

# Pupil premium strategy statement – Leigham Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Leigham Primary School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	29.2%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs S Barker
Pupil premium lead	Mrs S Barker/Mrs L Pimlott
Governor / Trustee lead	Mrs S Ferris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171385
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£171385

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium numbers indicate that we have a high level of disadvantaged pupils at Leigham Primary school. Our intention is to provide additional support which will remove the attainment, progress, engagement and attendance gaps between those children deemed to be disadvantaged and the rest. To assist in supporting these pupils we will:

- Ensure all teachers, HLTAAs and teaching assistants have training in the use of bespoke interventions to target children's learning needs.
- Provide staff training and coaching to develop effective strategies to support children further with their phonics, writing, using engaging 'hooks,' clear success criteria, modelling and a purpose for writing.
- Provide staff training to ensure children's social, emotional and academic needs are met, with significant focus on pupil well-being and strategies to promote engagement and which have a positive impact on attendance. We are a Trauma Informed School.
- Develop an appropriate ambitious curriculum to meet the varying needs of children across the school.
- Expand our inclusion team in order to provide increased support for children socially, emotionally and academically. This includes an Inclusion Lead, a Mental Health and Wellbeing Lead, ELSA trained TAs and a Learning Mentor. Lunchtime nurture provision will be timetabled to support small groups of vulnerable pupils.
- Incorporate outside learning opportunities where appropriate and possible.

## Challenges

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

Challenge number	Detail of challenge
1	Vulnerability factors including child protection concerns.
2	Lack of engagement in learning, poor attendance and low self-esteem.
3	Gaps in learning due to the impact of interruptions to high quality learning.
4	Lack of parental involvement disrupts effective learning or there are low levels of support at home for 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
Achieve national average progress score in KS2 Reading	Disadvantaged pupils will perform as well as the national average for all pupils.
Achieve national average progress score in KS2 Writing	Disadvantaged pupils will perform as well as the national average for all pupils.
Achieve national average progress score in KS2 Mathematics	Disadvantaged pupils will perform as well as the national average for all pupils.
Achieve national average pass rate percentage in Phonics Screening Check	Disadvantaged pupils will perform as well as the national average for all pupils.
Improve attendance of disadvantaged pupils to match that of non-disadvantaged pupils	Disadvantaged pupils will have attendance rates equivalent to that of the non-disadvantaged pupils.

## 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: £80489

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved attainment of pupils eligible for PP funding.	Additional time invested in HLTA to raise attainment of pupils eligible for PP funding. <a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4
Increased rates of progress for pupils eligible for PP funding.	Additional time invested in HLTA and staff to run booster and catch up sessions to accelerate progress of pupils eligible for PP funding. <a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4

Improved parental engagement in their children's learning.	Additional parental opportunities arranged for all parents to engage with school and their children's learning. <a href="https://educationendowmentfoundation.org.uk/toolkit/teaching-and-learning">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	4
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Narrow the Gap for children who have missed learning opportunities	<a href="https://educationendowmentfoundation.org.uk/toolkit/teaching-and-learning">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> One to one tuition led by HLTA's is very effective at improving pupil outcomes. One to one tuition might be effective strategy for providing targeted support for pupils that are identified as having low prior attainment or struggling in particular areas. (+5 months)	2, 3, 4

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

Budgeted cost: £90896

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expand our inclusion team in order to provide increased support for children socially, emotionally and academically. This includes an Inclusion Lead, Mental Health and Wellbeing Lead, Learning Mentor and ELSA TAs. Lunchtime nurture provision will be timetabled to support small groups of vulnerable pupils.	<a href="https://educationendowmentfoundation.org.uk/toolkit/social-and-emotional-learning">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a> Social and emotional learning approaches have a positive impact, on average, 4 months' additional progress in academic outcomes over the course of an academic year.	1, 2

Employing an Inclusion Lead to engage with parents and signpost further support- through workshops and additional supportive resources.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/reviews/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	2, 3, 4
Purchase the MAST support package from PLP, to ensure effective multi-agency working to support families who are eligible for DPP funding.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/reviews/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	1, 4

**Total budgeted cost: £80489 + £0 + £90896 = £171,385**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Insight is an assessment tracker which was introduced in 2022-2023. This allows staff to analyse and review data for PP and disadvantaged pupils efficiently and effectively.

Accelerated Reader is fully embedded and established throughout the school to develop fluency in reading and comprehension skills. Regular AR quizzes, analysis of AR reports and termly comprehension assessments show that children's comprehension skills and reading levels are progressing well. Parental engagement with this is positive.

Leaders established target groups of disadvantaged pupils who were not on track and working behind age expectations. Interventions and appropriate support were timetabled, planned and reviewed within Pupil Progress Meetings. Assessments at the end of the year showed good progress for disadvantaged pupils.

Our Safeguarding Lead is our Leigham Attendance Champion working closely with families to maximise the attendance of all pupils and increase awareness of good attendance across the school. Our Leadership Team and governors engage with parents outside on the playground at the start and end of each day, teaching teams engage parents through our Learning Together sessions, additional parental support programmes are offered, there are strong links with community hubs, and referrals are completed for some families to MAST. Staff work hard to provide a range of support both inside and outside of school. This has had a positive impact on our families as they are now more aware of attendance expectations, and the attendance of specific individuals is starting to improve. In addition to this, our Learning Together sessions have seen an increase in parental engagement.

### 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
N/A	

## Service pupil premium funding (optional)

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

To provide a teaching assistant to hold regular extra-curricular clubs and opportunities for military children (MKC Heroes). Day trips and sessions are provided to enable the children to engage with national and local forces charities and to help them to make friendships with MKC children from other local schools.

### **The impact of that spending on service pupil premium eligible pupils**

It engaged military families and gave the military children a sense of belonging to a group/community and feeling supported. The children formed a strong connection with the MKC Lead and know that she is a key adult they can talk to in school when needed.