

Pupil premium strategy statement

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:	Leftwich Community Primary School
Number of pupils in school:	173
Proportion (%) of pupil premium eligible pupils:	36% (63 children)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	20 th December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	C Harrison / L Guy (Headteachers)
Pupil premium lead	C Harrison / L Guy
Governor / Trustee lead	G Cornes / A Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 93,123
Recovery premium funding allocation this academic year	
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	£102,699

Part A: Pupil premium strategy plan

Statement of intent

At Leftwich Primary we aim for disadvantaged pupils to have the same experiences and opportunities as those who are not disadvantaged, and achieve the best outcomes irrespective of their starting points and barriers to learning.

The principles behind our strategy are:

- *Aspiration* – being a disadvantaged child should not be a barrier to attaining a high academic standard.
- *Impact* – there should be no gap in achievement or progress between children in receipt of pupil premium and those who are not.
- *Partnership* – Children are supported best when there is a positive relationship between school and home, and we all work together to raise standards.

Our pupil premium strategy aims to achieve these objectives by prioritising language acquisition, which is the foundation of learning. Reading, vocabulary development and phonics, alongside opportunities which give real life experiences, are at the heart of our curriculum. From the beginning of their journey with us, children are immersed in a curriculum which is built around quality literature and we ensure the range of enrichment opportunities provided can be accessed by all of our disadvantaged children.

It is our aim for all our children to achieve the highest outcomes in all areas of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Every pupil premium child achieves the expected standard.
2	Every pupil premium child below ARE makes accelerated progress.
3	Communication, speech and language/ vocabulary gap.
4	Family Mental Health concerns.
5	Children living with trauma.
6	Children living in poverty.
7	Lack of life experiences.

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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
Pupil premium children achieve outcomes that are in line with non-pupil premium children.	There is little or no gap in attainment of pupils in the following areas and phases: <ul style="list-style-type: none"> - ELG at the end of Reception - Year 1 Phonics screening - End of key stage 1 assessments - Multiplication checker in year 4 - End of key stage 2 SATS
Pupil premium children below ARE make accelerated progress in all areas	The gap in attainment between PP and non-PP children is narrowing through accelerated progress in learning.
Consistently strong teaching	<ul style="list-style-type: none"> - A rigorous programme of monitoring, which includes brokering support from the Weaver Trust Teaching and Learning Lead to support quality first teaching. - Timetabled CPD. - Curriculum planning sessions with Trust support. - In-house and Trust-wide staff meetings and INSET. - Trust support for subject leaders.
Enrichment opportunities for all	<ul style="list-style-type: none"> - All children are able to partake in enrichment opportunities provided by the school, including: clubs, residential visits, day trips, workshops, visitors to school, with financial support from school. - All children are given access to a rich set of experiences, including learning musical instruments. - Afterschool extra-curricular clubs are run at no cost to parents, with disadvantaged families encouraged to take part as a priority. - Children are encouraged to pursue their interests and talents.
Early identification of need, and targeted intervention support	<ul style="list-style-type: none"> - Early diagnosis of need - Highly skilled TA/ HLTAs employed to deliver interventions and catch-up programmes tailored to the needs of individual pupils.
Families with mental health issues receive appropriate support	<ul style="list-style-type: none"> - Family support worker employed - Elsa's employed - Play therapist employed for one day a week - Community hub – family education courses run by external provider

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:50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is essential to ensure the progress of all pupils:</p> <ul style="list-style-type: none"> - Fidelity to RWInc Phonics Programme. - Review the impact of Weaver Trust's curriculum, which is built around quality texts and vocabulary from EY to year 6. - Teachers have access to high quality CPD, linked to our SDP priorities, to ensure they deliver quality teaching – Two year Everybody Write Project to improve writing from EY to Y6. - Continual review and development of the curriculum to ensure it reflects the needs of our children. - Ensure all classroom environments are rich in vocabulary and reading opportunities to facilitate language acquisition. - Wellcom programme will ensure early intervention for speech and language needs. 	<p>Phonics</p> <p><small>High impact for very low cost based on very extensive evidence.</small></p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p> <p>Fidelity to the sequence of the school's phonics programme is essential. The programme introduces grapheme-phoneme correspondences and common exception words in a specific order. Following the sequence, builds effectively and cumulatively on what has been taught before. It's not possible to take short cuts. <i>Ofsted blog</i>.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. <i>EEF Teaching and Learning Toolkit - Phonics</i></p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap... professional development plays a crucial role in improving classroom practice and pupil outcomes. <i>EEF Guidance Report</i></p> <p>Evidence from EEF Teaching and Learning Toolkit, which focus on specific areas relevant to our pupils such as feedback, language strategies, metacognition and self-regulation, reading comprehension strategies is used to develop the curriculum and inform our practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year... some studies show slightly larger effects for children from disadvantaged backgrounds. <i>EEF Early Years Toolkit</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Language provides the foundation of thinking and learning and should be prioritised. Adults have a vital role to play in modelling effective language and communication. Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary. <i>EEF Preparing for Literacy, Summary of Recommendations</i>.</p>	<p>1, 2, 3</p>

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

Budgeted cost £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group tuition/ intervention for pupils in English and Maths.	<p>Small group tuition has an average impact of 4 months' additional progress over the course of a year, when it is targeted at specific needs and based on diagnostic assessment.</p> <p>Small Group Tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
Early identification and intervention when children start school in EY.	<p>Early literacy interventions seem to have impact that transfers to other areas of the curriculum such as mathematics, where the average impact is +2 months progress. <i>EEF Early literacy approaches</i></p> <p>Targeted small group interventions may be particularly effective, especially for pupils from disadvantaged backgrounds. <i>EEF Early literacy approaches</i></p>	1,2,3
In depth pupil progress meetings take place termly to identify pupil premium children who will benefit from small group/1:1 tuition, and appropriate support is put in place.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	1,2,3
Speech and Language support for those children who have contact with Speech and Language therapy service.	<p>Short, regular sessions over a set period of time appear to result in optimum impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning through a high quality Personal Development curriculum.</p>	<p>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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>We have a trained mental health lead, to support all staff to develop a better understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and to support more effective collaboration with parents. All staff have been trained in Trauma Informed Practice.</p>	<p>4,5</p>
<p>Social and emotional interventions and family support interventions (ELSA, nurture, Family Support Worker, Play therapy)</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year... Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. <i>EEF Social and emotional learning</i></p> <p>Within school, effective teaching, the school environment, and social and emotional learning programmes can play an important role in developing non-cognitive skills. <i>EEF The impact of non-cognitive skills on outcomes for young people - review</i></p>	<p>4,5,6</p>
<p>Provision of school uniform vouchers for disadvantaged pupils.</p>	<p>The wearing of uniform on its own, is unlikely to improve learning, however it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>Uniform Toolkit Strand Education Endowment Foundation EEF</p>	<p>6</p>
<p>Provision for bespoke parenting support and parenting courses to engage parents in supporting their children's learning. (Family Support Worker and trained 123 Magic Practitioner)</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. This includes:</p> <ul style="list-style-type: none"> - Approaches and programmes which aim to develop parental skills; - General approaches which encourage parents to support their children with, for example reading or homework; - More intensive programmes for families in crisis. <p>Parental engagement Toolkit Strand Education Endowment Foundation EEF</p> <p>The school's family support worker provides a valuable link between school and families who are in crisis. One to one parenting support is provided in a range of ways, for example attendance, financial, housing and parenting.</p> <p>The school's 123 Magic (parenting course) practitioner provides courses which are easily accessible for families in crisis and for parents/ guardians who are on pathways for a diagnosis for ADHD or ASD.</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes</p>	<p>4,5,6</p>

	of educational disadvantage, supporting parents to assist their children's learning or their self-regulation <i>EEF Closing the disadvantage gap</i>	
<p>All pupil premium children will engage with enrichment opportunities provided by the school and be able to access a full curriculum, irrespective of their starting points or socio-economic background:</p> <ul style="list-style-type: none"> - Curriculum enrichment activities such as school visits and residential trips. - Subsidised music tuition - After school clubs <p>Support with equipment, clothing or other resources to enable participation, including transport to and from events.</p>	<p>Offering a wide range of high-quality extra-curricular activities will boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence and resilience.</p> <p>Every child will have the opportunity to access the full curriculum, including visits and experiences, as well as having a range of enrichment activities linked to the curriculum.</p> <p>The uptake of clubs and activities will be monitored to ensure key groups of pupils benefit from what we offer.</p> <p>Taking a tiered approach to Pupil Premium spending helps you balance the essential ingredients of an effective Pupil Premium plan: high quality teaching, targeted academic support, and supporting wider strategies... understanding our pupils, their families, and barriers to learning is at the heart of our strategy to support disadvantaged pupils. <i>The EEF Guide to Pupil Premium</i></p>	6,7

Total budgeted cost: £91,760

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 2023 to 2024 academic year.

Outcomes at the end of 2024 outcomes for key stage 2 showed a gap between PP learners and other learners, however the percentage gap was below that of the national figure for all subjects. The percentage gap for the subjects combined was 17%, compared to 22% nationally. 54% disadvantaged pupils met the standard for the subjects combined compared to 45% nationally.

The gap for pupil premium children in EY remained for writing and maths, but was closed in reading with 74% disadvantaged pupils, and non-disadvantaged pupils meeting the expected standard. This shows the impact of the early reading and phonics curriculum in school. 59% pupils achieved GLD, which is below the national figure. Below expected progress and attainment in PSED impacted the overall GLD figure.

In house attainment data shows the disadvantaged gap remains in most year groups across the school. However, there is an improving picture and a good proportion of disadvantaged pupils within each class have made accelerated progress to catch up with their peers. This demonstrates the effectiveness of the curriculum, the quality of teaching and the impact of interventions.

Engagement with extra-curricular clubs is good - 75% of disadvantaged children, compared to 72% of other pupils, take part in enrichment activities linked to sports and the arts.

Overall attendance for the last academic year was 93%% at the end of 2023 which is slightly below the national figure. Attendance for disadvantaged pupils was 92% (absence rate of 5.04%) compared to 94.7% for non-disadvantaged pupils. Persistent absence was 20% at the end of 2024 which is slightly above the national percentage for primary schools – 17.2%. 28% of persistent absentees are disadvantaged pupils, compared to 14% of non-disadvantaged - Persistent Absence remains a focus area for both the school and Weaver Trust. The family support worker supports our vulnerable families and supports the headteacher to monitor attendance, particularly persistent absence. *‘There is a trust wide approach to tackling attendance. Changes to the curriculum, alongside improvements to behaviour systems, mean that pupils are eager*

to come to school. The initiatives that school has adopted are having a noticeable impact in improving attendance.’ Ofsted 2024

Our assessments and observations show that pupils’ well-being and mental health have become a greater concern for school in recent years. This has been particularly acute for disadvantaged pupils. We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, such as family support worker support and ELSA. Pupil voice shows that children are happy in school and feel supported. Teachers report that the majority of those pupils who have attended ELSA, or more in-depth support such as MHST, show an improved ability to regulate their emotions and therefore engage in lessons more positively.

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

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)

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. This includes:

- Implementing and reviewing the Weaver Trust curriculum from years 1-6.
- Refurnishing and updating the EY learning environment.
- Offering a wide range of high-quality extracurricular activities to boost well-being, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising.

In planning our pupil premium strategy, we evaluated which activities had successfully impacted and those which had not had the degree of impact that we had expected

We have triangulated evidence from multiple sources of data including assessments, engagement in book looks, conversations with parents, pupil and teachers in order to identify the challenges faced by disadvantaged students. We have looked at similar schools, and schools within our academy trust, in order to share best practice and learn from their approaches.

We have used the [EEF's implementation guidance](#) to help us develop our strategy, with a particular focus on the toolkits to work out which activities and approaches are likely to have the most impact in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.