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 and how we intend to spend the funding in this academic year.

School overview

Detail	Data
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils	3.7%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Miss Porter, Headteacher
Pupil premium lead	Miss Bird, Deputy Headteacher
Governor / Trustee lead	Mr Doherty, Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,930
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£6,468
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*	£44,398

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
- 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 focusing our resources on a small number of carefully selected priorities, we believe we can make the greatest difference to outcomes for disadvantaged pupils. Our approach is underpinned by high expectations, evidence informed practice and a commitment to ensuring that all pupils can thrive academically, socially and emotionally.

We will achieve this through:

- The Leckhampton Curriculum, which provides pupils with a strong foundation of knowledge, skills and understanding across all subjects, while enabling leaders to monitor attainment and progress within individual curriculum strands.
- Consistently high expectations for all pupils, regardless of background or circumstance.
- High quality teaching, supported by robust assessment and accountability systems that ensure the progress and attainment of disadvantaged pupils remain a priority for all staff.
- The effective deployment of Teaching Partners and Learning Mentors to provide targeted support and intervention.
- High quality professional development for teachers and Teaching Partners, ensuring classroom practice is continually refined and informed by the best available evidence.
- Strong pastoral provision, including therapeutic support and interventions such as Sidney's House, to promote wellbeing, resilience and readiness to learn.
- Prioritised access to extracurricular activities, enrichment opportunities and musical experiences, including peripatetic music lessons, to broaden aspirations and enhance personal development.
- Targeted support to improve attendance and engagement, ensuring pupils are present, ready to learn and able to benefit fully from the opportunities available to them.
- Strong partnerships with parents and carers to improve engagement, communication and support for learning at home.

Financial assistance is available to support participation in educational visits, residential experiences and other enrichment opportunities. Support is allocated following a careful consideration of individual family circumstances to ensure that no pupil is disadvantaged by financial barriers.

We also recognise the challenges faced by other vulnerable pupils, including those who have a social worker, are young carers, are new to the school, or experience additional social, emotional or educational needs. The strategies outlined in this statement are intended to support these pupils where appropriate, regardless of whether they are eligible for Pupil Premium funding. Through an inclusive and equitable approach, we aim to ensure that every pupil is able to achieve highly, develop confidence and resilience, and flourish both academically and personally.

Challenges

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

Challenge number	Detail of challenge
1	**Low Starting Points** Many pupils enter Reception with skills and knowledge below age related expectations, particularly in communication and language, phonics, motor skills and self-regulation, limiting their readiness for future learning.
2	**Pupil Mobility** A significant number of pupils join the school after Reception, often at different points during their primary education. This can result in gaps in learning, disrupted educational experiences and limited time to address barriers to achievement. Inconsistent or incomplete assessment information from previous settings can make it challenging to identify needs quickly and implement effective support to accelerate progress.
3	**Complex barriers** Pupils face multiple and overlapping barriers to achievement. Some pupils have additional educational needs, are known to social care services, or have experienced adverse childhood experiences. Where home circumstances are unstable or turbulent, this can have a significant impact on pupils' emotional wellbeing, readiness to learn, engagement in school and overall academic progress.
4	**Social Emotional Mental Health** Pupils often face social, emotional and mental health difficulties, including anxiety. These challenges can create significant barriers to learning, contributing to lower attendance, persistent absence, school avoidance, lateness and reduced engagement with learning and wider school life.
5	**Limited parental engagement** Limited parental engagement with school can negatively impact some pupils' attendance, progress and participation. In some cases, parents and carers may not attend consultation meetings or engage fully with information relating to their child's education. This can result in missed opportunities to support learning at home, reduced access to curriculum enrichment activities and educational visits, and lower levels of participation in wider school life.
6	**Attendance** In a small number of cases, pupils may experience exceptional circumstances which may result in authorised absence from school. These circumstances may include complex family situations, medical conditions, ongoing healthcare appointments, or other significant barriers beyond the family's immediate control. Reduced attendance can have a significant impact on pupils' academic achievement and personal development. Time away from school can lead to gaps in learning, missed opportunities for targeted intervention and support, and difficulties in maintaining expected rates 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
Pupil Premium Pupils make **accelerated progress** in Reading, Writing & Maths and the majority of Pupil Premium Pupils reach the **expected standard** in these subjects at the end of each year group.	• Teachers track PP pupils' progress using formative and summative assessments. These assessments show that PP pupils make progress (even if it is small steps). • PP pupils' progress and achievements are celebrated and their confidence towards learning increases. • PP pupils' summative assessments show that they are working at the age-related expectation for their year group.
Pupil Premium Pupils who have joined the school partway through the primary phase will complete detailed **assessments** so that their teachers have a clear understanding of their current skills and abilities in Reading, Writing & Maths and what their next steps are.	• Every teacher has a list of initial assessments which must be caried out within the first week of the pupil arriving. • Teachers' lesson plans for Reading, Writing and Maths are bespoke and individualised to meet the needs of PP Pupils.
Pupil Premium Pupils, who also have an identified special need, make good progress towards their **My Plan targets**.	• PP Pupils, who have an identified special need, have a clear My Plan which sets out the following: ✓ Background information ✓ Areas of need/ Barriers to learning ✓ Triggers ✓ 'What helps me' ✓ Actions ✓ Interventions • My Plans are useful documents that are frequently reviewed and shared with parents in face-to-face meetings. • PP Pupils, who have an identified special need, make progress (even if it is small steps).
Parents of Pupil Premium Pupils engage with most parent events including Open Classrooms and Parents' evenings.	• PP Pupils feel that school and home work in partnership with each other. • PP Pupils' parents attend the majority of parental events and engage with the school about their child's learning.

Pupil Premium pupils receive targeted pastoral support from trusted adults within school to improve their social, emotional and mental health, wellbeing and readiness to learn.	• PP Pupils receive pastoral care from their Teacher/ Teaching Partner and other adults in school. • 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'.
Pupil Premium Pupils, who have also experienced **ACEs**, receive Pastoral Support to help them to build resilience.	• All staff receive training on Adverse Childhood Experiences. • PP Pupils, who have had ACEs, receive care using a trauma-informed approach. • PP Pupils build resilience to help them to overcome the impact of the ACEs.
Pupil Premium Pupils' overall **attendance** is in line with their Non-Pupil Premium peers.	• Pupil Premium Lead monitors the attendance of PP pupils and Non-PP Pupils. • PP Pupils who have an attendance of less than 95% are identified and parents are supported. • Pupil Premium Lead shares attendance data with Governing Body.

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.

Extract from: Pupil premium: overview - GOV.UK
Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

While the school's Pupil Premium budget for this year is £44,398, the school is committed to investing significantly beyond this amount to address disadvantage and improve outcomes for eligible pupils. Where necessary, additional funding from the school's delegated budget will be used to supplement Pupil Premium provision, ensuring that barriers to learning are addressed effectively and that pupils receive the support they need to thrive.

How will the Pupil Premium budget spent this academic year? 2026/27

Detail	Amount
Teaching Activities	£2,200
Targeted Academic Support	£17,800
Wider Strategies	£24,398
Total budget for this academic year	**£44,398**

Teaching (for example, CPD, recruitment and retention)

- £2,200 from the Pupil Premium grant allocation received from the DfE will be spent on these teaching activities.

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality continued, professional development for all staff	Effective Professional Development | EEF	All
Senior Leaders undertake Pupil Progress Meetings with every teacher three times per year which include triangulation information through Pupil Voice and Pupil Work Scrutiny	Closely monitoring the pupils' holistic development and academic progress is effective in understanding their barriers to learning and allows staff to work to alleviate the barriers.	1, 2 & 3

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

- £17,800 from the Pupil Premium grant allocation received from the DfE will be spent on this targeted academic support.
- £148,000 of additional school funding will be used on these activities as they will also benefit other pupils who are not in receipt of Pupil Premium.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor Support (x 5 members of staff) to identify need and intervene appropriately.	Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1 & 2
Online learning tools for pupils such as Giglets, Ed Shed and Times Table Rock Stars	Pupil achievement in Reading and Maths has improved since these online learning tools were introduced.	1
Third Space Learning Artificial Intelligence Tutoring	Since introducing Third Space Learning Maths Tuition two years ago, the Maths progress of pupils in years 4, 5 and 6 has accelerated.	1 & 2

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

- £24,398 from the Pupil Premium grant allocation received from the DfE will be spent on this targeted academic support.
- £52,402 of additional school funding will be used on these activities as they will also benefit other pupils who are not in receipt of Pupil Premium.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-Being Support (x 3 members of staff part-time/ full-time) to develop children's social, emotional and mental health and help children be prepared for learning.	Maslow's Hierarchy of Needs in Education | Brooks and Kirk	3 & 4
CPD and Pupil/ family work with For The Child (Sam Stocken)	We have commissioned a specialist behaviour consultant to train staff in the following areas: • Adverse Childhood Experiences • Restorative Practice • Behaviour • Paul Dix We have also commissioned the behaviour specialist to work with individuals and families – case sampling shows a positive impact.	3, 4, 5 & 6
We are undertaking the Whole Education SEND School Improvement Programme to embed a clear strategic vision for SEND provision, grounded in evidence and professional learning.	Transforming SEND Leadership: Evaluated Impact of Whole Education's School Improvement Programme — Whole Education	1, 3, 4 & 6
Regular planned and proactive support for parents to promote parental engagement at school events and pupil-centred meetings.	Parental engagement | EEF	5