

Leasowes Primary School Pupil Premium Strategy Plan



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 the previous year's spending of pupil premium had within our school.

School Overview

Detail	Data
School Name	Leasowes Primary School
Number of Pupils in School	431
Proportion (%) of Pupil Premium Eligible Pupils	3.2%
Academic years that our current pupil premium strategy plan covers	2nd of 3 years
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement Authorised by	Mrs G Bettany
Pupil Premium Lead	Mr B Coombs
Governor / Trustee lead	Mr M Rowell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£33,315

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Leasowes Primary School, we ensure that the children’s learning environment is safe, stimulating and vibrant. Positive development of emotional health and wellbeing is encouraged and supported. We provide a rich and ambitious curriculum that will ensure a well-rounded education that is enhanced by enrichment opportunities and memorable moments that excite and encourage lifelong learners. With regard to our disadvantaged children, first and foremost, our curriculum is designed to be inclusive and provide equity for all. Rigorous procedures are in place to ensure that progress is carefully tracked and therefore support can be implemented effectively. Fundamentally, reading and the understanding of number are life skills, therefore at Leasowes we understand the need to ensure quality first teaching for all children by further enhancing the provision through the use of rich and effective CPD and resources. When carefully used in the planning process, this will give all children the opportunity to achieve well and help bring them success in life.

Challenges

Detail of Challenge
1. The need for support within learning is identified quickly so that all children make expected or above progress.
2. Extra support is available for all identified so that the children are prepared for current learning.
3. The children at Leasowes are confident in their reading and in the understanding of number.
4. Leasowes children have access to support that will enable them to positively develop their mental health and wellbeing.
5. All children are able to access the full curriculum, including learning experiences such as Outdoor Adventure, Educational Visits and residential.

Intended Outcomes

Intended Outcome	Success Criteria
The need for support within learning is identified quickly so that all children make expected or above progress.	<ul style="list-style-type: none"> All teachers know how to analyse class data and understand how to prioritise intervention. All teachers know the disadvantaged children and their attainment and progress within the context of the class and year group. All teachers understand the importance of progress in the context of disadvantaged pupils.
Extra support is available for all identified so that the children are prepared for current learning.	<ul style="list-style-type: none"> Children are identified who will benefit from attending morning club; therefore, accessing additional learning. Pre-teaching activities are in place that link to the week’s learning. All adults linked to the child’s learning are fully aware of their needs, targets and the planning for the following week. Interventions are planned with realistic and achievable goals, therefore promoting progress.
The children at Leasowes are confident in their understanding of the fundamentals in reading and number.	<ul style="list-style-type: none"> The school library learning hub, classroom libraries and online resources are used effectively to research areas of the curriculum. Children are exposed to current affairs, including up to date news items. A system is in place where all children are able to borrow books for a period of time. The library learning hub is

	<p>accessible during lunchtimes as well as times allocated to classes.</p> <ul style="list-style-type: none"> • Children are accurately assessed for ability to ensure that all children are reading a book that is challenging but accessible. • Children are encouraged to become independent learners who understand their accountability for their own learning. • Effective resources are used to plan maths lessons that give clear understanding of the given concept. • There is a culture of ‘I can do Maths’ embedded at Leasowes, with all children understanding that they have the ability to achieve well. • Children are given the tools to practise the fundamentals of number, such as number bonds and times tables.
<p>Leasowes children have access to support that will enable them to positively develop their emotional health and wellbeing.</p>	<ul style="list-style-type: none"> • In times of need, there is always someone to talk to regarding the child’s emotional health and wellbeing. • Staff are trained in Emotion coaching. • There are trained HOPE leaders who deliver this in the time allocated. • We are a Rights Respecting School; therefore, all children are educated in what their rights are as a child, and how their lives compare to those of children from other areas of the World. This is also linked to the British values. • ‘myHappyMind’ enables the children to learn strategies that help them to build resilience and self regulate.
<p>All children are able to access the full curriculum, including learning experiences such as outdoor adventure, educational visits and residential.</p>	<ul style="list-style-type: none"> • Our curriculum is fully inclusive in its design, with all children accessing all curriculum experiences, regardless of financial barriers in the home.

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

Budgeted cost: **£7471**

Activity	Evidence that supports this approach	Challenge addressed
Purchase of Data Tracking system £2712	<p>With a robust data process in place, teachers are able to use this to effectively inform future planning and ensure that children are aware of what they need to do to progress in their learning.</p> <p><i>Education Endowment Foundation (EEF) indicates that discussing next steps 1:1 with pupils, can provide relevant stretch and improvement for all pupils to achieve their potential.</i></p>	1,2
Purchase of online reading and spelling assessment tool and assessment reading resources £2504	<p>Teachers are able to regularly and accurately assess children's reading ability, ensuring that the book allocated matches the needs and interests of the child. Additionally, teachers are able to quickly identify areas within spelling that need to be focused upon.</p> <p><i>Education Endowment Foundation (EEF) indicates that discussing next steps 1:1 with pupils, can provide relevant stretch and improvement for all pupils to achieve their potential.</i></p>	1,2
Purchase of online times tables resources, maths planning resource and assessment of Maths resources £2255	<p>Teachers are able to embed effective retrieval skills for remembering the fundamentals of number, such as times tables and the four operations, which can then be applied when tackling more complex concepts.</p> <p>Teachers have the resources to help plan lessons with key reasoning skills, challenging but accessible to all, giving the children time to practise and embed learning.</p> <p><i>Education Endowment Foundation (EEF) indicates that quick retrieval of number facts is important for success in maths. It is likely that pupils who have problems retrieving facts within the four operations, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies.</i></p>	1,2

Targeted academic support

Budgeted cost: **£8022**

Activity	Evidence that supports this approach	Challenge addressed
<p>Extra teaching through morning club including pre-teaching and practice.</p> <p>£8022</p>	<p>By attending Morning Club, identified pupils benefit from targeted pre-teaching, consolidation and rich retrieval strategies, ensuring an equitable approach, enabling pupils to access the same learning as their peers with confidence and success.</p> <p><i>EEF Teaching and Learning Toolkit (One to One Tuition): Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months' progress on average. The evidence is consistent and strong, particularly for young learner who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</i></p> <p><i>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017)</i></p>	1,2

Wider Strategies

Budgeted cost: **£20,319**

Activity	Evidence that supports this approach	Challenge addressed
<p>HOPE is in place to support children regarding their emotional health and wellbeing</p> <p>Staff are trained in Emotion coaching</p> <p>Employed Staff: £5834</p> <p>Membership: £590</p>	<p>Children who access pastoral support for their emotional health, wellbeing, and self-regulation are more settled and confident, which in turn enhances their engagement and success in learning. When pupils develop the ability to understand and accept their emotions - and separate these from their behaviour - they are far more likely to embrace strategies that enable effective self-regulation, leading to improved relationships and readiness to learn.</p> <p><i>EEF Teaching and Learning Toolkit (Social and Emotional Learning - SEL): SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</i></p> <p><i>EEF Teaching and Learning Toolkit (Metacognition and Self-Regulation): Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</i></p>	4

<p>Purchase and implementation of ‘myHappymind’, enabling children to understand how their mind works and give them rich strategies that help them to build resilience and how to self-regulate through an equitable access for all.</p> <p>myHappymind: £4999</p>	<p>Embedding Social and Emotional Learning (SEL) within the school curriculum has a transformative effect on pupil outcomes. SEL equips children with essential skills for emotional regulation, resilience, and positive social interaction, which underpin both wellbeing and academic success. Evidence from UK research demonstrates that SEL not only strengthens mental health and engagement but also reduces attainment gaps and supports re-engagement following periods of disruption, such as school closures. To maximise impact, schools should integrate SEL into everyday teaching, invest in high-quality teacher training, and adopt a whole-school approach that prioritises wellbeing alongside academic achievement.</p> <p><i>Social and emotional learning: An evidence review and synthesis of key issues - Education Policy Institute 2021</i></p>	4
<p>Purchase of annual membership of RRS, allowing the school to link assemblies, teaching and learning to the children’s rights through use of UNICEF Convention on the Rights of a Child.</p> <p>RRS: £862 Picture News: £180</p>	<p>Children who understand their rights as outlined in the UN Convention on the Rights of the Child demonstrate improved mental health and wellbeing, fostering greater confidence and engagement in their learning. This awareness empowers them to feel valued and respected, contributing to a positive school culture and readiness to succeed.</p> <p><i>EEF Teaching and Learning Toolkit (Social and Emotional Learning - SEL): SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</i></p>	4
<p>Access for all to challenging and diverse texts through employment of librarians throughout all lunchtimes</p> <p>£4375</p>	<p>During lunchtimes, children have the opportunity to access a wide range of texts, signing them out to take home and enjoy. This fosters a genuine love of reading and supports their journey from learning to read to reading to learn.</p> <p><i>EEF Teaching and Learning Toolkit (Reading Strategies): On average, reading approaches deliver an additional six months’ progress. Pupils from disadvantaged backgrounds benefit more from teaching reading strategies.</i></p>	3
<p>Help with costs of educational visits and residential</p> <p>£2500</p>	<p>When children can access the full range of curriculum experiences, they develop a deeper understanding of subject content and concepts. Exposure to rich cultural capital not only broadens their horizons but also builds confidence, resilience, and aspiration—key attributes that positively influence academic achievement and personal growth.</p> <p><i>EEF Teaching and Learning Toolkit (Outdoor Adventure Learning) Studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.</i></p>	5

Total budgeted cost: £34,833 (£1518 from School Budget)

Part B: Review of Outcomes in the Previous Academic Year

This details the impact that our pupil premium activity had on pupils in the 2024 - 25 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, including Phonics and Multiplication Tables Checks, as well as our own internal assessments.

Phonics: All children were successful in passing the Y1 Phonics check (3 children)

MTC: 2 children scored 19 (both less than 10 in Aut check), 1 scored 24, 1 scored 25

End of KS2 SATS:

Reading, Writing and Maths Combined: 2 of the 3 PP children achieved this.

The one child not achieving combined was on the SEND register, attended morning club every day and made above expected progress. All children achieved ARE or above in Maths.

Review of Outcomes

Subject leader time has been pivotal in driving the key priorities outlined in the School Improvement Plan. This dedicated time has ensured that all curriculum areas are strengthened through bespoke CPD tailored to the needs of our school and its learners. As a result, a consistent approach to teaching has been embedded across all age groups, guaranteeing that every child receives high-quality first teaching. Monitoring across subjects demonstrates that this targeted CPD has had a measurable impact, further improved consistency and raised the overall quality of teaching and learning.

Morning Club continues to be highly successful, with all disadvantaged KS2 pupils and service children invited to attend where appropriate, resulting in an excellent uptake. Running daily throughout the year, the club was highlighted as a significant strength during our Ofsted inspection (2024). It provides carefully planned pre-teaching and additional time for pupils to practise and embed learning, ensuring they can fully access classroom teaching. This approach has boosted confidence and engagement, evidenced by many Pupil Premium children now taking on leadership roles, including Junior Leadership Team, Playground Leaders, House Point Captains, and Eco Team members.

The use of Target Tracker, our assessment data tracking system, has been pivotal in quickly identifying pupils at risk of falling behind, enabling timely and targeted interventions. This proactive approach ensures gaps are addressed early, supporting sustained progress and improving outcomes for all learners. Over the summer, we successfully transitioned to Sonar, the updated version of Target Tracker. This enhanced platform provides deeper data insights and more sophisticated analysis tools, allowing us to make evidence-based decisions that drive even greater impact on teaching and learning.

The use of *Picture News* has significantly enhanced pupils' awareness of local, national and global current affairs, embedding links to Rights Respecting Schools and British Values. This approach equips children with the knowledge and skills to become well-rounded individuals, prepared to thrive in an ever-changing society.

Our *Helping Our Pupils Emotionally (HOPE)* resource continues to grow in demand, supporting an increasing number of children each year. This provision has been vital in helping pupils navigate challenges such as family separation, bereavement, anxiety and social interaction difficulties; ensuring emotional wellbeing remains a priority.

Additionally, Pupil Premium funding has played a crucial role in promoting equity across the curriculum. It has enabled all children, regardless of background, to participate fully in educational visits and residential experiences, ensuring access to the complete curriculum offer and enriching their learning journey.

Externally provided programmes

Programme	Provider
Spelling Shed	Education Shed Ltd
TT Rockstars	Maths Circle Ltd
White Rose Maths	Trinity MAT
Little Wandle Phonics	Wandle Learning Trust
2Eskimos Online Reading Assessment	2Eskimos Ltd
Picture News	Picture News Ltd
myHappyMind	myHappyMind.org