Lepton CE Primary Academy

Pupil Premium Strategy

2024 – 2027

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	Lepton CE Primary Academy
NUMBER OF PUPILS IN SCHOOL	170
PROPORTION OF PUPIL PREMIUM ELIBILBLE PUPILS	17.1% (29 children)
PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR	£43,935
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	2024-2027
DATE THIS STATEMENT WAS PUBLISHED	First published: December 2024, Reviewed November 2025
DATE ON WHICH IT WILL BE REVIEWED	September 2026
STATEMENT AUTHORISED BY	LAB
PUPIL PREMIUM LEAD	Paul Revell
GOVERNOR / TRUSTEE LEAD	

FUNDING OVERVIEW	
DETAIL	**AMOUNT**
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£43,935
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*	£44,400

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

The aim of Lepton CE Primary Academy is to use the pupil premium funding to help us improve and sustain higher attainment for our disadvantaged pupils that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well; fluency and comprehension of reading, access to mathematics, social and emotional wellbeing and attendance. Our approach will be responsive to both common challenges and our pupils' individual needs. Our monitoring will be robust, using diagnostic testing rather than assumptions about the impact of disadvantage.

Our expectation at Lepton is that all pupils, irrespective of background or challenges they face, become engaged, inspired and motivated citizens, who are strong readers and mathematicians with high aspirations to attain and achieve.

We have adopted approaches, which complement each other to help pupils excel. We will ensure that:

- Disadvantaged pupils are challenged in the work that they're set
- Early identification of challenges is seen, which leads to effective intervention
- All staff take responsibility for the outcomes of our disadvantaged pupils and high expectations are set

CHALLENGES

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

Challenge Number	Detail of Challenge
1	Internal monitoring and assessments show some disadvantaged pupils attain less well in their reading fluency and comprehension. 2023-2024 end of year assessments: For Year 2 34% pupil premium (PP) pupils attained the expected standard in maths versus 85% of non-PP. In Year 3 it was 20% for PP and 76% for non-PP. Year 5 had 71% of PP children achieve the expected standard compared to 93% of non-PP. challenges vary from pupil to pupil. There are areas of need in phonetic knowledge, fluency and comprehension. Of the 16 pupils that need to close the gap, ten find phonetically decoding a challenge. For the remaining six, comprehension, in particular inference, is the challenge.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 2023-2024 end of year assessments: In Year 2 67% of PP children achieved the expected standard whilst 85% of non-PP did. For Year 3, 20% of PP met the expected standard versus 76% of non-PP. In Year 5 57% of PP children achieved the expected standard versus 100% of non-PP. Of the 15 pupils that need to close the attainment gap, nine find reasoning and problem-solving type

	questions challenging. Especially those that involve more than one step. The other six pupils find place value and arithmetic a challenge.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. There are a range of factors that contribute to this including home life, bereavement, fleeing war zones and emotional immaturity. As a result, pupils struggle to regulate their emotions which has a negative impact on their behavior (four pupils). Three pupils find communication a challenge and two struggle with their emotions and low mood.
4 (Added in November 2025)	Monitoring shows that the extra curricular activities and sporting events outside of school are less well attended by our Pupil Premium Pupils.
5 (Added in November 2025)	Data has shown that there has been a continued downward trend of the attendance of Pupil Premium pupils, from 95.1% (above National and LA average) to currently 92.5% (below national and LA average), with 13.3% of our PP children falling within the PA category, with a further 47% at risk of falling into this category.

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 Outcomes	**Success Criteria**
All disadvantaged pupils to be fluent, confident readers.	Statutory assessments and teacher assessments will show an increase in disadvantaged pupils' attainment in reading with the attainment of disadvantaged pupils being in line with that of national standards. All Ever 6 /FSM children attain a pass mark in Year 1 phonics (2025-26 year) or Year 2 retake of phonics this academic year. All staff who deliver LW sessions will receive specific training from the Phonics and Early Reading Lead (Samantha Rigby) on a weekly basis. All Ever 6/FSM children have access to Rapid Catch Up sessions in Year 2 to allow for access to reading fluency lessons.
All disadvantaged pupils to be confident mathematicians.	Statutory assessments and teacher assessments will show an increase in disadvantaged pupils' attainment in mathematics with the attainment of disadvantaged pupils being in line with that of national standards. >60% of Ever 6/PPM children to achieve an average score of 23+ in the MTC in Year 4. All Ever 6/PPM children in Years 3, 5 and 6 achieve an average score as referenced on the whole school MTC obsession document. All teaching staff to receive CPD from Maths Consultant, Liam Petit, to ensure the highest quality of teaching in maths.

To achieve and sustain improved wellbeing for our disadvantaged pupils.	Sustained high levels of wellbeing to be demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations. Pupils will be able to regulate their emotions and behaviour and they will be able to communicate with peers and adults. All FSM/PPM children will be invited to attend Rise and Shine breakfast club, where emotional check ins and regulation will be offered. Pupils will be baselined and measured using Motional, with specific intervention delivered and impact monitored by SENCo. The data analysis for behaviour incidents will show a declining trend for PPM children.
Support Pupil Premium Pupils to access extra-curricular clubs and attend a range of sporting events both in and out of school.	Data tracking of club attendance will show that, by the end of the academic year, all Ever 6 and PP children have accessed at least one extra-curricular activity and/or sporting event either in or out of school. Use of funding to support parents/carers who are financially struggling to pay for trips or clubs.
Attendance of PPM children increases to above national, with fewer children identified as PA.	Monitoring will show that the attendance of PPM children increases across the year, with a result of above national average as per 2024/25 academic year. Monitoring will show a reduction in PA of PPM children and, for those who fall within this category, home visits will be completed on day 1 of absence rather than Day 3, which is stated in the Attendance Policy.

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:	**£13,606.18**	
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Maths leader to attend 6 x full days training from The Maths Hub, Teaching for Mastery to ensure that all staff have the most up to strategies available to them.	The EEF's wider review of mastery learning reports a sustained positive impact on pupil progress for relatively low cost, and identifies key features of effective master teaching – such as precise use of mathematical language, careful use of representations and structured practice – that are embedded in the school's chosen approach. This evidence underpins the school's focus on high-quality, whole-class teaching and structured support in maths.	2 Cost of cover for Maths leader = £1615.08
Training time for staff through Maths CPD and coaching sessions, provided by external maths consultant.		2 Maths consultant time = 6 x days = £1800
Training time for staff through specific phonics CPD and coaching sessions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	1 Targeted intervention of daily keep up and Rapid Catch up = 2 x TA 1.5 each per day = 3hours x 5 days x 39 weeks = £7,172.10
		1 Cover for Early Reading and Phonics Lead to deliver staff CPD across the year 30 mins per week x 39 = £546

Termly pupil progress meetings to focus on the attainment and attendance of Pupil Premium Pupils.	Whilst there is no discrete EEF research or trial of pupil progress meetings, the approach draws directly on EEF-identified mechanisms such as data-informed decision making, timely feedback, and structured professional collaboration, which are associated with improved pupil progress.	1, 2, 4, 5 Cover release for each staff member per term plus the PP lead to attend each meeting = £903
HoS, PP Lead, EYFS/Maths lead/Early Reading & Phonics lead and SENCo to attend Trust CPD on the Renewed Ofsted Framework to focus on how to ensure that disadvantaged pupils achieve within the primary setting and leave for KS3 with all of the academic, social and emotional skills they need.	Strong Foundations (DfE, 2024) states that disadvantaged children are less likely than their peers to finish KS1 with the foundational knowledge and skills they need in language, reading, writing and mathematics, even where overall standards have improved. It emphasizes that children who start school with the lowest starting points, including many disadvantaged pupils, are most affected when curriculum content is unclear or teaching and assessment are not well-sequenced, leading to gaps and misconceptions that grow as they move through school.	1,2,3 Cover cost for 5 members of staff to attend 1 x whole day training = £1,150

Providing teachers with access to White Rose Maths to teach reasoning and problem solving effectively.	Where resources have been purchased by, it was recognised by schools that they had an important role to play in supporting curriculum delivery: https://www.gov.uk/government/publications/curriculum-support-resources-in-schools	2 Annual subscription = £420

TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support structured interventions)		
Budgeted cost:	**£13,757.75**	
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Class teachers and subject leads to identify specific areas of focus and explain to tutor (Dan Martin). Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition | Teaching and Learning Toolkit | EEF	1, 2 2 x ½ day x 20 weeks = £2400
Purchase of licences for Times Tables Rock Stars and Purple Mash. This will allow pupils to work on areas of development in school and at home.	It has been shown that the use of technology can support learning: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019	1, 2 TTRS = £270 Purple Mash = £450

Trust Educational Psychologist support and	The EEF's work on social and emotional learning (SEL) emphasizes that pupils with weaker SEL skills are at risk of poorer mental health, behaviour and academic outcomes. High-quality, school based SEL can act as a protective factor and an early intervention alongside more specialist support where needed.	3, 5 6 x ½ day of EP support = 4918
Purchase of WellComm as a way to identify and support children requiring SALT intervention. Specific intervention lead by trained staff.	The Better Communication Research Programme (BCRP) found that pupils eligible for free school meals and living in deprived areas are 2.3 times more likely to be identified with SLC, even after adjusting for other factors, with small-scale studies in highly deprived areas suggesting around half of children may have significant language delays. There is a small-scale action research project which reports positive impacts of using WellComm as an identification and intervention tool, with most children moving from amber/red to green ratings after a 3 month group intervention.	1, 2, 3, 5 WellComm = £449 per annum Interventions = 3 x 30mins per week x 3 groups x 39 = £2,193.75
Purchase of Motional to provide specific intervention.	Evidence shows that educators can implement approaches that benefit young children's self-regulation and/or executive function. The EEF's Early Years Toolkit finds that self-regulation approaches may also be effective in promoting successful learning: https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function	3,5 Purchase of Motional = 639.50 Interventions = 1 hr per day x 39 weeks = £2437.50

WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing)		
Budgeted cost:	**£19,705**	
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**

Rise and Shine breakfast club for identified disadvantaged	Breakfast clubs can improve children's readiness to learn, increase concentration, and improve wellbeing and behaviour:	1, 2, 3 3 x 1 hour per week x 2 Tas per week x 39 weeks = £975 Resources for Rise and Shine, including food = £695

children to provide a nurturing environment in which to start the day.	https://educationhub.blog.gov.uk/2022/11/24/how-we-are-ensuring-thousands-of-children-receive-a-healthy-nutritious-breakfast/ EEF statement: re-publication of the evaluation of school… | EEF (educationendowmentfoundation.org.uk)	
Attendance lead to attend 3 x training across the year	Centre for Young Lives analysis of DfE data shows FSM-eligible pupils are more than twice as likely to be persistently absent as non-FSM peers. DfE research consistently shows that disadvantaged pupils face higher exclusion risks due to overlapping behaviour, SLCN and attendance challenges.	5 Cover of attendance lead = £270 Cost of attendance lead = 1 day per week equivalent = £3510
Establish improved links with parents and the wider community. Regular newsletters, use of Instagram and inviting parents in for information events, reading mornings and events suggested by parents through parent surveys.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3 Cost of refreshments = £150
Offer all PP children access to 1 extra-curricular club each half term	Children's University specifically notes that disadvantaged pupils (including FSM) are less likely to access such activities normally, but structured participation in after-school clubs, enrichment and social action yields benefits. This will have a positive impact on their SEMH needs, which in turn could contribute to higher attendance and academic achievement.	3, 4 29 pupils x 1 club x 6 times per year = £3500

Subsidise educational visits to ensure all pupils receive a rich and varied curriculum.	It has been shown that participation challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning#:~:text=Through%20participation%20in%20these%20challenging,%2C%20self%2Dconfidence%20and%20m otivation.	3, 4 7 classes x £1515 = £10,605

TOTAL BUDGETED COST:	£47,068.93

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 academic year.

2024-25 Target area: All disadvantaged pupils to be fluent, confident readers:

End of KS2 data showed that 100% of PP children pupils achieved age related expectations:

This data shows an increase from the previous year and within the 2024-25 academic year, PP outperformed non PP children for reading.
In phonics,
66% of PP children achieved their phonics pass mark. This is a decline from the previous year, which was 100%.

2024-25 Target area: All disadvantaged pupils to be confident mathematicians:

End of Key Stage 2 data showed an increase in PP meeting age expectations for mathematics.
Internal data shows that PP children still underperform against non PP children in KS2 for mathematics. This data and analysis has lead to the further precision in the focus on early mathematics within EYFS and KS1.

2024-25 Target area: To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils.

This target area was too broad and inclusive of all pupils, rather than those who are disadvantaged. School also didn't have an assessment tool to track any data from specific interventions. Some specific staff attended CPD (e.g. SENCo – Emotion Coaching) however, there needs to be a greater and more precise focus over the remaining time of this strategy plan hence, the purchase of Motional and more precise use of the EP time.

There have been additions to the overall challenges that our PP children face and from these additions, precise activities and outcomes for school.

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**
TTRS	TTRS
PM Spelling	Purple Mash

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

FURTHER INFORMATION (OPTIONAL)
In reviewing the three-year strategy, we have evaluated the activity undertaken in the previous year and if the desired impact was evidenced. Where it has not been, more precision has been given to identifying activities and measures, whilst also including the most up to date challenges faced by our PP children.