

Pupil premium strategy statement 2025/26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Leagrave Primary School
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	27.91%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Annually
Date this statement was published	07/10/2025
Date on which it will be reviewed	10/07/2026
Statement authorised by	Governing Body
Pupil Premium lead	Headteacher
Governor / Trustee lead	A.Scott-Smith

Funding overview

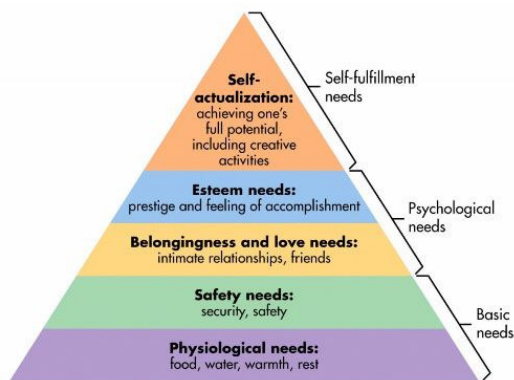
*Pupil premium funding and recovery premium as a single sum

Detail	Amount
Pupil Premium funding allocation this academic year	£187,133
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	£187,133

Part A: Pupil premium strategy plan

Statement of intent

Identified barriers to educational achievement



Maslow's Hierarchy of school needs outlines the essential needs that are required for positive learning.

A child's availability to learn depends largely on their motivation, a personal desire to achieve results and improve their knowledge, regardless of the material being studied, is one of the most important factors in our ability to learn.

a. Self-actualization / Motivation to learn

- A lack of motivation is a major barrier to a child's learning, as without the desire to achieve there is no desire to learn
- Previous negative experience of education, first hand or parental impacts on levels of motivation and attendance

b. Esteem needs / Self- esteem

- Low levels of language and skill impacts on levels of esteem and worth

c. Belongingness / Relationships

- A lack of positive relationships with peers and adults impacts on engagement and learning

d. Safety needs / Emotional safety

- Low levels of confidence and the ability to take risks impacts on learning

e. Physiological needs / Physical wellbeing

- Acceptable living and sleeping conditions impact on children's learning
- A balanced diet, and regular nutritious meals impact on children's readiness to learn

Our ultimate objectives are that disadvantaged pupils achieve as well, if not better than other pupils.

Challenges

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

Challenge number	Detail of challenge
1	To improve consistency in approach of teaching and learning across the school, resulting in raised attainment and progress
2	To improve resourcing in literacy and numeracy, particularly in reading
3	To improve achievement and participation for disadvantaged pupils
4	To close the gap between levels of attainment and National Expectations, for disadvantaged pupils
5	To remove barriers to learning for disadvantaged pupils, resulting in raised attainment and improved levels of 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																		
The proportion of disadvantaged pupils achieving in core subjects is in line with our exceeding national averages Teachers access outstanding CPD to improve their practice. A comprehensive training programme enhances the knowledge and skills of support staff	<u>Targets for:</u> <u>Phonics</u> Year 1 - 86% Year 2 – 96% <u>Multiplication Tables</u> Year 4 – 90% <u>Year 6 -</u> <table><tr><th>Year 6</th><th>WA+</th><th>GD</th></tr><tr><td>Reading</td><td>95%</td><td>48%</td></tr><tr><td>Writing</td><td>91%</td><td>38%</td></tr><tr><td>Maths</td><td>91%</td><td>36%</td></tr><tr><td>SPaG</td><td>92%</td><td>33%</td></tr><tr><td>Combined</td><td>86%</td><td>34%</td></tr></table>	Year 6	WA+	GD	Reading	95%	48%	Writing	91%	38%	Maths	91%	36%	SPaG	92%	33%	Combined	86%	34%
Year 6	WA+	GD																	
Reading	95%	48%																	
Writing	91%	38%																	
Maths	91%	36%																	
SPaG	92%	33%																	
Combined	86%	34%																	
Focused spending will provide high quality resources to enhance outstanding teaching which will achieve outstanding achievement and progress																			
Clubs, extended activities will focus on wellbeing, self-esteem and confidence creating pupils who believe they can achieve																			
Quality First Teaching, focused interventions, 1:1 tutoring and rigorous data analysis will ensure a robust programme that will allow pupils to ‘catch up and keep up’																			
To develop relationships with pupils, parents, carers and the wider community to problem solve barriers that impact on learning for disadvantaged pupils																			

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: £50,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning consultants for English and Maths	All teachers will develop more effective practice, resulting in improved attainment for all pupils. Planning and teaching continues to be developed in literacy and mathematics. Improved monitoring structures have been implemented focusing on areas for improvement Strategies/approaches have been demonstrated and observed ensuring consistency of approach across the school.	3
CPD from outside consultancy	Training and professional development improves the skill set of teaching and support staff, enabling them to provide stimulating and challenging lessons for all children. (ICT, English, SEND)	3
Small group tutoring	Additional intervention and support for those children needing to make accelerated progress, in order to meet targets and make better than average progress. Additional intervention and support for those children in KS2 needing to make accelerated progress, in order to meet targets and make better than average progress.	3
Staff CPD – all year groups	Training and professional development improves the skill set of teaching and support staff, enabling them to provide stimulating and challenging lessons for all children.	3

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

Budgeted cost: £108,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster classes / extended school day and resources	Additional intervention and support for those children in Year 5 and 6 needing to make accelerated progress, in order to meet targets and make better than average progress.	4
Year 1 phonics intervention staff	Additional intervention for identified groups of pupils in phonics. A higher proportion of pupils reach national levels in Year 1 phonics test.	4
Additional teaching staff	The gap between actual levels and expected outcomes in literacy and numeracy will be lessened for CiC. To support children with barriers to learning. To enable Year 6 to work in smaller groupings, supporting behaviour and teaching and learning therefore enhancing progress in all areas. To enable Year 5 to work in smaller groupings, supporting behaviour and teaching and learning therefore enhancing progress in all areas. To enable Year 4 to work in smaller groupings, supporting behaviour and teaching and learning therefore enhancing progress in all areas. To close the gap in maths for those identified as not making satisfactory/good progress from KS1.	4
Additional teaching Year 6	To enable children to work in smaller groupings, supporting behaviour and teaching and learning, therefore enhancing progress in all areas.	4

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

Budgeted cost: £27,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
Christmas 2025 events and summer 2026 events	Improved achievement and participation for disadvantaged children. To enhance life experiences for all pupils.	5
Nurture room resources: all year groups	The nurture room provides a supportive and stimulating environment enabling pupils to improve access to learning.	5
Counsellor: all year groups	To support children with barriers to learning.	5
Parental Engagement and Information sessions	To increase parental engagement as it has a large and positive impact on children's learning.	5
Speech therapists (Magic Words) – focusing on EYFS initially	To provide life-changing treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing.	5
Careers Day	To support children in gaining confidence to build resilience, determination and increase risk taking.	5
Anti-Bullying animation	To raise awareness of bullying and to give clear messages to all pupils that bullying is unacceptable. To provide clear pathways for pupils to report unacceptable behaviour to an adult.	5
School Pets (Dog and Guinea Pig)	To have a calming effect on pupils, particularly those with behavioural or learning difficulties. To improve behaviour and concentration, reduced stress and improved self-esteem. To encourage expression and participation in more withdrawn children. To foster a sense of responsibility. To motivate pupils to think and to learn, as most children have a high level of natural interest in, enthusiasm for and enjoyment of animals. To encourage respect and thereby improve pupils' relationships with each other, parents and teachers. To teach children to nurture and respect life. To undertake work with the most vulnerable children and focus on	3 and 5

	educational improvements for low achievers. To help children build confidence in reading.	
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Total budgeted cost: £187,133

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.

Percentage of children achieving the expected standards

	Leagrave 2022/23 KS2 SATs	Leagrave 2023/24 KS2 SATs	Leagrave 2024/25 KS2 SATs	National 2025 KS2 SATs	Leagrave Comparison To National
Reading					
Expected Standard	95%	87%	95%	75%	+20%
Higher Standard	55%	40%	59%	33%	
Writing					
Expected Standard	88%	87%	93%	72%	+21%
Higher Standard	23%	22%	33%	13%	
Maths					
Expected Standard	95%	88%	95%	74%	+21%
Higher Standard	45%	25%	45%	26%	
GPS					
Expected Standard	96%	93%	95%	73%	+22%
Higher Standard	68%	65%	62%	30%	
R, W and M					
Expected Standard	88%	75%	91%	62%	+29%
Higher Standard	20%	12%	22%	8%	

Average Scaled Score

Reading	110
SPaG	112
Maths	110

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
N/A	N/A

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)

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