

# Pupil premium strategy statement – Leckhampton Primary School

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	630
Proportion (%) of pupil premium eligible pupils	3.8%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sam Porter, Headteacher
Pupil premium lead	Sarah Bird, Deputy Headteacher
Governor / Trustee lead	Will Doherty, Pupil Premium Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,720
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£37,720

# Part A: Pupil premium strategy plan

## Statement of intent

Leckhampton Church of England Primary School is a large primary school in the South of Cheltenham. Whilst the proportion of pupils in receipt of Pupil Premium remains low, this enables the school to plan provision based on each pupil's needs and story.

Which pupils are eligible for Pupil Premium?

- 'Ever 6' free school meals children
- Children of families with no recourse to public funds (NRPF) who are eligible for free school meals
- Looked-after children (LAC)
- Previously looked-after children (PLAC)
- Service children

All members of staff are committed to ensuring that all disadvantaged pupils achieve at least in line with their peers across all subject areas. We want our children to enjoy school to its fullest and to be able to access curricular opportunities both inside and outside of the classroom which support their personal development and attitudes to learning.

High quality teaching is our primary driver for improvement, with a focus on clear action planning for disadvantaged pupils. We know that this is proven to make the biggest difference to pupil outcomes and closing the attainment gap. Whilst aiming to raise standards for all disadvantaged pupils, we recognise the importance of continuing on the trajectory of high attainment for all groups of pupils. Ultimately, we aim to provide the very best quality of education we can offer to all pupils in our care.

In support of this, we offer targeted support through a range of interventions, moving then to whole school strategies. The Education Endowment Foundation demonstrates that this tiered approach is an effective strategy when improving outcomes for pupils.

By targeting our efforts in a smaller number of key priorities, we believe that this will make the biggest difference to disadvantaged pupils' outcomes. The approaches we have adopted complement each other to help pupils excel. We will achieve this through;

- The Leckhampton Curriculum offer which provides pupils with a strong foundation in all subjects and enables leaders to track pupils' attainment and progress within each subject strand.
- High expectations from all members of staff.
- High quality teaching and accountability for the attainment and progress of disadvantaged pupils.
- Effective use of Teaching Partners & Learning Mentors.
- The employment of a Learning Mentor who works specifically with Pupil Premium children.
- Continuous professional development for Teachers and Teaching Partners.
- Effective pastoral support and therapeutic interventions such as The Calm Zone.
- Prioritising participation in extracurricular and musical opportunities (including peripatetic music sessions).

Reduced prices are given for school trips to families in need of financial support. This is decided on a case-by-case review of each family's circumstances and how much support is needed.

We also endeavour to consider the challenges faced by other 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 classed as disadvantaged or not.

## Challenges

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

Challenge number	Detail of challenge
1	Lower than expected starting points in Reading, Writing and Maths when entering the school.
2	Pupils joining school part-way through the primary phase causing a disruption in their learning journey.
3	Approximately one third of pupils on register also have an identified special need.
4	Lack of parental engagement with the school.
5	Pupils are often referred to Pastoral Support (Wellbeing Teaching Partners) due to social, emotional and mental health concerns.
6	Adverse Childhood Experiences (ACEs) including trauma experienced during lifetime.
7	Lower than average attendance at school.

## 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
Pupil Premium Pupils make <b>accelerated progress</b> in Reading, Writing & Maths and the majority of Pupil Premium Pupils reach the <b>expected standard</b> in these subjects at the end of each year group.	<ul style="list-style-type: none"><li>Teachers track PP pupils' progress using formative and summative assessments. These assessments show that PP pupils make progress (even if it is small steps).</li><li>PP pupils' progress and achievements are celebrated and their confidence towards learning increases.</li><li>PP pupils' summative assessments show that they are working at the age-related expectation for their year group.</li></ul>

<p>Pupil Premium Pupils who have joined the school partway through the primary phase will complete <b>assessments</b> so that their teachers have a detailed understanding of their current skills and abilities in Reading, Writing &amp; Maths.</p>	<ul style="list-style-type: none"> <li>• Pupil Premium Lead liaises with Teachers and Learning Mentors to ensure that PP pupils who join have an opportunity to 'show what they know' and Teachers can plan for them accordingly.</li> <li>• Teachers' lesson plans for Reading, Writing and Maths are bespoke and individualised to meet the needs of PP Pupils.</li> </ul>
<p>Pupil Premium Pupils, who also have an identified special need, make good progress towards their <b>My Plan targets</b>.</p>	<ul style="list-style-type: none"> <li>• PP Pupils, who have an identified special need, have a clear My Plan which sets out the following: <ul style="list-style-type: none"> <li>✓ Background information</li> <li>✓ Areas of need</li> <li>✓ Triggers</li> <li>✓ 'What helps me'</li> <li>✓ Actions</li> <li>✓ Interventions</li> </ul> </li> <li>• My Plans are useful documents that are frequently reviewed and shared with parents in face-to-face meetings.</li> <li>• PP Pupils, who have an identified special need, make progress (even if it is small steps).</li> </ul>
<p><b>Parents</b> of Pupil Premium Pupils engage with most parent events including Open Classrooms and Parents' evenings.</p>	<ul style="list-style-type: none"> <li>• PP Pupils feel that school and home work in partnership with each other.</li> <li>• PP Pupils' parents attend the majority of parental events and engage with the school about their child's learning.</li> </ul>
<p>Pupil Premium Pupils receive Pastoral Support from adults in school allowing the pupils to improve their <b>social, emotional and mental health</b>.</p>	<ul style="list-style-type: none"> <li>• PP Pupils receive pastoral care from their Teacher/ Teaching Partner and other adults in school.</li> <li>• Some PP Pupils are referred to the Well Being Team and receive support on a needs-basis. This support can consist of daily or weekly check-ins, time to talk, access to Sidney's House (Therapeutic Space) or an intervention programme such as 'The Anxious Child'.</li> </ul>
<p>Pupil Premium Pupils, who have also experienced <b>ACEs</b>, receive Pastoral Support to help them to build resilience.</p>	<ul style="list-style-type: none"> <li>• All staff receive training on Adverse Childhood Experiences.</li> <li>• PP Pupils, who have had ACEs, receive care using a trauma-informed approach.</li> </ul>

	<ul style="list-style-type: none"> <li>PP Pupils build resilience to help them to overcome the impact of the ACEs.</li> </ul>
Pupil Premium Pupils' overall <b>attendance</b> is in line with their Non-Pupil Premium peers.	<ul style="list-style-type: none"> <li>Pupil Premium Lead monitors the attendance of PP pupils and Non-PP Pupils.</li> <li>PP Pupils who have an attendance of less than 95% are identified and parents are supported.</li> <li>Pupil Premium Lead shares attendance data with Governing Body.</li> </ul>

## 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group teaching of pupils to promote accelerated progress.	<a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2 & 3

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor Support (x 4 members of staff) to identify need and intervene appropriately.	<a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 & 2

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-Being Support (x 4 members of staff) to develop children's social, emotional and mental health and help children be prepared for learning.	<a href="#">Maslow's Hierarchy of Needs in Education   Brooks and Kirk</a>	5, 6 & 7

**Total budgeted cost: £150,000**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

*We currently have small numbers of pupils in each year group who are in receipt of Pupil Premium funding. Therefore, to share the end of year percentages for how Pupil Premium children have performed academically would not be appropriate.*

*However, our Governing Body regularly scrutinises anonymised Pupil Premium data and compare this data to the outcomes of Non-Pupil Premium cohorts.*

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Learning Mentor Support (x 4 members of staff).

Well-Being Teaching Partners (x 4 members of staff).

### **The impact of that spending on service pupil premium eligible pupils**

Pupils in receipt of Service Premium are identified on all class action plans and lesson plans. They receive additional support, when required, from Teachers, Teaching Partners, Learning Mentors and Well-Being Teaching Partners.