

Pupil premium strategy statement – 2025-2026

This statement details our school's use of pupil premium 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	Leverington Primary Academy
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	70/198 = 35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Aimee Garner and Nancy Irvine, Co-Headteachers
Pupil Premium lead	Rachael Weeks, SENDCO
Governor / Trustee lead	Howard Elvidge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94 230
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	£94 230

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Leverington Primary Academy is to provide all pupils with the opportunity to achieve to their full potential, irrespective of their background or the challenges they face. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or gaps in learning. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged pupils can be:

- less support at home;
- weak language and communication skills;
- more frequent behaviour difficulties;
- attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied, and different approaches may need to be taken to support different children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment about the impact of disadvantage. To ensure our approaches are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- 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	Poor early reading, writing and maths skills.
2	Children struggling to access learning due to social and emotional difficulties.
3	Poor attendance.
4	Early support for our families, with a particular focus on disadvantaged families.
5	Aspirations of children and parents are poor. Life experiences are limited for a large number of PP children.

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/accelerated progress in Early Reading, Writing and Maths skills for disadvantaged pupils.	<p>Assessments and observations show significantly improved early reading and maths skills among disadvantaged pupils. This is evident alongside other sources of evidence, such as engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Increased % of PP children pass the Phonics Screening Check at Year 1.</p> <p>By the end of Year 2, increased % of PP children achieve the expected standard in reading, writing and maths.</p> <p>Speech and language needs will be assessed as a baseline. Children identified early for S&L support, with appropriate activities being reinforced in class.</p> <p>High-quality texts are used to expose children to Tier 2 and Tier 3 vocabulary.</p>
EYFS GLD	Achieve outcomes in with, or above, national average by the end of Reception.
Reading	<p>Achieve outcomes in line with, or above, national average by the end of Key Stage 2.</p> <p>Pupils demonstrate improved fluency and comprehension through regular benchmarking and teacher assessments.</p> <p>Close the gap with peers by the end of the year.</p>
Writing	<p>Increased % of PP children reach the expected standard by the end of Reception, Key Stage 1 and Key Stage 2.</p> <p>Pupils show increased confidence in sentence construction, spelling and punctuation through moderated writing examples.</p> <p>Close the gap with peers by the end of the year.</p>
Maths	<p>Achieve outcomes in line with, or above, national average by the end of Reception, Key Stage 1 and Key Stage 2.</p> <p>Pupils demonstrate secure understanding of number bonds, place value and basic operations through diagnostic assessments.</p> <p>Intervention groups show accelerated progress, with increased % of PP children making more than expected progress over the academic year.</p> <p>Close the gap with peers by the end of the year.</p>
Phonics in Key Stage 1	<p>Achieve at least in line with national average expected standard in Phonics Screening Check in Year 1.</p> <p>Close the gap with peers by the end of the year.</p>

<p>Improved and sustained attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Overall attendance of disadvantaged pupils increases to at least 96% by the end of the academic year.</p> <p>All absences are carefully monitored and persistent absenteeism is addressed swiftly. Weekly and termly attendance tracking shows consistent improvement across all year groups.</p> <p>% of PP children being persistent absentees reduces, meaning children miss less education.</p> <p>Families of pupils with low attendance receive timely and supportive communication, with an increased number attending scheduled meetings or check-ins.</p> <p>Attendance data is reviewed fortnightly by the Pastoral and Inclusion Lead, and shared with SLT and governors.</p>
<p>Targeted SEMH support is given, particularly to disadvantaged pupils, enabling them to develop emotional resilience, positive relationships and readiness to learn.</p> <p>Appropriate support is offered to enable children to be ready to learn.</p>	<p>Identified pupils show improved emotional regulation and reduced incidents of dysregulation, as tracked through behaviour logs and pastoral records.</p> <p>Children are engaged and ready to learn.</p> <p>Pupil voice surveys indicate increased feelings of safety, belonging and self-confidence in school.</p> <p>Boxall Profile used to show progress made. Pre and post intervention assessments completed by SENDCO/Pastoral and Inclusion Lead.</p> <p>Pupils receiving SEMH support demonstrate improved classroom engagement with reduced time out of class and increased participation.</p> <p>Teachers report improved attitudes to learning and pupil relationships in termly reviews.</p> <p>Families of pupils with SEMH needs are actively involved in support plans, with an increased number attending meetings or engaging with home-school communication.</p> <p>Where appropriate, referrals to external agencies are made and followed up with clear impact recorded.</p>
<p>To raise aspirations and broaden horizons for disadvantaged pupils, empowering them to set ambitious goals and engage positively with their learning and future opportunities.</p>	<p>Increased participation in enrichment activities, with at least 75% of disadvantaged pupils being involved in clubs, trips or leadership roles.</p> <p>Pupils demonstrate improved engagement in lessons, as observed through learning walks and teacher observations.</p> <p>Pupils can articulate future ambitions and pathways through structured activities, e.g. career days, mentoring, workshops.</p>
<p>To provide timely and targeted early support for our families, enabling them to better support their children's learning, wellbeing and school engagement.</p>	<p>Families are identified and support is put in place, where needed, at a lower level from our Pastoral and Inclusion Lead.</p> <p>An increased number of families engage with early support initiatives, e.g. parenting workshops, home learning packs, coffee mornings.</p> <p>Increased attendance at parent consultations and school events among disadvantaged families.</p>

	<p>Positive feedback from parent surveys.</p> <p>Pupils from supported families show improved attendance, punctuality and engagement in lessons.</p> <p>Reduction in behaviour incidents or emotional dysregulation among pupils receiving family-based support.</p> <p>Timely referrals made to external agencies with follow-up actions recorded and monitored.</p>
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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: £55 925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Phonics teaching using Little Wandle with fidelity	<p>PP children passing the Phonics Screening has been lower than their peers in recent years. Progress in phonics and early reading provides the foundations for future success.</p> <p>The EEF states that phonics should be taught explicitly and systematically, matched to pupils' current skill levels in phonemic awareness and grapheme knowledge.</p> <p>Phonics approaches yield an average of +5 months' additional progress over a year, making it one of the most efficient strategies for early reading development. It is particularly beneficial for children from disadvantaged backgrounds, helping to close the attainment gap in early literacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
Drawing Club, Mrs Wordsmith and CUSP used to develop vocabulary throughout school from Reception to Year 6.	Development of vocabulary and oral language skills.	1, 5
Learning by Questions (LbQ) to support effective delivery of whole class teaching	<p>Use of LbQ is supported by EEF research.</p> <p>https://www.lbq.org/Evidence</p>	1, 2, 4
Enhancement of Maths teaching and curriculum planning in line with NCETM Curriculum Prioritisation.	<p>The DfE have released non-statutory guidance in conjunction with NCETM, drawing on evidence-based approaches. Curriculum prioritisation materials are used within school.</p> <p>Focus on improving Mathematics in the Early Years and Key Stage 1</p>	1, 2, 4

Delivery of Mastering Number in Reception and Key Stage 1, moving in to Key Stage 2 (up to Year 5) Continued engagement with Maths Hub.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
Consistent approach to the teaching of reading across school (Years 3-6) using the CUSP approach.	See EEF Toolkit: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching <i>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</i>	1, 2, 4
Use of HLTA in Key Stage to provide timely interventions for Early Reading (Phonics) and Maths	Effective deployment of staff to deliver structured interventions or one-to-one support. Targeted small-group interventions HLTA deployed in Key Stage 1 to offer Phonic catch-up support (highly trained in this area) and Maths interventions. PP children passing the Phonics Screening has been lower than national average in recent years. Progress in phonics and early reading provides the foundations for future success. Phonics approaches that have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4
Reading Fluency intervention delivered across Key Stage 2	Effective deployment of staff to deliver structured, evidence-based interventions to improve outcomes.	1,2,4
Pupil book study – training and implementation	Providing meaningful feedback to support pupil progress – supported by EEF research.	1,2,4

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

Budgeted cost: £34 940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured additional Phonics sessions targeted at disadvantaged pupils that require further support.	<p>The EEF states that phonics should be taught explicitly and systematically, matched to pupils' current skill levels in phonemic awareness and grapheme knowledge.</p> <p>Phonics approaches yield an average of +5 months' additional progress over a year, making it one of the most efficient strategies for early reading development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF Improving Literacy in KS1</p>	1, 2, 5
Structured interventions for Maths across school.	Pupils' historical attainment show disadvantaged pupils have gaps in their learning that need to be identified and effectively targeted in order for progress to be made.	1, 2
Structured interventions to support development of reading fluency and comprehension in KS2	EEF Improving Literacy in KS2	1, 2, 4
Structured interventions to support children with identified gaps in Year 5 and 6.	Pupils' historical attainment show disadvantaged pupils have gaps in their learning that need to be identified and effectively targeted in order for progress to be made.	1, 2, 4

<p>Analysis of data from assessments to quickly identify children that need targeted support</p> <p>Termly Pupil Progress meetings</p> <p>Regular monitoring of the targeted interventions in place (pre and post-intervention assessments completed)</p>	<p>See EEF research guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’</p>	1, 2
Accelerated Reader	An EEF report found that the programme appears to be effective in supporting weaker readers.	1, 4, 5
TT Rockstars Numbots Rollama Kapow CUSP	The EEF Teacher Toolkit states ‘Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress. These platforms are used alongside quality first teaching. It suggests that technology should be used to supplement other teaching.	3
Teaching Assistants in all classes	Quality first teaching, as recognised by EEF, is the most important lever schools have to improve pupil attainment. Additional adult support allows for the class teacher to target small group, same-day targeted interventions to pupils where gaps have been identified.	1, 2, 3, 5
Extending school day and providing after-school catch up clubs and Booster for Year 1 children ahead of PSC and Year 6 children in preparation for SATs.	All children are invited to attend Year 6 Booster sessions. Targeted invites for children falling behind EXS. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 5
Teaching Assistant to deliver ELSA interventions for social and emotional support.	Targeted interventions using ELSA trained Assistant to provide targeted support for children with social and emotional difficulties. Recommendations to support social and emotional learning in primary schools: Improving Social and Emotional Learning in Primary Schools EEF	2, 3, 4, 5

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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £3,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DFE's 'Improving School Attendance' advice.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Implementation of updated attendance guidance, Aug 2023:</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Updated guidance to improve school attendance.</p>	2, 3, 4, 5
<p>Triple P Parenting Programme to support parents with strategies at home.</p>	<p>Effective targeted early support led by fully-trained staff.</p> <p>Parental engagement EEF</p>	2, 3, 4, 5
<p>Full-time Pastoral and Inclusion Lead.</p>	<p>Some parents/families can be hard to engage. Effective engagement includes tailored communication and practical support and strategies, offered in a non-threatening and supportive manner.</p>	2, 3, 4, 5

<p>Zones of Regulation training and implementation throughout school.</p> <p>Trauma-informed practice training and other recommended training from the Specialist Teaching Team.</p>	<p>Focussed attention on SEMH issues to ensure children are ready to learn. Targeted small group and 1:1 sessions, adapted to meet specific needs.</p> <p>Metacognition and self-regulation – supporting children to recognise and manage their own emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Children need to be ready to learn. Social and emotional learning approaches have a positive impact on pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2, 4, 5
<p>Music</p> <p><i>Rocksteady</i></p>	<p>Every child should have the opportunity/right to learn to play a musical instrument and to perform to an audience.</p> <p>Arts participation has proven to have a positive impact on pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	All
<p>Subsidised clubs, trips and residential visits</p>	<p>Children from lower income families may not be able to attend extra-curricular provision, trips or residentials and this will disadvantage their access to a broad and balanced curriculum.</p>	All
<p>Wake Up Club led by TA.</p> <p>Sensory circuits</p>	<p>Early morning games and activities using a sensory circuit approach. Children can be invited to attend this club.</p>	2, 4, 5
<p>Parent workshops/stay and play sessions</p>	<p>Parental engagement has a positive impact on outcomes. This is most effective with parents of younger children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2, 3, 4, 5

Providing early support for children and families. Signposting quickly to external agencies if needed. Termly parent drop-in sessions held by SENDCO and Pastoral and Inclusion Lead	To improve outcomes for children.	4, 5, 6
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Total budgeted cost: £94, 230

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our end of key stage statutory assessments for the academic year 2024-2025 show:

- EYFS GLD: 73%
- Key Stage 2 - Reading: 83% EXS, 37% GD; Writing: 70% EXS, 8% GD; Maths: 77% EXS, 23% GD; GPS: 67% EXS, 30% GD; RWM combined: 63%
- Year 1 Phonics Screening Check: 75%

Attendance over the course of the year has improved. Attendance has been closely monitored, and the Pastoral Lead has taken responsibility for this with allocated time to work with the Headteacher. Different strategies have been used throughout the year, e.g. phone calls, letters, meetings, home visits.

Whole school attendance 24-25: 92.8% (National – 94.8%)

Persistent absentees 24-25: 16.8% (National – 18.7%)

The introduction of a Pastoral Lead has enabled the school to take a proactive approach which fosters a welcoming and inclusive environment where every family feels heard and valued. By offering tailored guidance, emotional support and practical resources, the Pastoral Lead plays a pivotal role in strengthening the home-school partnership. This commitment not only enhances student wellbeing, but also empowers families to engage more confidently with their child's education.

By removing financial and logistical barriers to families of disadvantaged pupils, we have created inclusive opportunities that allow every child to participate fully in enriching experiences beyond the classroom. This not only promotes equity but also boosts confidence, social development and a sense of belonging among pupils who might otherwise miss out. We have subsidised a variety of trips and activities, including Young Voices, Year 6 residential, swimming lessons.

Targeted interventions for Phonics, Early Reading, reading fluency and Maths have been implemented across school. These were planned to close the gap between them and their peers. Gaps are identified from assessments. Pre-teaching is also used to ensure that we remove barriers and support children when being introduced to a new topic or new vocabulary. The school has strengthened its phonics provision by implementing the Little Wandle Letters and Sounds programme. This systematic and consistent approach has enhanced the quality of phonics teaching across early years and Key Stage 1, ensuring that all pupils—particularly those at risk of falling behind—receive targeted support to develop secure early reading skills.

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
Learning By Questions	LbQ
CUSP Reading	Unity Schools Partnership
Little Wandle	Little Wandle Letters and Sounds Revised
Music lessons	Rocksteady Music School
Grammarsaurus	Grammarsaurus
Triple P Parenting	Triple P
ELSA	ELSA
TT Rock Stars and Numbots	TT Rock Stars and Numbots
Rollama	Rollama
Accelerated Reader	Renaissance Learning