

Pupil premium strategy statement – Lea Community Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	292
Proportion (%) of pupil premium eligible pupils	37%
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)	2024/25 – 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	Reviewed Dec 2025 Next Review: Dec 2026
Statement authorised by	Lynne Slater Headteacher
Pupil premium lead	Jess Giles Deputy Headteacher

Governor / Trustee lead	Lesley Crook
-------------------------	--------------

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,270
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£150,270

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already higher attainers.

When we make decisions about using Pupil Premium funding we consider the context of our school and the subsequent challenges faced. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, challenging behaviours and attendance and punctuality issues. Disadvantaged children entering school commonly present with lower attainment than their peers. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Quality first 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates for disadvantaged pupils*
- To increase attendance and punctuality of disadvantaged pupils*
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.*

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils*

- *Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed*
- *When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged*
- *We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.*
- *Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.*

-

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- *Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is of a consistently high standard.*
- *To allocate additional teaching for targeted year groups to support teaching and learning and deliver timely, targeted interventions.*
- *1-1 support.*
- *Additional teaching and learning opportunities and interventions provided through teachers, TA's or external agencies.*
- *All our work through the pupil premium will be aimed at accelerating progress, to ensure children reach their full potential.*
- *Pastoral Leader role to support the whole family in order to secure positive outcomes.*
- *Additional pastoral and learning support.*
- *Support funding for disadvantaged families towards opportunities and educational visits to broaden children's experiences beyond the classroom and cultural capital*
- *Behaviour support*

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantaged. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- *ensure disadvantaged pupils are supported and challenged in the work that they are set*
- *when need is identified, act early to provide support and intervention to prevent widening of the gap.*

- *develop a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations for our children.*

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations demonstrate that our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers across school.
2	Assessments and observations demonstrate that our disadvantaged pupils generally have greater difficulties with their maths than their peers. This negatively impacts their development with maths as they progress through school. Observations show that a high level of disadvantaged pupils have limited support with learning at home.
3	Assessments and observations demonstrate that our disadvantaged pupils generally have greater difficulties with their reading and writing than their peers. This negatively impacts their development with reading and writing as they progress through school. Observations show that a high level of disadvantaged pupils have limited support with learning at home.
4	Our assessments and observations indicate that the social, emotional and mental health of many of our disadvantaged pupils is negatively impacting their education. These findings are supported by national studies.
5	Our attendance data shows that the attendance of disadvantaged children is slightly below non-disadvantaged children. Attendance for the academic term Autumn 24: Disadvantaged children attendance – 93% Non-disadvantaged 95.6% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Implement a consistent scheme of learning for phonics teaching across KS1 and catch up phonics in KS2	Phonics tracker shows that increasing numbers of disadvantaged children can confidently apply age related phonics in reading and writing by the end of the academic year. Data from Y1 phonics assessments (Summer 2024) demonstrated an upward trajectory.
Accelerated progress in maths for disadvantaged pupils (Summer term 25)	The majority of disadvantaged children make accelerated progress in maths.
Accelerated progress in reading and writing for disadvantaged pupils (Summer term 25)	The majority of disadvantaged children make accelerated progress in reading and writing.
To sustain a culture of positive wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from September 2024 are evident in pupil voice, parent surveys and classroom and social environments. Feedback from pastoral leader evidences positive outcomes from targeted wellbeing interventions. Places for disadvantaged children for extra-curricular activities are reserved to increase participation and opportunities for our disadvantaged children. Opportunities for mental health learning are threaded throughout the curriculum for all children.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. To reduce the number of persistent absentees and improve the attendance for these targeted children	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall attendance target for all pupils being 96%. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2027/28 Identified persistent absentee children are consistently attending school.

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: £72,000 *(updated with 25/26 financial year costings)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of LA Spelling programme to secure stronger phonics teaching for all pupils and apply spelling rules.</p> <p>Training of spelling programme for year 2 and year 3 and year 4</p> <p>Purchase of additional phonics based reading books to support weekly application of sounds.</p> <p>Training of any new staff or new to key stage staff on Red Rose Phonics scheme or Red Rose Spelling scheme</p>	<p>Phonics approaches to spelling have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF: Improving Literacy in Key Stage 1</p>	<p>1,3</p>
<p>Maths lead to access CPD from NCETM as a local leader of mathematics education.</p> <p>Cascade training to all teaching staff.</p> <p>Sustain the increased monitoring of maths</p> <p>Embedded the use of Maths seeds and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>2</p>

<p>Mathletics, times table rockstars.</p> <p>Embed mastering number tasks for KS2 and embedding within KS1. Purchase of more practical maths resources to support mastering number and the mastery approach.</p> <p><i>PD on number facts and the progression of number</i></p> <p><i>Implement a number facts/ times table tracker to assess fluency and identify gaps</i></p>	<p>Improving Mathematics in EYFS and KS1 and Improving Mathematics in KS2 and KS3</p>	
<p>CPD through TALK programmes with the local authority for Years 1-6 for teachers new to year group.</p> <p>Engaging in moderation sessions through the TALK programme with other local schools.</p> <p>Knowledge from English Subject Leader networks cascaded during staff meetings.</p> <p>Increased moderation/book look through the monitoring and evaluation schedule.</p> <p>Complete gap tasks.</p> <p>Purchase of standardised assessment for reading and maths for targeted year groups.</p> <p>Whole school CPD on supporting vocabulary progression and pre-teaching vocabulary</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in KS1 and Improving Literacy in KS2</p>	<p>3</p>

<p>Purchase and implement talk mats across all year groups</p> <p>Whole school CPD on language structures</p> <p>Embed the DEAR time approach</p> <p>Further embed the key learning in CLL in EYFS</p> <p>PD for EYFS staff on the SHREC approach to interactions</p>		
<p>CPD for whole school for using the Thrive Approach.</p> <p>Resources to be purchased for sensory diets/sensory circuits.</p> <p>Sensory toys to be purchased for classrooms and pods.</p> <p>Classroom resources to be purchased to establish a calm area in each class.</p> <p>Embed the use of self-regulation pods.</p> <p>Curriculum resources to support wellbeing and mental health becoming en-twined throughout curriculum delivery. Release time for staff to embed this.</p> <p>Targeted staff to engage with PD from Reach behaviour consultancy or IES team regarding strategies to</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>

support targeted children		
<p>Part of local cluster project with local schools looking at whole school attendance improvements.</p> <p>CPD for office staff on whole school attendance analysis.</p> <p>Embedding the use of Attendasaurus to promote good attendance throughout school.</p> <p>Staff CPD on class initiatives to improve attendance</p>	<p>Current priority for the Local Authority as attendance is a local priority throughout Lancashire.</p> <p>Also, a national priority with the <u>DFE: Working together to improve school attendance</u></p>	5

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

Budgeted cost: £22,270 (updated with 25/26 financial year costings)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Dedicated counsellor to provide counselling for targeted children</i></p> <p><i>Release time for dual role member of staff (TA/counsellor).</i></p> <p><i>Targeted children to work with the Reach</i></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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

<p><i>Behaviour consultants</i></p> <p><i>TA to deliver social interventions</i></p>		
<p><i>Engagement with National Tutoring Programme to buy in EAL tutoring support to support all EAL children including disadvantaged.</i></p> <p><i>Employment of additional teachers to support targeted teaching for disadvantaged children to improve reading, writing and maths.</i></p> <p>Embedding the use of Reading Eggs and IDL.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>1,2,3</p>
<p><i>Targeted phonics support for children in KS2.</i></p>	<p>Improving Mathematics in EYFS and Key stage 1</p> <p>EEF: Improving Literacy in KS1 and Improving Literacy in KS2</p>	<p>1,2,3</p>

<p><i>Implementa tion of bespoke 1:1 intervention for disadvantag ed pupils by trained staff and parent volunteers</i></p> <p><i>Specialist teacher to assess targeted children who are struggling to retain phonics</i></p> <p><i>TA PD on reading intervention for those children struggling to retain phonics</i></p> <p><i>1:1 reading with the lowest 20% of learners</i></p> <p><i>Purchase WELLCOM M language screener and intervention</i></p> <p><i>TA release time to screen the whole school on WELLCOM M</i></p> <p><i>TA CPD on delivering WELLCOM</i></p>		
---	--	--

<p><i>M intervention</i></p> <p><i>Identified children to receive WELLCOM M intervention</i></p> <p><i>Pre teach sessions prior to Mastering Number or maths lessons for targeted children</i></p> <p><i>Selected children to receive targeted intervention for automaticity of number facts</i></p>		
--	--	--

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

Budgeted cost: £56,000 (updated with 25/26 financial year costings)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Weekly attendance monitoring to identify families who require support.</i></p> <p><i>Pastoral leader supports identified families to implement strategies for improvement in attendance and punctuality.</i></p>	<p>Current priority for the Local Authority as attendance is a local priority throughout Lancashire.</p> <p>Also, a national priority with the <u>DFE: Working together to improve school attendance</u></p>	4,5

<p><i>EBSA CPD – ATTEND Framework for Pastoral Lead.</i></p> <p><i>Pastoral Leader provides transport for families struggling to ensure that children attend school.</i></p>		
<p>Breakfast club funding is used to support social and academic progress of disadvantaged children.</p> <p>Dedicated pastoral leader to support parents and signpost to relevant external agencies.</p> <p>Pastoral lead to make referrals to charities and food banks for disadvantaged children in need.</p>	<p>https://www.jrf.org.uk/press/rising-child-and-pensioner-poverty-shows-why-covid-inquiry-must-consider-its-impact</p>	<p>1,2,3,4,5</p>
<p>Programme of parental engagement sessions such as coffee mornings and subject specific information evenings to support learning at home.</p> <p>Mystery reader session for EYFS</p> <p>Stay and read session for parents in EYFS</p> <p>Stay and play times tables session for parents</p>	<p>EEF: Working with Parents to Support Children's Learning</p>	<p>1,2,3,4</p>
<p>Subsidising or funding wider opportunities for disadvantaged children such as theatre trips, residential visits, educational visits and</p>	<p>Context of circumstances of families within our school. Allows children access to these opportunities that they wouldn't get outside of school</p>	<p>4</p>

sporting activities such as Judo		
-------------------------------------	--	--

Total budgeted cost: £150,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review December 25

70% of children passed the year 1 phonics screening check in June 25. Of the 8 children, who did not pass 4 of these were disadvantaged. Catch up phonics intervention is in place for all those children who did not pass and specialist teacher scheduled for identified children.

KS2 end of year data shows a positive reduction in the attainment gap between disadvantage and their peers.

	Disadvantage	Non- disadvantage
Reading	69%	73%
Writing	62%	68%
Maths	69%	73%

Our whole school attendance continues to improve. The number of children identified as persistently absent has reduced by 6 children. 3 children who are disadvantaged and were classed as persistently absent are now above national average for their attendance.

The counsellor has now worked with xx children and staff have seen a positive increase in emotional wellbeing. Thrive assessments have shown that interventions have been successful and children have narrowed the emotional wellbeing gap.

Review December 24

Phonics scores for June 24 showed a decrease in 7% of children achieving the expected phonics standard and that disadvantaged children achieved lower than their peers. We have revised our approach to phonics to ensure that we see improved results. All staff have received training from LCC to ensure that teaching is highly effective.

We continue to narrow the gap for disadvantaged children in reading, writing and maths. Termly pupil progress meetings identify target children who may require

additional support which is monitored through observations, learning walks and book looks.

Attendance for the whole school has improved. The gap between disadvantaged children and our non-disadvantaged children has narrowed from 4% to 2.6% We now have a nominated attendance governor to further strengthen our approach to attendance.

The number of children and families requiring pastoral support remains high and we continue to put strategies in place to support these families both inhouse and through the early help approach. Additionally, this year we are going to provide 1 day per week of dedicated counselling for targeted children across school to further strengthen our offer to our vulnerable children.

We have seen an increase in the number of children achieving the expected standard and greater depth standard at the end of year 6.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Reach Behaviour	Reach Behaviour
Reading Eggs	3P Learning
IDL	IDLS Group
Times Table Rockstars	Times Table Rockstars
Learning by Questions	Learning by Questions
White Rose Maths	White Rose Education
TALK Projects	Lancashire County Council
Boost Insights	Hodder Education