



Pupil premium strategy statement 2025 2026

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	Leigh St. John's CE Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was written	October 2025
Date on which it was reviewed	October 2026
Date on which it will be reviewed again	October 2027
Statement authorised by	Mrs Emma Lightfoot
Pupil premium leads	Mrs Emma Lightfoot Mrs Natalie Hatton
Governor / Trustee lead	Mrs Vivien Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 72,585
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, receive an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils the capacity and belief to positively change the world. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal

We aim to secure for all pupils, irrespective of their background or the challenges they face, exceptional outcomes through a curriculum underpinned by carefully sequenced knowledge and one through which concepts for life are weaved and plaited, thus enabling them to make connections beyond the content we teach. Exceptional outcomes for those who are already high attainers are also prioritised.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Exceptional 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.

Over time, the strategies we have developed and the impact of spend has shown the gap between disadvantaged and non-disadvantaged pupils to be negligible. Although we do recognise that for some pupils this is more so in progress rather than attainment as, historically, some non-disadvantaged pupils have higher starting points.

The research informed strategies implemented in the creation of our curriculum have been refined over time in leaders' drive to provide the very best opportunities for all pupils to know and understand more and to support every child in their lifelong journey, which is underpinned by the school's Christian ethos.

Our strategy is also integral to wider school plans for education recovery and improvement, notably in our targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils become independent learners, critical thinkers and innovators, but, more importantly, to help pupils become

decent human beings with the capacity and belief to positively change the world. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- provide the high-quality support needed to meet the extensive challenges faced by many disadvantaged pupils in their personal development
- To have whole school accountability for the nurture, care and progress of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate oral language inadequacies and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest that disadvantaged pupils are impacted by a lack or complete absence of regular story reading, games and conversation. This has led to a slower rate of phonic development than their peers. This, in turn, negatively impacts their development as readers.
3	Internal assessments indicate that typically writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 4 years, typically 100% of our disadvantaged pupils arrive below age-related expectations compared to 20 - 26% of other pupils. Typically, this gap is steadily narrowed up to the end of KS2.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils are impacted to a greater extent than other pupils through societal issues, such as mental and physical health issues, crime and safety concerns, social isolation, poverty, adverse childhood experiences, mental health related trauma and unhealthy social relationships within families. Of the 50 pupils currently receiving the pupil premium, around half of them have either social care involvement or early help intervention or have been previously open to social services. This results in significant challenges for these children with regards their emotional regulation and all aspects of personal development.

5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to mental health challenges, and a lack of home support and enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. The pandemic exacerbated these issues further; on return from lockdowns in 2020 and 2021, our observations of pupils highlighted a growing number of pupils living inactive lifestyles resulting in obesity in addition to poor mental health becoming a significant challenge.</p> <p>Teacher referrals for support have markedly increased post pandemic. 31 pupils (16 of whom are disadvantaged) currently require additional support with social and emotional needs, with all 16 disadvantaged pupils receiving small group interventions.</p>
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	WellComm assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, child voice, book scrutiny and ongoing formative assessment. Children accessing WellComm demonstrate the impact of the toolkit of targeted activities through assessments and observations.
Improved reading attainment among the youngest disadvantaged pupils.	Y1 phonic screening and KS1 reading outcomes in 2026 show that more than 80% of disadvantaged pupils meet the expected standard. Year on year, more PP children meet age related expectations by the end of the year to be more in line with peers.
Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.	KS1 writing outcomes in 2026 show that more than 80% of disadvantaged pupils meet the expected standard. KS2 writing outcomes in 2026 show that more than 80% of disadvantaged pupils meet the expected standard. Year on year, more PP children meet age related expectations by the end of the year to be more in line with peers.
Improve maths attainment for disadvantaged pupils at the end of KS1 and KS2	KS1 maths outcomes in 2026 show that more than 80% of disadvantaged pupils meet the expected standard.

	<p>KS2 maths outcomes in 2026 show that more than 85% of disadvantaged pupils met the expected standard.</p> <p>Year on year, more PP children meet age related expectations by the end of the year to be more in line with peers.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2026 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from child/pupil voice, pupil and parent surveys and teacher observations. PP children can access the full curriculum and are not hampered by poor attendance, negative thoughts or feelings. Evidence from interventions e.g., nurture and managing feelings input show a positive impact on children's well-being. • a significant increase in participation in enrichment activities, particularly among 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: £33,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching supported by evidence informed CPD for teachers and support staff. Termly monitoring of lessons and books by SLT/ Review of SDP half termly. Northwest 3 Maths hub / Northwest Learning Partnership, Schoot Online Professional Development Training, access to a suite of high-quality AI technology and Teaching Toolkit to support teaching practices.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils:</p> <p>High-quality Teaching EEF</p> <p>The EEF Guide to the Pupil Premium – Autumn 2021</p>	1, 2, 3, 4 and 5
Renewal of standardised diagnostic assessments e.g. WellComm. Renewal of formative assessment e-learning programs e.g. Century Tech and Nessy.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Diagnostic Assessment Tool EEF</p>	2, 3 and 4
Enhancement of our concept curriculum and opportunities within the curriculum to transfer writing skills. Senior Leaders will lead on this work, supporting and coaching teachers in delivering our ambitious, bespoke concept curriculum to ensure all pupils, particularly disadvantaged pupils, learn and remember more. We will fund teacher release time for lesson study to embed the key elements of	<p>The EEF document promoting high-quality teaching as the most effective strategy to improve outcomes for all learners:</p> <p>High-quality Teaching EEF</p>	2 and 3

our approach in school. We will provide access to commercial resources and CPD.		
Further enhancement of our reading diet through the continued investment in the <i>Accelerated Reader</i> programme for Y3 to Y6 to further embed the LSJP culture of reading. Accelerated Reader, a research-proven reading practice, will be utilised across KS2 to further hone pupils' reading skills: improving fluency; encouraging intrinsic motivation, improving comprehension and securing well matched texts to corresponding reading ages.	The EEF Blog: Accelerated Reader outlines this tool as a promising programme for use during the transition between primary and secondary school. <u>What does the research tell us?</u>	2
Further enhancement of our phonics teaching through the delivery of an effective, robust KS2 phonic intervention programme.		
Enhancement of our maths teaching and curriculum planning in line with DfE, NCETM Ready to Progress Document and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access high quality Maths Hub resources and CPD (including Teaching for Mastery Embedding Programme, Specialist Teaching in Mathematics, The Excellent Teacher Programme and Getting Maths back on Track Year Group Programmes).	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: <u>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</u> The EEF guidance is based on a range of the best available evidence: <u>Improving Mathematics in Key Stages 2 and 3</u>	4
Enhancement of the curriculum to create greater connectedness across and beyond the subjects we teach and more effective sequencing which leads to improved pupil knowledge. Regular curriculum planning and development meetings to identify global concepts (empathy, justice, resilience) to enable us to develop connections that extend further than the topics children study and deepening children's personal learning and thinking skills.	The EEF document promoting high-quality teaching as the most effective strategy to improve outcomes for all learners: <u>High-quality Teaching EEF</u>	1 and 3

<p>To develop pupils' retrieval skills across the curriculum, so they can learn and remember more.</p> <p>Strategies for teaching built around the principles of Rosenshine are a feature of teaching at St. John's; nevertheless, leaders want to shore up systems to check on how well pupils retain procedural and semantic knowledge and learning in the longer term. This is where the development of teaching for long-term memory will support all pupils, particularly our disadvantaged pupils for who the opportunities to retrieve knowledge are limited.</p>	<p>Making It Stick: teaching for long-term memory professional development pack is based on educational research from a variety of authors, including Rosenshine's principles.</p> <p>Embedding of the 'Last 4' (4 from before, helps us remember more) strategy across the school in addition to further retrieval strategies.</p>	<p>1, 2 & 5</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by team around the child meetings and the completion of Boxall Profiles</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>5</p>

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

Budgeted cost: £17,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>KS2 Phonic intervention programme.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

Engaging with the National Tutoring Programme to provide school-led tutoring for pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to One Tuition EEF	3 and 4
TA targeted interventions for learning gaps caused by the legacy of Covid-19.	Based on identified gaps, there is a firm belief based on assessment for learning that children can catch up on missed learning.	2, 3 and 4
WellComm to improve language and communication for younger pupils with low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. The WellComm approach that focuses on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Nessy Learning – a suite of programs that provide individualised structured learning – is utilised to support KS2 pupils following a blanket screening of all Y4 pupils.	The Nessy programs have been recommended as a high-quality evidence-based program by AUSPELD, DSF, 5 from 5 and Learning Difficulties Australia (LDA). Nessy is a global partner of the International Dyslexia Association.	2 & 3
App Crew – a before school club for disadvantaged pupils to engage in over-learning activities	The capacity to organise, remember and retrieve knowledge improves the more it is practised. P A Kirschner 'Cognitive load theory: Implications of cognitive load theory on the design of learning'.	5

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

Budgeted cost: £21,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide weekly nurture support for children with	Observations show children develop strategies to manage their feelings and	1 and 5

identified needs as informed by Boxall Profile and highlighted using a team around the child meeting.	further reduce the barriers to learning caused by emotional imbalances.	
To provide targeted SEMH/Behaviour interventions for children who need more support by the Pastoral Manager, Pastoral Support Worker or Senior Leaders.	Research shows these interventions to be highly effective in minimising conflict or upset, and children are very positive about the sessions. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Pastoral Manager and Pastoral Support Worker to deliver specific mindfulness and relaxation techniques to targeted groups of children.	Observations show children develop strategies to manage their feelings and further reduce the barriers to learning caused by emotional imbalances.	5
Pastoral Manager to deliver bespoke parent/child connection support to vulnerable parents using trauma informed practices and emotional freedom techniques.	Parental engagement, including intensive support programmes for families in crisis, have a positive impact on average of 4 months' additional progress. Therefore, it is crucial to consider how to engage with all parents to avoid widening attainment gaps. +4 months parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
To offer free before school (A.F.A) club & after school club (H.O.F) sessions to siblings of children attending school-led tutoring.	Research shows how important a healthy breakfast is and how important positive routines can be in helping children to achieve.	5
Funding/ subsidising of school trips.	Arts participation approaches including visits can have a positive impact on academic outcomes in other areas of the curriculum. They also open up children's hearts and minds to what is available to them.	1 and 5

	<p>+3 months - extending school time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
Funding and delivering after school sports clubs and extra-curricular activities	<p>Involvement in artistic and creative activities, such as dance, drama, music, painting, or crafts can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>+3 months - extending school time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1 and 5
Enhancing the school's offer to improve pupils' cultural capitalism even further through visitors and careers events.	In addition to a world class curriculum, trips, residential, lunch and after-school clubs, cultural capital can also be interpreted as children's exposure to people of all ages, cultural backgrounds and careers.	5
Contingency fund	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £72,585

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.

Early Years Foundation Stage 2025

50% of disadvantaged pupils achieved a good level of development (GLD) compared with 51% of disadvantaged pupils nationally and 72% of other pupils nationally.

Year 1 Phonics Screening Check 2025

Overall, 97% of Year 1 pupils passed the phonics check compared to 80% of pupils nationally. Of the disadvantaged pupil group within the Y1 cohort, 100% of pupils achieved the standard compared with 67% of disadvantaged pupils nationally.

Three disadvantaged Y2 pupils were screened at the re-check point within Y2, and one met the standard. Therefore 33% of Y2 disadvantaged pupils passed the screen at the re-check point compared to 44% nationally.

Attainment at Key Stage 1 in 2025

Key stage 1 attainment of the expected standard in reading for disadvantaged pupils was 67% against 51% of disadvantaged pupils nationally and against approximately 72% of other pupils nationally. 11% of disadvantaged pupils were judged to be working at a greater depth within the standard compared to approximately 9% of disadvantaged pupils nationally and 29% of other pupils nationally.

Key stage 1 attainment of the expected standard in writing for disadvantaged pupils was 67% against 48% of disadvantaged pupils nationally and 68% of other pupils nationally. No disadvantaged pupils were judged to be working at greater depth within the standard compared with 12% of disadvantaged pupils nationally and 25% of other pupils nationally.

Key stage 1 attainment of the expected standard in mathematics for disadvantaged pupils was 89% compared with 59% of disadvantaged pupils nationally and 77% of other pupils nationally. There were 11% of disadvantaged pupils judged to be working at a greater depth within the standard compared with 19% of disadvantaged pupils nationally and 33% of other pupils nationally.

Key Stage Two Multiplication Tables Check (Y4)

In the multiplication tables check, the school's average score was 21.3 with disadvantaged pupils attaining an average score of 15.3.

Attainment at Key Stage 2 in 2025

Reading

Attainment for disadvantaged pupils remains above national disadvantaged outcomes over time, though individual year cohorts are small and therefore should be interpreted with caution.

School disadvantaged compared to national disadvantaged:

2025: 82% vs 63% (national). Above (non-sig)

2024: 86% vs 62%. Above (non-sig)

2023: 50% vs 60% (cohort of 2 – unreliable comparison).

Three-year measure: 80% vs 62%. Above (non-sig)

School disadvantaged compared to national non-disadvantaged:

2025: Gap +1 (a positive gap – school disadvantaged performing slightly higher than national non-disadvantaged).

2024: Gap +6, though suppressed due to cohort size – again indicating school disadvantaged outperform national non-disadvantaged.

Three-year measure: Gap 0, meaning school disadvantaged pupils match national non-disadvantaged pupils.

Despite small cohort sizes, disadvantaged pupils at the school consistently outperform both national disadvantaged and national non-disadvantaged groups across the three-year trend. This demonstrates strong equity of provision and effective support strategies. The 2025 and 2024 cohorts in particular achieved outcomes that exceed national benchmarks.

Writing

Outcomes for disadvantaged pupils show some variation year-to-year, reflecting small cohort sizes, but overall performance is close to national disadvantaged, with some cohorts performing significantly above.

2025 cohort:

55% (national disadvantaged: 59%). Banding: Close to average (non-sig)

Compared with national non-disadvantaged (78%): -24 gap, with a widening trend.

2024 cohort:

71% (national disadvantaged: 58%). Banding: Above (non-sig)

Compared with national non-disadvantaged (78%): -6 gap, gap suppressed (improved).

2023 cohort:

50%, but very small cohort (n=2) – data treated with caution.

Three-year combined measure:

60% vs national 59%. Banding: Close to average (non-sig)

Compared with national non-disadvantaged (78%): -18 gap, not applicable for trend due to scale.

Disadvantaged pupils perform broadly in line with national disadvantaged over the three-year period.

In 2024, disadvantaged pupils performed notably above national disadvantaged, demonstrating strong provision and progress.

The 2025 cohort shows a widening gap between disadvantaged pupils and national non-disadvantaged, indicating a key focus area for continued targeted intervention.

Small cohorts can exaggerate percentage swings, so figures should be interpreted cautiously.

Mathematics

Over three years, 80% of disadvantaged pupils achieved the expected standard, well above the 60% national disadvantaged figure.

For 2025, disadvantaged attainment was 82% (national 61%), again above (non-sig) with a very small positive gap (+1) when compared with national non-disadvantaged pupils.

In 2024, disadvantaged attainment was 86%, significantly above the 59% national disadvantaged figure, and only a small gap (-6) to national non-disadvantaged pupils.

2023 data not comparable due to very small cohort (n=2).

Overall picture:

Disadvantaged pupils at the school consistently outperform national disadvantaged pupils, with gaps against national non-disadvantaged peers either small, positive, or suppressed due to small size.

Attendance

Attendance for pupils eligible for PPG remains broadly strong and, over several years, has consistently been in line with or above national. While 2024/25 shows a dip, the school continues to perform well for this group.

2024/25: PPG attendance is 93.7%, compared with a national figure of 92.6%. This places the school close to average, with a relative decline trend against the national direction.

2023/24: Attendance was 96.1% versus 92.0% nationally, placing the school above national, though the trend indicates a relative decline.

PPG attendance remains strong and consistently above national standards over time. The slight decline in 2024/25 mirrors the whole-school pattern but performance for this vulnerable group continues to be highly positive.

Persistent absence among pupils eligible for PPG has remained consistently well below national levels for several years, although there has been an expected rise in 2024/25 reflecting wider school trends.

In 2024/25, persistent absence for PPG pupils is 12.8%, compared with a national rate of 24.4%. This places the school in the “Below (non-sig)” national banding. There is no significant change from previous years.

In 2023/24, persistent absence for this group was 2.6%, far below the national figure of 27.1%, and in the “Below (sig–)” banding with no significant change.

PPG persistent absence remains a strong area, with rates consistently far lower than national. Although the 2024/25 figure is higher than in previous years, it still represents notably strong performance for this vulnerable group.

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils had improved steadily from the previous summer and is returning to those figures previously seen pre-Covid, particularly for Writing. Overall, the outcomes we aimed to achieve in this year’s strategy were close to fully realised.

As evidenced in schools across the country, notably one of the most significant challenges both post-pandemic and presently evident in society is poor pupils and parent mental wellness; this continues to be particularly acute for disadvantaged pupils. In 2024-25, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach still further with the activities detailed in this plan.