

Pupil premium strategy statement – Leigh C of E Academy 2025-2026

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Leigh CofE Primary Academy
Number of pupils in school	199 (R-6) 211 (N-6)
Proportion (%) of pupil premium eligible pupils	44.2% 88
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lynn Lee
Pupil premium lead	Sarah Tyrell
Governor / Trustee lead	Erin Gilmour

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,805
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	£131,805

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve attainment and outcomes for disadvantaged pupils at Leigh so that they are closer to the national average, thereby closing the gap between disadvantaged and non-disadvantaged pupils.

Our approach is responsive to both common challenges and our pupils' individual needs. While aware of the national picture of the challenges that many disadvantaged pupils may face (based on statistics and research), we use diagnostic assessment, not assumptions, to identify the challenges and needs of our pupils at a whole school, class and individual level.

Through assessment and investigation, we have identified four key challenges that drive our strategy plan for this year:

1. Reading attainment – maintain provision
2. Social, emotional and mental health needs – maintain provision
3. Attendance – maintain provision
4. Parental Engagement

Based on Marc Rowland's approach of considering what schools have the most power to change, our main approaches will focus on addressing challenges 1 and 2 whilst actively supporting families with low attendance and working with families to engage with their child's learning.

Our expectation at Leigh is that all pupils, irrespective of background or challenges they face, will develop functional reading and communication skills in order to support their future learning and future lives. We have selected an evidence based phonics and reading scheme to ensure that all skills for reading are taught using evidence based teaching methods and the spiral curriculum ensures children build on prior knowledge. We have developed clear and effective systems to assess children's reading skills including decoding skills, fluency and comprehension. This ensure that we quickly identify gaps and challenges, and use this to select evidenced-based appropriate interventions to close the gaps. We will empower and skill our parents to enable them to support their children with learning to read.

Our expectation at Leigh is that all pupils, irrespective of background or challenges they face, will increase their own social, emotional and mental health awareness. They will be taught the skills to identify, discuss, regulate and manage their own thoughts, feelings and behaviours in order to participate fully in their school, home and wider

society. They will be empowered by staff and the school ethos to feel more confident and resilient.

Our expectation at Leigh is that all pupils are supported and encouraged to achieve their individual highest possible attendance. Policies, systems and procedures are in place to support children and their families to achieve this. To encourage good attendance, we ensure that Leigh is a place to which the children want to come, where they are respected and valued, where their needs are recognised and supported and where they can experience success within a rich, relevant and diverse curriculum. Working with families and external agencies is paramount.

Statistics show that Parental involvement is a greater indicator of pupils' attainment than social economic background. At Leigh, we have increased the low stakes, non-threatening, invitational opportunities for our parents to engage with school life. Our next steps aim to increase parental understanding of what their child is learning, how they learn and how parents can help.

The approaches we have adopted complement each other and help pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged to aim ever higher in the work they are set and provide appropriate scaffolds to enable them to achieve.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<u>Reading attainment</u> Data shows that writing attainment across all year groups for all children is below the national average. This is the same for pupil premium children. <u>%PP children at ARE+ in reading July 2025</u> Y1 45%; Y2 37%; Y3 41%; Y4 45%; Y5 62%; National data for 2025 in reading Phonics Screen = 70% (up from 55% the previous year). KS2 = 68% expected+, 28% at greater depth (up from 61% and 25% the previous year).

2	<u>Social and Emotional Literacy and Regulation</u> Many of our children start their day in a state of dysregulation linked to their home lives. Through our nurturing and supportive ethos, many children report that school is their safe space. (see Beacon school audit report, Governor monitoring report, Academy Evaluation Day report). Staff prioritise children's physiological and psychological needs before addressing their educational needs, as described by Maslow. Our extensive universal provision for children's SEMH needs as well as targeted support, enables more children to be regulated and ready to learn. Self-esteem, managing emotions and dealing with adverse childhood experiences remain key areas of need for our children. The strategies we use are having a positive impact on our pupils and need to be sustained and build upon.
3	<u>Punctuality and Attendance</u> Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. This was also highlighted during our ofsted inspection: 'Some pupils do not attend school regularly enough. This means that gaps emerge in their knowledge, and they struggle to develop positive attitudes to learning. Leaders should take further steps to work with these pupils and their families to instil the importance of regular school attendance so that attendance improves for these pupils.' <u>End of year attendance data July 2025</u> School attendance = 93.4% (up from 91.4% July 2024) Attendance of pupil premium children = 90.8% Persistent absence (less than 90%) = 20.9% (down from 26.9% July 2024) See half-termly attendance monitoring reviews for greater detail.
4	<u>Parental Engagement</u> Parental engagement in school life and being able to support their child's learning is important in creating positive attitudes to learning in our children. There are now a significant number of low stakes, non-threatening invitational opportunities for our parents to engage with school including: Christmas and Summer Fayres; Festive Fridays; Art and Design activities and showcases; Come and learn days; weekly celebration worship; parent coffee mornings; half termly arts worship; phonics workshops; board game afternoon. Our next challenge is to support parents to engage with learning and supporting their child with learning at home.

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
<i>Challenge 1</i> Increase in pupil attainment in reading. Increase in number of pupils meeting phonics screen check expectations. Clear intervention pathway for pupils who are below ARE in reading – early identification, intervention focuses on the right element of reading based on the pupil needs, interventions are carried out with fidelity and have impact.	Identify target children to reach ARE in reading by the end of the academic year (+6% from July 2025) Identify target children to pass phonics screen check at end of the academic year (+6% from cohort results at end of Reception year)
<i>Challenge 2</i> Pupils show greater awareness of their own social and emotional needs and how to manage them. They learn strategies to support their confidence and resilience. They learn strategies to aid their behaviour for learning.	Monitoring indicates that pupils have a greater awareness of strategies to regulate their emotions. Monitoring indicates that the language used by staff supports children to self-regulate and build their confidence and resilience Monitoring indicates that pupils are explicitly taught the skills needed for positive learning behaviours. Carefully selected targeted interventions support children who need a greater level of support to manage their social and emotional needs. Inclusion assistant and Learning Mentor work to support a greater number of children to be regulated and ready to learn. They provide interventions to explicitly teach skills for managing emotions and social situations.
<i>Challenge 3</i> Pupils and families understand the importance of regular school attendance and work with school staff to make improvements.	There is a reduction in the number of disadvantaged children who are persistently absent. Monitoring shows that pupils and parents understand the importance of good attendance. Staff awareness of barriers to attendance and how to support families to overcome this is increased. All staff are aware of children who are persistently absent and individualised strategies are in place to support these families.
<i>Challenge 4</i>	Workshops and opportunities to see lessons being taught enable parents to understand

Parents and carers gain a better understanding of how to support their child with their learning.	how they can support their child with learning. In some areas, bespoke packages of support and coaching are provided to parents. Academy website provides appropriate signposting for parents with regards to their child's learning, social and emotional needs and SEND needs.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
-RWInc monitoring days – ensure consistent high quality teaching - Amendments to reading lesson structure to ensure focus on fluency. -Parent sessions and resources for ch not meeting expectations in phonics -Development of reading for pleasure across the school -Parent sessions and resources to support reading together in nursery	Our phonics provision has been commended by RWinc coaches. Phonics results are improving. Staff feedback that the development days support their CPD and ability to deliver the programme effectively. Chris Such training for literacy lead has highlighted small adjustments that can be made to our reading curriculum to better support reading fluency.	Challenge 1
Continue to ensure that staff are knowledgeable about SEMH needs and how children can be supported	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) Audits by outside agencies show that our provision for SEMH meets the needs of our children – this level of support needs	Challenge 2

through professional development and coaching -Flourish training and groups for year 6 -Keys outreach support -Beacon schools support -5 point scales -emotion coaching -Calm corners and resources	to continue and be enhanced where possible (Beacon schools audit; academy evaluation day report).	

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of SEMH interventions and support groups to ensure children's needs are met, including set up costs, CPD for staff and running costs.</i> - <i>Drawing and talking</i> - <i>Lego therapy</i> - <i>Socially Speaking</i> - <i>ELSA lapbooks</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Audits by outside agencies show that our provision for SEMH meets the needs of our children – this level of support needs to continue and be enhanced where possible (Beacon schools audit; academy evaluation day report).	Challenge 2
Fast track phonics interventions -Track reading fluency Clear intervention pathway focused on area of reading that needs developing for	Our reading attainment is increasing year on year. This evidences that our phonics approach is effective for the majority of pupils. Fast track interventions are having a positive impact on the majority of pupils.	Challenge 1

lowest 20% (precision teaching, fast track phonics, reading comprehension support)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school approach to supporting social and emotional wellbeing</i>	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	Challenge 2
<i>Consistent implementation of the attendance policy and support for families of pupils with low attendance.</i>	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	Challenge 3
<i>Financial support to enable disadvantaged pupils to engage with all aspects of the wider school life.</i>		Challenge 4
<i>Bespoke packages for support for 1 or 2 children who need significant support beyond that currently available.</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	Challenge 2
<i>Provision of full time Safeguarding Lead to ensure our most vulnerable children and their families get the right help at the right time</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	Challenge 2
<i>Implementation of strategies to increase parents'</i>	Parental engagement EEF (educationendowmentfoundation.org.uk)	Challenge 4, Challenge 1, Challenge 2

<i>knowledge of how to support their child with key skills, social and emotional literacy and self-regulation.</i>		
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Total budgeted cost: £130,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

1. Writing attainment

Writing attainment at the end of KS2 has risen from 53% ARE to 64% ARE.

Introduction of new writing scheme has been well received by staff and pupils. Staff report that writing expectations are clearer for staff and pupils and 'talk' around writing expectations is clearer. Writing in most English lessons is increasing children's stamina for writing and engagement with writing. Book monitoring shows that pupils are writing more and at greater length.

2. Social and emotional literacy skills and self-regulation

Time is protected for learning mentor and inclusion assistant to carry out SEMH interventions enabling more children to be targeted. Improved relationship between school and MHST practitioner has resulted in increased workshops and bespoke support.

Funding from a local business has enabled staff to be trained in Flourish SEMH workshops which are being delivered across year 6. PP funding supports the staff time to work with the children. This is having a positive impact on the children (as evidenced in pupil voice).

Academy evaluation day report Nov 2025

'Pupils with SEMH are catered for well and there are many bespoke provisions in place for these pupils as a result they make progress in their individual small steps. Adults support these pupils well and through the care and nurture they receive they flourish.'

3. Attendance

End of 2024 = 91.4%; 26.9% PA

End of 2025 = 92.8%; 19.4% PA

Academy evaluation day report Nov 2025

- The school has a system in place to monitor attendance of all pupils.
- The attendance lead follows up poor attendance using the procedure outlined in the policy.
- The school promotes good attendance.

4. Parental Engagement

Clear calendar of academy events, communicated well, well attended.

Weekly events: Aim ever higher worship, parent coffee morning

Termly events: drop every thing and read; EYFS stay and learning; workshops/activities linked to arts and assessment week; arts and assessment week assembly show case; cake sales

Annual events: Y6 end of year events, meet the teacher event; Festive Fridays

New events: Christmas fayre, board games afternoon, summer fayre, fast track phonics workshops, emotion coaching workshop for parents,

Parent attendance at these low stakes, high engagement events is really positive. Parents speak highly about these events. Opportunities to come into school and see learning taking place supports parents to understand how they can support their child.

Website continuing to develop with range of links and information for parents.

Parents able to speak with teachers, senco and learning mentor each day or make an appointment for a more detailed conversation.

Next step: Engage parents in their child's learning.

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

Service pupil premium funding (optional)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.