE PPG: 50% Summer Writing ARE PPG: 53%</p> <ul style="list-style-type: none"> The gap between NPPG % PPG ARE closed in Year 5 closed by 7%
Improve outcomes in Maths in Reception, Year 1 and Year 6	<ul style="list-style-type: none"> In Reception the gap between PPG and Non PPG has reduced by 13.4% for pupils achieving ARE in maths. In Year 6 the gap between PPG and Non PPG has reduced by 16% for pupils achieving ARE in maths. 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.

<p>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.</p>	<ul style="list-style-type: none"> ● Inclusive approach in phonics enabled PPG pupils to make good progress ● Targeted support programmes across the school supported those children with gaps. This enabled some pupils to be back in for QFT ● Regular fluency assessment and fluency tracker shows improvements in fluency across school ● Phonics intervention/ sen resource facilitated 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 PPG children achieve the expected standard in Reading. End of KS2 reading was: 57% ● Regular release for the phonics champion to continue to support and monitor provision in phonics lessons. ● End of Key Stage 2 GDS PPG Reading 2024 = 17% 2025 = 19% Maths 2024 = 7% 2025 = 14% Combined
<p>Implementation of LWLS will improve across phonics attainment in EYFS, Year 1 and the wider school</p>	<ul style="list-style-type: none"> ● Year 1 June 2025 - PP eligible - 88.9% and non PP eligible 90% ● Year 2 June 2025 - 50% of PP passed PSC, 100% of non PP passed
<p>Daily arithmetic sessions and 15 minute maths boost leads to improved scores on termly arithmetic tests.</p>	<ul style="list-style-type: none"> ● Sessions are part of everyday practice ● Weekly assessments demonstrated progress over time
<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. A continued focus is needed for 2025-26
<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 tools to support planning and assessing foundation subjects. ● Experience days will be included in Foundation and Core subjects. Financial constraints limited some days for some year groups. ● Curriculum progression will be clear across the school.

<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. ● 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, however the text types and frequency need close monitoring this year
<p>Increase opportunities for parents to come into school to engage with their children's learning.</p>	<ul style="list-style-type: none"> ● Attendance at parental events and learning cafes was positive and numbers of parents attending have increased
<p>Forecasting provision map identifies the programme of support for identified children that is additional to QFT delivering learning in line with age related expectations</p>	<ul style="list-style-type: none"> ● Utilised 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. A variety of strategies were used to track progress and any intervention needed.
<p>Targeted children are increasingly confident in managing feelings, emotions and anxieties.</p>	<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.

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
FFT programme - Lightning Squad reading	FFT

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