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Pupil Premium Strategy Statement 2024-2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2028
Date this statement was published	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mel Stone
Pupil Premium Lead	Davinder Khangura
Governor / Trustee lead	Phil Bibby

Funding overview

Detail	Amount
Pupil Premium Funding Allocation This Academic Year	£134,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£134,680

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Part A: Pupil Premium Strategy Plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our core objective is to ensure disadvantaged pupils have the same opportunities and aspirations as their peers, enabling them to achieve highly and realise their ambitions, regardless of background. Specifically, we aim for the proportion of disadvantaged pupils achieving age-related expectations in English and Maths at the end of Key Stages 1 and 2 to meet or exceed national averages.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our strategy is designed around a tiered approach to maximise impact:

- **High-quality teaching:** We prioritise excellent classroom practice for all pupils, supported by CPD and specialist input from HfL to strengthen pedagogy and curriculum delivery.
- **Targeted academic support:** Teaching Assistants provide focused intervention to accelerate progress and address gaps in learning for identified pupils.
- **Wider strategies:** We invest in pastoral and enrichment opportunities, including a family support worker and a broad programme of experiences, to remove barriers to learning and promote engagement, wellbeing, and cultural capital.

What are the key principles of your strategy plan?

Our strategy is underpinned by the principles of:

- **High aspirations** for every pupil.
- **Self-belief and resilience** to enable pupils to overcome challenges.
- **Preparation for the next stage of education and life**, ensuring pupils leave primary school ready to succeed academically, socially, and personally.

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Challenges

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

Challenge number	Details of the challenge
1	Self-perception and self-esteem: Pupils may feel they are “not good enough” and often compare themselves unfavourably to others.
2	Limited life experiences: Disadvantaged pupils may have fewer opportunities to participate in enrichment activities that broaden their cultural capital.
3	Academic underachievement: Disadvantaged pupils tend to make slower progress or underperform compared to their peers in key areas.
4	Attendance and punctuality: Lower attendance and punctuality among disadvantaged pupils can limit their learning opportunities.
5	Parental engagement: Disadvantaged families are less likely to engage with school events, meetings, and workshops, which can impact pupils’ progress and support 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
To narrow the attainment gap between disadvantaged and non-disadvantaged children at each Key Stage end point within the school.	The attainment gap in Reading, Writing and Maths between disadvantaged and non-disadvantaged pupils at KS1 and KS2 is reduced year on year.
To increase the proportion of disadvantaged children making good or better progress in Reading, Writing and Maths combined across KS1/2.	By the end of each Key Stage, disadvantaged pupils’ attainment in Reading, Writing and Maths is at least in line with national averages. Internal data shows that disadvantaged pupils are achieving in line with, or better than, their peers within the school. The percentage of disadvantaged pupils making expected or better than expected

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	progress in Reading, Writing and Maths increases year on year. The progress of disadvantaged pupils is at least in line with, or exceeds, national averages by the end of KS1 and KS2. Monitoring of pupil progress (termly assessments, book looks, and pupil progress meetings) demonstrates sustained improvement in disadvantaged pupils' outcomes.
To increase the rate of attendance for those eligible for PP	The overall attendance rate of disadvantaged pupils improves year on year. By the end of the academic year, disadvantaged pupils' attendance is at least in line with, or above, national averages. The attendance gap between disadvantaged and non-disadvantaged pupils within the school is reduced term on term. Persistent absence among disadvantaged pupils decreases, with fewer pupils falling below the 90% threshold. Clear, personalised support plans are in place for any disadvantaged pupils at risk of persistent absence, with evidence of improved outcomes over time.
To give targeted social and emotional support to those eligible for the PPG and their families.	Pupils receiving targeted support show measurable improvements in wellbeing, self-confidence, and self-esteem, as evidenced through teacher observations, pupil surveys, and pastoral assessments. Attendance and engagement of pupils receiving support improve over time. Families of disadvantaged pupils engage more effectively with school support, including meetings, workshops, and pastoral

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	interventions. Behaviour incidents involving disadvantaged pupils decrease, and pupils demonstrate improved social and emotional skills in school interactions. Individual support plans for pupils and families are reviewed regularly, with clear evidence of progress against set wellbeing and engagement targets.
To provide additional extra-curricular and enrichment opportunities for PPG children.	All PPG pupils have access to at least one extra-curricular club or enrichment activity each term. Participation rates of PPG pupils in extra-curricular activities are at least in line with, or exceed, those of non-PP pupils. PPG pupils have opportunities to engage in a broad range of experiences that develop cultural capital, life skills, and personal interests. Evidence from pupil feedback, participation records, and teacher observations demonstrates increased engagement, confidence, and motivation among PPG pupils. The impact of enrichment activities is reflected in classroom engagement, learning outcomes, and progress across the curriculum.

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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: £ 61,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College Subscription School subscription to an Online CPD provider.	Effective Professional Development EEF We have purchased a subscription to the National College which provides online CPD training and seminars for all staff. The school has used guidance from the following EEF documents to plan and use CPD from National College	1,3
Marking and Feedback- No cost Small Focused grouping with immediate marking and feedback	Teacher Feedback to Improve Pupil Learning EEF Small group teaching and early intervention for identified children will allow for highly targeted support to address and support areas of misconception and allow the children the opportunity to consolidate their learning. Immediate feedback and marking allows children to make accelerated progress.	1, 3
Oracy Project Whole school oracy project aimed at improving language development across the curriculum.	Oral language interventions EEF We are working with HfL to promote a whole school project on Oracy. Targeted and whole class interventions will be implemented to emphasise the importance of spoken language and verbal interaction in the classroom.	1, 2, 3
White Rose Infinity Scheme We have uplevelled our White Rose Scheme to access White Rose Infinity.	White Rose Infinity This bolt-on will enable KS2 teachers to very easily create banks of customised questions (linked to the White Rose schemes of learning) to help address specific gaps in our children's knowledge.	1, 3

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A support across all year groups. We have employed a full time TA in EYFS and additional TA support across all other year groups to provide additional support and provisions	School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report Department for Education – May 2018 Making Best Use of Teaching Assistants EEF	1, 3
Phonics Support. A phonics scheme has been created and training has been delivered by our Reading lead.	Phonics EEF Training has been delivered and TA and teachers are involved in supporting whole class phonics and developing a 'Leys Phonics Scheme'	1, 3

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

Budgeted cost: £ 2,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Tutoring Class teachers provide tutoring to groups of children after school to maximise their progress.	Small group tuition EEF Class teachers delivering the tutoring ensures that the sessions are tailored precisely to the needs of the children.	1,3
Same Day Interventions Same Day Interventions for identified children with a particular focus on Disadvantaged children. Teachers and teaching assistants will ensure	Same Day Intervention EEF SDI comprises of elements of mastery learning which is a whole school approach for maths. It also enables misconceptions to be addressed instantly.	1, 3

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that these children are worked with at least once every other week.	We are aiming to overcome some of the difficulties of implementation from the listed report.	
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 70,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Monitoring and Support. To work with vulnerable families and focus on reducing persistent absenteeism and secure overall attendance which remains at least in line with National Average. Regular monitoring Attendance letters Meetings with parents Liaison with Attendance Officer Rewards and praise – attendance celebrated weekly and termly in school through assembly and attendance board and with parents via website and social media	Working together to improve school attendance - GOV.UK The DfE report states ‘Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.’ Regular monitoring will allow us to identify children quickly and begin to work with parents by opening up communication between school and home.	4, 5
Lunch Club School TAs provide a lunchtime club (the hub) for children to provide fun and structured activities to the children and give them an alternative to the unstructured	Improving Behaviour in Schools EEF School evidence has shown that behaviour of certain children is improved by giving them a structured alternative to the playground. Reducing the amount of unstructured play time has had a significant impact on some children and lead to less	1, 2, 3

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environment of the playground.	conflict for them in the afternoons and improved attainment and behaviour.	
School Counsellor The School counsellor works along with the school's mental health team to provide a counselling service for target pupils	Social and emotional learning EEF Social and Emotional Learning (SEL) show an average of +3 months additional academic progress. Counselling can contribute to SEL and pupil wellbeing, especially for vulnerable pupils	1, 2, 3, 4, 5
STEAM club School TAs provide an after school club aimed primarily at PP children. This provides the children an opportunity to complete homework with resources and support as well as to engage with enrichment activities with the support of familiar TAs.	Extending school time EEF STEAM club enables children to complete their homework in school with the resources they need (stationery/computers etc) as well as support from familiar TAs. This reduces conflict with parents, raises the child's self esteem and improves attendance as the child feels more confident that they are fully prepared for school each day. They are also involved with weekly STEAM enrichment activities to further enhance their learning.	1, 2, 3, 4, 5
Family Liaison Worker Family Liaison Worker to provide targeted and bespoke support to children and families.	Working with Parents to Support Children's Learning EEF The School Family Liaison Worker has an integral role within the home/school relationship. She is well placed to reach out to the families of vulnerable children to offer targeted support and can create bespoke support packages for the family with a holistic approach.	1, 3, 4, 5
Parent Workshops Regular parent workshops are held across the school to encourage parents to support and engage with children's learning.	Working with Parents to Support Children's Learning EEF After surveying parents, regular parent workshops have been introduced to support with learning, attendance and other parenting issues.	1, 2, 3, 4, 5

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Subsidising Enrichment Activities Subsidised travel expenses and costs for residential trips offered to PPG children to increase uptake in adventurous opportunities. Subsidising cost of residential trip -Manor Adventure Y6 -Wymondley Wood Y4 -Weekly swimming fees Y4 Subsidising voluntary contribution for school trips YR- 6	When referring to Personal Development, Ofsted say ‘The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life’	1, 2, 4, 5
Enrichment Programmes	Enrichment complements the EEF programme by improving engagement, wellbeing, and cultural capital, while also supporting disadvantaged pupils to access opportunities that positively impact their academic and personal outcomes.	1, 2, 4, 5

Total budgeted cost: £ 134,680

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium data Vs Non-Pupil Premium

EYFS GLD

Eligible for pupil premium (40% v 59%)

Y1 phonics

Eligible for pupil premium 87% v 82% (not eligible for pupil premium)

Y2 phonics re-check

Eligible for pupil premium 92% v 74% (not eligible for pupil premium)

Reading

KS2 expected standard-Eligible for pupil premium (63% v 67%)

KS2 Average Scaled Score -Eligible for pupil premium (98 v 105)

Writing

KS2 expected standard-Eligible for pupil premium (63% v 77%)

KS2 higher standard-Eligible for pupil premium (25% v 33%)

Maths

Year 4 Multiplication times table check

Mean Score (22% v 24%)

% of children who score 25 (53% v 78%)

KS2 expected standard-Eligible for pupil premium (50% v 80%)



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Attendance

Whole School 94 % v 96%

Persistent absence 14% v 7%



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Further information (optional)

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