

Pupil premium strategy statement – Leighterton Primary School

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

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

School overview

Detail	Data
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	5.9% (2025-2026) 9.2% (2025-2026, including service premium)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/5-2026/7
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jane Rushton, Executive Headteacher
Pupil premium lead	Jane Rushton
Governor / Trustee lead	Phil Nichols, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13, 970
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13,970

Part A: Pupil premium strategy plan

Statement of intent



Rooted in optimism, ambition and kindness,
we grow together.

The Pupil Premium Grant was introduced with the aim of providing additional support for children from low income families, as well as children who have been adopted from care or who are looked after by the local authority. The additional funding is to help schools to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. See [Pupil premium: overview - GOV.UK](https://www.gov.uk/pupil-premium-overview)

Our Key Principles

At Leighterton Primary School we support all of our pupils – academically, socially and emotionally – and we have high expectations of our pupils regardless of their backgrounds. Everyone here is committed to meeting the children’s social, emotional and academic needs within a caring, nurturing environment built on respectful, positive relationships.

When making decisions about the use of the Pupil Premium grant, we are mindful of the common barriers to learning that disadvantaged children might face. These may include less support from home, weak language and communication skills, lack of access to enriching activities outside of school, previous adverse childhood experiences, and financial and behaviour challenges. These challenges are varied and nothing about a family or child is assumed before they start school. In making provision for disadvantaged pupils, we recognise that not all pupils eligible for the grant are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Allocation of funding may be used to support any child the school has legitimately identified as being socially disadvantaged. Our approach is to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

At Leighterton Primary School, we provide a broad, balanced and ambitious curriculum for all children, regardless of any disadvantage or challenge that they might face. We recognise the value and contribution that every child can make and are committed to offering an inclusive curriculum to ensure the best possible progress for all children, whatever their specific needs, abilities and background. Working with parents and carers, we strive to ensure that all children make good progress across the school, both socially and academically. We believe that with the right support and encouragement, all children can progress and achieve well at our school.

Our ultimate objectives for supporting pupils eligible for the Pupil Premium Grant are:

- To ensure that all children have quality first teaching in every class, with a focus on areas in which disadvantaged pupils require most support.
- Enable all pupils to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- To ensure that all disadvantaged children make good progress through the school, including those with special educational needs, from their typically lower starting points, to close the gap against their non-disadvantaged peers through targeted academic support as required. This includes supporting all disadvantaged children with mid or high prior attainment to meet age-expected or better attainment where possible, putting them on the path to receive GCSEs in English and Maths at secondary school.
- To support the well-being of all disadvantaged children so that they are emotionally ready to learn in school
- To provide full access to the wider curriculum by ensuring that the expense of trips, residential trips, musical tuition, and other financial costs such as uniform and breakfast or after school clubs, do not exclude disadvantaged children.

Achieving these objectives:

To achieve these objectives, our first priority is to provide high quality teaching, where staff understand their role in helping pupils achieve and take responsibility for disadvantaged pupils' outcomes. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

High- quality teaching is supplemented by targeted academic support to enable vulnerable learners (including non-disadvantaged pupils) to 'close the gap' in their achievement as and when required. Intervention may support social or emotional needs, as well as academic ones. The effectiveness of teaching and progress is regularly checked and adjustments in provision made accordingly, so that staff are able to act early to intervene at the point the need is identified where resources allow. Interventions may include small group work for children with similar needs, in-class interventions and 1:1 support. Where there are concerns about a child's progress or

well-being, staff work closely with a range of professions, including from Early Help, the Advisory Teaching Service, the school nurse and other professionals to improve outcomes further.

We also ensure that there are no financial barriers to learning, so that all children have full access to the wider curriculum – including trips, residential trips, clubs, Forest School classes, school uniform, breakfast or after school club and music tuition.

The Executive Head Teacher and the Local Governing Body monitors the impact of all spending and interventions, including the use of the Pupil Premium grant and are aware of the recommendations made by the Education Endowment Foundation with regard to best use of the funding.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers. (E.g. outcomes for 2025 indicate that 50% of children eligible for PPG met standard compared to 89% of peers; data varies from year-to-year due to small cohorts.)
2	Assessments indicate that some disadvantaged pupils performed below age-related expectations in English and Maths. (End-of-year data 2025 – 5/9 children eligible for PPG were working below ARE in English; 6/9 in Maths). Data varies year-to-year due to small cohorts.
3	Observations and discussions with families have indicated social and emotional difficulties, sometimes presenting as low-self-esteem or a lack of resilience.
4	For a small number of children financial barriers may prevent engagement in extra-curricular/ enrichment activities/ breakfast club provision. Other financial barriers may include school uniform/ clothing.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils as a result of further development of the teaching of phonics and	Phonics Screening Check: For 2025-2026, 100% of children eligible for PPG to meet the standard by the end of Y2.

reading – quality first teaching and targeted academic support	KS2 reading outcomes: Between 2025 and 2027, 8/9 children meet the standard in the reading test. <i>2024-2025 (Y6) – 50% (1/2) children met the standard, in line with expectations.</i>
Improved transcriptional skills among disadvantaged pupils	Assessments indicate that by the end of 2027, all children eligible for PP/PPG in KS2 have tripod grip; and can spell 90%+ of the HRSW.
Improved maths attainment among disadvantaged pupils	KS2 Maths outcomes: Between 2025 and 2027, 8/9 children meet the standard in the Maths test. <i>2024-2025 (Y6) – 50% (1/2) children met the standard, in line with expectations.</i>
Improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged	Sustained high levels of wellbeing, resilience and self-esteem, demonstrated by: • Data from pupil questionnaires and parent questionnaires • Emotional Literacy Support records • Participation in enrichment activities proactively offered by the school, including positive selection for clubs, leadership roles, sports teams and other opportunities • Participation in school visits
No disadvantaged pupil feels different to their peers due to lack of uniform or lack of opportunities at school.	School uniform, clubs and school trips are funded where necessary.

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELS SSP and ELS Spelling for Y2 embedded. ELS Spelling and Word Knowledge introduced across Key Stage 2.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	1/ 2

All staff to be trained in ELS and reading leader to be given time each week for coaching/ staff support. £400 ELS training and additional resources with the rest taken from main budget	comprehension), particularly for disadvantaged pupils. Phonics EEF The Writing Framework recommends that spelling teaching should be explicit, cumulative and engaging. It should be regular and consistent, taught in small steps, with lots of opportunity for practice, including through dictation and the teaching of orthography, morphography and etymology. The writing framework https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
Use levelled readers from Year 2, using fluency assessments to match texts carefully Whole class reading sessions from Year 2 to promote teaching for fluency using evidence-based approach Volunteer librarian to promote a culture of reading for pleasure, promoting books and purchasing new books each term, developing Book Club ideas from The Reading Framework. Leaders to have time to coach and support staff £1500 staffing/ coaching	Reading comprehension strategies are high impact on average. Alongside phonics, it is a crucial component of early reading instruction. Reading comprehension strategies EEF Whole class reading is proven to be a key component for improving literacy outcomes. Improving Literacy in Key Stage 2 EEF Pupil conferencing indicates that the children are very positive about the library and that they are keen to read for pleasure. It is important that we address this key area in the face of research which shows declining rates of reading for pleasure amongst children. Our response to research showing a fall in reading for pleasure EEF	1/2
Explicit teaching of handwriting with new evidence-informed programme that builds the cognitive and physical skills for handwriting (Kinetic Letters) introduced across the school. Staff to be trained and leaders to have time to coach and support staff. £500 staffing/coaching £1000 resources	The Writing Framework (2025) draws together evidence to conclude that a key objective is for pupils to achieve automaticity in handwriting. It states that pupils should be taught handwriting precisely, in a clearly sequenced progression, starting from reception, to support their gradual acquisition of skills. The writing framework	2

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance, making use of CanDo maths resources and GLOW maths hub for training. CanDo Resources £500 – with the rest covered by the main budget	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Successive international tests such as TIMSS and PISA evidence the effectiveness of the mastery approach in maths. https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/#Notes https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2
Introduce the SCARF PSHE resource to enhance the quality of social and emotional learning. In addition, whole class engagement with MyHappyMind, a science-backed programme for schools grounded in the latest science and research about what it takes to create positive wellbeing and supports executive function. £400	Alongside academic outcomes, social emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). Metacognition and self-regulation EEF Social and emotional learning EEF	3

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupils who require further phonics support. Interventions carried out with fidelity to the ELS SSP. £5000	Phonics approaches have a strong evidence base, indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics EEF	1/2
Provision of an ELSA to facilitate 1:1 and small group sessions	As well as the evidence referenced earlier of the positive impact of social	3

targeted at pupils with mental health and well-being difficulties, including self-esteem, anxiety, anger management and self-regulation, as well as interventions to support communication (e.g. Socially Speaking). Reflective supervision time with EP service is provided for our school-based ELSA. £3500	and emotional learning, there is also evidence indicating the positive impact of the role of an ELSA in supporting individual pupils. The Emotional Literacy Support Assistant (ELSA) programme is an Educational Psychologist (EP) led intervention, which aims to support children and young people's (CYP) social, emotional and mental health (SEMH). Thematic analysis identifies five key themes: increased understanding of supporting children's needs; child-centred practice; training delivery; whole-school approach and challenges. https://www.elsanetwork.org/elsa-network/other-research/ https://www.elsanetwork.org/elsa-network/evaluation-reports/ Social and emotional learning EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £500 (in additional contributions from main school budget and charitable donations)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide financial support for some of our most disadvantaged pupils, including enrichment and trips, uniform, books, musical tuition. Music lessons for interested eligible pupils As required from school budget and local charities such as Gloucestershire Bundles.	We are mindful of wider pressures on some families and that enrichment opportunities which provide children with cultural capital are not affordable for all. As a school, we are fully committed to supporting our families and to reducing the impact of financial limitations. Evidence shows the positive impact of participation in the arts. Arts participation EEF Subject report series: music - GOV.UK	4
Free breakfast club provision. Costs to come from main budget.	There is some evidence to support the provision of free breakfast clubs. As a strategy to promote attendance and to support children who are reluctant to attend school, this is one way of providing a soft start to the school day.	4

	New EEF podcast: breakfast club provision in schools EEF Free school breakfast provision EEF	
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Total budgeted cost: £13, 400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching - Actions completed:

- ELS SSP was introduced across the school during 2023-2024. All staff trained in ELS, with phonics refresher training in September 2025. The scheme is delivered with fidelity (see NoV from SIP, Oct 2025). Phonics workshop for parents supported home-school engagement. 84% Y1 children passed the PSC at the end of 2025; 100% passed by the end of Y2.
- During 2025, decodable and levelled readers purchased to fill any gaps in provision identified. Fluency assessments are used from Year 2 to enable books to be matched to children's needs accurately. During 2024-2025, reading sessions were restructured so that teaching for fluency could be addressed explicitly using evidence-based approaches. This had good impact (see Reading learning walks).
- The school library updated and a volunteer librarian supports the development of a was a reading for pleasure culture. This work was recognised in the Notes of Visit from our school improvement partner, October 2025:

'Much work has been completed to improve and develop the shared spaces within the school. This has created a welcoming and purposeful library and workspace for children which encourages and focuses their attention on reading for pleasure. It is well organised and resourced with books that are front facing to support children's curiosity and choice of text.'

- CanDo Maths continued to be used consistently across the school.
- During 2024-2025, our spelling and handwriting provision was strengthened, with ELS Spelling and Word Knowledge, and Kinetic Letters schemes purchased and staff trained. This was implemented from September 2025.
- SCARF PSHE scheme of work was introduced to enhance the quality and rigour of teaching and learning. Pupil Conferencing, summer 2025, indicated that children could speak about consent, healthy relationships and keeping safe.

Targeted Academic Support - Actions completed:

- The deployment of teaching assistants was restructured in January 2025 to enable for regular, precise interventions based on robust assessments.

- Additional phonics sessions and interventions for children needing to keep up/catch up, based on robust, regular assessments. Tracking shows positive impact.
- Fluency rates of children working below age-related expectations were tracked and intervention put in place – either in class or additional reading. This had a positive impact (see PPM minutes).
- ELSA 1:1 and small group sessions targeted at pupils with mental health and wellbeing needs, including self-esteem, anxiety, self-regulation, anger-management and resilience training.
- ELSA given non-contact time for planning, as well as regular supervision.

Wider strategies - Actions completed:

- All extra-curricular trips paid for where support is needed, including additional swimming lessons
- Gloucestershire Bundles provided clothing and toiletries

Outcomes for disadvantaged pupils

Statutory Assessment Data 2025:

Y6

- Reading, Writing, Maths – 50% (in line with school target)

By the end of Year 6, 100% of this cohort could swim 25 metres.

Y4 – 3 PP children scored 24, 22, 18; 2 children eligible for the service premium scored 25, 24.

Y1 – 1 PP child; 1 service premium child. 50% met the standard.

EYFS – 0 children

When looking at the data, of the 3 of the 7 children eligible for the PPG benefited from ELSA interventions, ensuring that these children had a space and time to support their mental health and wellbeing. The positive impact of ELSA intervention is evidenced in ELSA records. These children also benefited from support from external professionals, including social workers, Early Help advice and local charities.

Pupil conferencing indicates that the wider strategies in place to support pupils had a positive impact. RSE consultation in the summer term indicated that children know about healthy relationships and consent.

All pupils were able to participate fully in all visits and residential trips. This group of pupils are positively discriminated for sporting opportunities and enrichment events.

Externally provided programmes

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

Programme	Provider
Essential Letters and Sounds	Oxford University Press
Essential Spellings	Oxford University Press
Essential Spelling and Word Knowledge	Oxford University Press
Kinetic Letters Handwriting	Kinetic Letters
CanDo Maths – EYFS-Y7	Buzzard Publishing
SCARF PSHE	Coram Life Education
MyHappyMind	My Happy Mind

Further information (optional)

The teaching staff are fully committed to providing support for all children when they need it. We have good links with our community and may request additional support from our Early Help Coordinator. In 2024-2025, the school used the Gloucestershire Bundles charity to provide support with clothing/toiletries.

When considering enrichment through sporting activities and pupil voice, staff will ensure that disadvantaged pupils are given responsibilities and opportunities.