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	Leigh Beck Junior School
Number of pupils in school	322
Proportion (%) of pupil premium eligible pupils	29% (94 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	1st September 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Governing Body
Pupil premium lead	Stephanie Crump
Governor / Trustee lead	Anne Earle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,270
Recovery premium funding allocation this academic year	£0
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	£151,270

Part A: Pupil premium strategy plan

Statement of intent

At the Lion Academy Trust and Leigh Beck Junior School we fully support the 'closing of the gap' or 'diminishing the difference' agenda which fuels the allocation of Pupil Premium money. Every child deserves to achieve to be the best they can be.

Our aims:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

We can support children in the provision we provide. For us, academic achievement is very important as this offers life chances- it opens doors to potential future careers and a sustainable existence in our society.

However, we very much also believe in the importance of giving children experiences that might be outside of their current life experiences. Both are 'aspiration-linked' in terms of widening opportunities and in enabling children to be able to access further possibilities in their futures.

We believe in:

- Widening children's experiences beyond their home experiences and giving choices
- Supporting the 'whole' child with both academic and pastoral support
- Supporting children to access learning opportunities- being in a 'place' (physical, emotional) to learn;
- Offering equality of opportunity to all regardless of individual circumstance

With these principles in mind we allocate our Pupil Premium funding to a range of supporting activities and interventions which we aim to have an impact on achievement and on aspiration. Some activities support the child to be in the right place to learn, for example nurture support for physical and emotional needs. Other activities are directly linked to targeted high quality interventions or Quality Additional Teaching to increase progress (enable the necessary progress to be made) and thus aim to improve attainment. We have designated roles in school to support our 'Ever 6' children with their learning.

Our approach to funding

Our approach to funding is that we will fund targeted pastoral, academic and extended

provision activities for targeted children in receipt of Pupil Premium. Examples of how targeted provision includes but are not limited to;

- Reducing class sizes thereby improving opportunities for effective teaching and accelerating progress for pupils
- To allocate an ‘Intervention Teacher for specific year groups - providing small group work with an experienced teacher focussed on overcoming gaps in learning identified through the accurate and ongoing use of assessment.
- After school booster sessions and other additional provision such as a Saturday school/Easter school programme.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition into Year 3 (KS2)..
- Additional learning support.
- Financially support families with activities, educational visits, uniform and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software.
- To extend PE provision with additional opportunities to engage in an active and healthy lifestyle, as well as provide additional clubs.
- To support children to learn a musical instrument through our links with Essex Music, iROCK and the schools ‘Forest School’ provision.
- Behaviour and nurture support during lunchtimes by providing a range of activities and resources.

The impact of these activities is tracked, with clear outcomes detailed. In addition, Recovery Catch-up funding is targeted to support those children that have been identified as having been most affected due to the period of school closures throughout the ongoing pandemic, and those most at risk of falling behind that of their peers.

Additionally, due to our view of the need to support some of our most vulnerable families, we will also consider funding the following activities, both school based or school linked and extended school linked. We may not be able to track the impact of these activities in the same way as our targeted activities, however, we believe that on a moral level we need to ensure that children and families are supported and that we can widen the opportunities and experiences that the children encounter. This is linked to our view that we aim to meet learner needs and that through doing this, impact on outcomes can be a by-product.

Parents can approach us to consider additional activities, which we will consider funding based on how together we feel a child may benefit from participating in this experience or activity. These requests will be recorded by the Pastoral Team in liaison with the designated SLT Lead for Pupil Premium (or Pupil Premium Champion for the school).

Challenges

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

Challenge number	Detail of challenge
1	**Reading attainment** Attainment of the bottom 20% of pupils in the class, who are also eligible for pupil premium in particular in reading, this is in comparison to those who are not eligible for pupil premium funding. Those children who are eligible for pupil premium grant attaining age related standards is lower than other groups. Children who are eligible for pupil premium funding do not read as widely and often as those of other groups, and lack access to high quality texts at home.
2	**Mathematics Attainment** The attainment of mathematics for some children who are entitled to pupil premium funding is lower when compared to those that are not eligible for pupil premium funding. Those children who are eligible for pupil premium grant attaining age related standards is lower than other groups. Children who are eligible for pupil premium funding might not have access to the wide range of resources that are available online to support and develop mathematical awareness and understanding as well as their peers who are not eligible for pupil premium funding.
3	**Life Experiences** Pupils from disadvantaged backgrounds have limited experiences beyond their home life and local community. They have limited access to a range of high quality reading texts, as well as access to IT devices and the internet at home compared to pupils from non-disadvantaged backgrounds. As a result, they have greater difficulty accessing home learning activities (e.g. through google classrooms and online learning platforms like TT RockStars and Bug Club).
4	**SEMH** Pupils from disadvantaged backgrounds, and their families have increased social & emotional difficulties, including medical and mental health issues when compared to those children that are not eligible for pupil premium funding.
5	**Attendance** Potential lower attendance and persistent absenteeism of PP/disadvantaged children.

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
Reading Attainment Raise the attainment of disadvantaged pupils in Reading so that the proportions of disadvantaged pupils working at the age related standard and above are in line with other pupils in the school and in line with national expectations.	**2025/26 KS2 Outcomes** Reading Overall; 90% Disadvantaged Reading; 76%
Mathematics Attainment Raise the attainment of disadvantaged pupils in mathematics so that the proportions of disadvantaged pupils working at the age related standard and above are in line with other pupils in the school and in line with national expectations.	**2025/26 KS2 Outcomes** Mathematics Overall; 90% Disadvantaged Mathematics; 76%
Life Experiences Children regularly have access to high quality texts, either physical copies or through electronic / online reading schemes. Positive reward incentive to be offered to those children who are accessing online reading / maths schemes regularly. Access to online platforms and software including; bug club, TTRS, MathsFlex, Google classroom to be accessible to all pupils.	**Whole School** All children have access to an electronic device to access online resources and materials provided by the school. Increase in the usage of online platforms from the children, including; bug club, TTRS, MathsFlex, Google classroom. Increase in the number of trips / life experiences on site for the children to take part in over the academic year. More opportunities to access in school roles and responsibilities. At least 50% of school council/ ambassadors/ Eco club to be made up of children who are PPG.
SEMH Those children who are identified as needing SEMH support are quickly identified using the schools referral form and the children are supported on site by the pastoral team through a range of different intervention and support groups, linked to their need. External support is sought where necessary, and parents and children are able to confidently access a range of support outside school.	**Whole School** The Inclusion team (SENDCo, Head of School, Learning Mentor, Safeguarding Lead) will work to review pastoral referral forms and support children identified as having SEMH need and implement this accordingly. SENDCo to liaise with external professionals such as SALT, Education Psychologist to support those children who are SEN and have SEMH need. The learning mentor team, SENDCo and Head of School identify and support families and children, and work to alleviate barriers to learning. Support for those children is offered through specific support groups in school, and can include but not limited to; - 1:1 Support Sessions - Friendship groups - Confidence groups - Drawing and Talking - Zones of Regulation - Positive actions - Pastoral Wellbeing Group - Team Building - SALT
Attendance Improve the level of attendance for those children who are disadvantaged, and ensure that they are in line with all children.	**Whole School** Those children who are disadvantaged have attendance that is in line with all children. Disadvantaged Attendance - 92.3% All pupils 94.5%

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PA of those children who are eligible for pupil premium funding is in line or below national average.	- Disadvantaged children have an attendance that is in line with or above 95% - Disadvantaged children have PA that is no higher than 16.3% **Attendance Officer** Effective implementation of 'Attendance Meetings' ensures swift action from the attendance officer to enable parents who are at risk of falling below 95% are made aware. Those children whose attendance is below 95% are issued with warning letters at the first possible opportunity Those parents whose children are PA are supported in improving attendance through the use of Consistent Attendance Plans. Those parents whose children's attendance does not improve are issued with LAWLs, fines and, if necessary, prosecution. Consistent application of the school's attendance policy ensures that instances of persistent absence is tackled swiftly and the local Attendance Officer is involved where necessary. **Rewards** Those children with 100% attendance for the term are rewarded Those children with 100% attendance for the year are rewarded, this could include, but not limited to; - Attendance Prizes - Certificates - Trophies - Extra school trips - Internal School visitors - Attendance Reward Celebrations on site

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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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Staff CPD £6,000	High quality CPD and training has resulted in better outcomes for children. This ensures that staff are utilising the most up to date CPD and training techniques to support children. INSET sessions are specifically used to support all members of staff to ensure that they are supporting the children the best way they can. High quality staff CPD is essential to follow LAT principles. This is followed up during Staff meetings and INSET. All staff to lead effectively are released once a term. School leaders design and implement the training for staff based on monitoring and evaluation to ensure that it is the most up to date support.	1,2,3,4,5

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

Budgeted cost: £87,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
After and before school boosters £17,000 Saturday School £22,000	Intervention teachers will work closely with the teachers to support those children who are behind in their learning, specifically Reading and Maths. They will implement lesson plans that are designed to catch up those children who have fallen behind.	1,2,3,4,5

	They will also work with small groups of children to support specific learning needs that they have, specifically around reading and maths, as well as; phonics, gross motor skills, mental arithmetic, handwriting. Booster sessions are designed to support those children who are most at risk and behind in their learning. They are designed and implemented by the teachers to ensure that the children are getting the most appropriate learning, and using error analysis to 'plug the gaps' in their learning and knowledge. Saturday School is designed to supplement the learning that has taken place during the week. Specific plans and lessons are designed to support the learning, and revisit prior learning, as well as use the error analysis to plug any gaps that the children might have during the week. Those children who are PPG are targeted to attend the sessions, where they will get additional support from the teachers and this will aid accelerated progress and learning.	
1x Learning Mentor To support pupils with learning behaviours and strategies to remove potential barriers to learning £14,050	The Learning Mentor has been designated to work with specific children to support their resilience, attendance and behaviour in school. They are also trained to work in conjunction with the safeguarding team to ensure that any welfare concerns are noticed quickly and support is implemented in a timely manner. The effectiveness of the learning mentor has shown that it can increase the engagement of families and children in school, as well as have a significant impact on behavioural challenges. The LM can remove barriers to learning for a range of PP children, specifically those who have a negative view of school based on external factors.	3,4,5
Interaction ICT resources £6,000	Broadening the range of ICT resources available for PPG children will ensure that they gain a range of life experiences (coding, VR etc), as well as being engaging using the LAT curriculum to encourage good levels of attendance across the PPG cohort in school. Further to this, giving children better access to ICT resources and programmes at home using bespoke platforms allows for PPG children to continue developing their performance across core subjects.	1, 2, 3

Early Reading - Additional Reading Books to ensure the books link to Early phonics and precision teaching £4,000	Additional books aligned to letters and sounds (Big Cat) to ensure that children are accessing books that are matched to their reading ability and enough for them to have access in school and at home. Additional precision teaching resources, for those identified by Educational psychologists as needing other forms of support with their reading.	1, 3,5
Additional Reading books to to support higher attainers. £4,000	Additional higher level banded books are in place to support those children who are working at a higher ability. These are utilised to promote a love of reading and give the children access to high quality reading books both in school and at home.	1, 3,5
Speech and Language Therapist to support and assess children on entry with bespoke programmes of intervention being put in place. £8,740	Weak Language and Communication skills. Most children are working below ARE and are unlikely to have the breadth of vocabulary that reflects their experiences on entry in Y3. KS2 children are unlikely to use talk to connect ideas and explain what is happening. Higher than average numbers of PP children access SALT and will either require small group support or 1:1 support from the school speech and language therapist.	1,3,4,5
Educational Psychologist £11,000	Educational psychologist is utilised to support those children who have specific needs in their learning. This information is then used to support teachers MTPs and ensure that the provision is suitable for specific children.	1,2,3,4,5

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

Budgeted cost: £58,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Extended Services Support to help improve attendance £3,000 Attendance Officer to encourage and support families around attendance. £13,200	Early arrival at school has shown to increase pupils' attendance and therefore have an impact on their outcomes. PPG attendance is an ongoing focus for the academic year to ensure that it reaches the target of 95%	1,2,3,6

Attendance Rewards and incentives for those children who are at risk	Attendance of PPG and PA attendance is an ongoing focus for the academic year to ensure that it stays in line with the target of 17%.	1,2,3,6

of becoming PA or whose attendance is declining. £6,000	Positive incentives have been received well by the children and feedback from them shows that this has an impact but will be developed into more significant rewards.	
Behaviour Behaviour support (Learning mentors) £14,850	Positive approach to behaviour and positive incentives to those children who model the expectations has resulted in a more positive attitude towards learning. Positive behaviour and the climate of good behaviour has been shown to increase attendance and therefore lessons attended resulting in improved outcomes.	1,2,3,6
Well Being After school extracurricular clubs £15,930	Positive engagement and access to wider clubs and activities that children would typically not get at home which creates positive experiences, thereby encouraging attendance and well-being. The broader range of clubs that are available to the children is likely to appeal to a broader selection of PPG children, thereby improving wellbeing and attendance.	1, 2, 3, 4, 5, 6
Well Being Provision of school uniform and school trips £2,500	Encouraging good attendance and supporting this with trips and external visits broadens the children's life experiences which they would otherwise not get. Children who attend school regularly and as well as school trips have a developing positive view of school life and therefore improve attendance, SEMH as well as outcomes in core subjects	1,2,3,4,5

Total budgeted cost: £ *151,770*

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 2023 to 2024 academic year.

KS2
Reading outcomes for disadvantaged = 76%
Writing outcomes for disadvantaged = 81%
Numeracy outcomes for disadvantaged = 76%
Combined outcomes for disadvantaged = 76%

Outcomes for KS2 children in reading, writing and maths continue to be a focus as part of the 3 year plan to ensure the combined increases.