

Pupil premium strategy statement Leighton Academy

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

School overview

Detail	Data
School name	Leighton Academy
Number of pupils in school	410 (Rec-Y6) 58 (Nursery)
Proportion (%) of pupil premium eligible pupils	27% are in receipt of the Pupil Premium (110 pupils of 410 Rec-Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	22 nd September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Samantha Thompson, Principal
Pupil premium lead	Nick Jones, Vice Principal
Governor / Trustee lead	Rachael Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124000
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	£124000

Part A: Pupil premium strategy plan

Statement of intent

We aim for our Pupil Premium and other pupils to develop the knowledge, skills and academic ability and achievement to ensure they reach their potential in all aspects of their life.

Through the holistic approach we use, this will enable each to access the programmes and support from staff and other agencies to empower them to progress. The investment in training for all staff will support the continuity of experience, support their well-being and through targeted interventions they will achieve and be the best they can be.

The range of intervention and support programmes will allow all of our pupils to access specific programmes of support which will be focused on their specific areas for development.

The focus on transferable knowledge and skills will support the pupils as they progress through school and prepare them for future education, training and life. We recognise the importance of well-being and equipping our pupils with the strategies, perseverance and resilience to manage life challenges and experiences. Through the multi-faceted approach we endeavour to give all our pupils positive and successful experiences.

Our strategy will combine the use of trusted, successful intervention programmes, staff training to ensure there is high quality teaching and support and access to a knowledge and vocabulary rich environment to stimulate their learning and interactions.

Challenges

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

Challenge number	Detail of challenge
1	Pupil mental health and well being
2	Pupil retention of information, knowledge and strategies.
3	Pupil early language development
4	Pupil progress and achievement in writing
5	Pupil attendance

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
Pupils access all learning and are able to self-regulate	Pupils can focus in each lesson Pupils have and apply strategies to help themselves to calm and manage their emotions Pupils access support systems and staff to support their mental health and well being including developing resilience and perseverance.
Pupils retain knowledge and prior knowledge is applied to new learning to advance learning and achievement.	Staff receive CPD on metacognition and cognitive load theory and adaptive teaching. They apply strategies and techniques to support pupils' retention and application of transferrable knowledge. Pupils retain knowledge from prior learning. Prior knowledge is applied successfully to enable greater understanding of new concept and learning. Pupils make at least expected progress between Key Stages
Pupils make progress in the early language development and are achieving age expected standard. Pupils in EYFS achieve a good level of development in speaking and listening. Pupils who require SaLT are identified quickly, referred for support, receive intervention and achieve age expected parameter.	Pupils develop speech and language to communicate effectively and participate in reciprocal conversations. Pupils receive specialist support to improve speech and language needs Pupils can absorb, understand and apply key vocabulary including curriculum / subject vocabulary. Pupils' confidence in speaking and listening is improved following intervention and support. Pupils develop and expand their vocabulary and apply this to their learning and daily interactions.
Pupils develop greater writing fluency. Pupils achieve expected standard in writing. A greater number of Pupil premium pupils achieve greater depth in writing.	Pupils receive target writing units, developing writing skills and components. Pupils write with greater fluency and use appropriate sentence structure and punctuation. Pupils' letter formation is correct and achieve fluency in handwriting. Pupils achieve pass score and apply their phonics knowledge to support their writing and reading. Pupils can write for a range of purposes.

Pupil attendance is at national expected percentage.	Pupils are in school to receive teaching, interventions and make progress academically. Pupils socialise with their peers and develop friendships and skills to navigate everyday interactions.
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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: £ 40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of the Mental health lead and pastoral and welfare manager to support pupils and families through target interventions</i>	Pupils and families accessing mental health support programmes including animal assisted therapy, counselling and art therapy enables them to access learning and develop strategies to support anxiety	1
<i>Trauma-Informed Practice training and application of approach across the school</i> <i>Specific training including Forest school and Monkey Bob</i>	https://tce.researchinpractice.org.uk/wp-content/uploads/2020/02/Developing-and-leading-trauma-informed-practice.pdf EEF gives an impact score of +4	1
<i>CPD, research and training in cognitive load theory and its application.</i> <i>CPD sessions to include across TRUST, subject specific development and cross curricular links.</i>	Pupils' retention of knowledge is improved and can be applied to their learning enabling them to engage, achieve and progress across the curriculum. Knowledge is transferable and progressively builds throughout units of work and recall links between subjects and year groups to enable greater understanding, enjoyment and achievement. EEF gives an impact score of +8	2
<i>CPD phonics training for staff Little Wandle</i> <i>Additional training for all staff and assessment to increase targeted support. Additional materials are purchased to support teaching.</i>	Staff have the skills and knowledge to teach phonics progressively maintaining fidelity to the Little Wandle approach from entry at age 2 through EYFS into KS1 and KS 2. Regular observations and assessments track pupil progress and inform additional target phonic intervention programmes. EEF gives an impact score of +5	2, 3, 4
<i>CPD and support from Early Years specialist to support transition from EYFS to Year 1</i>	CPD for staff to develop continuous provision as part of transition to Year 1. Increase in resourcing to ensure continuous provision is purposeful, meaningful and develops pupils' skills	

<i>to ensure pupils develop skills to prepare them for future learning and ability to access their environment</i>	and readiness for KS1 curriculum and independence and self care skills. Parental engagement sessions to ensure all are engaging and supporting child development. (These are for all departments across the setting.	
<i>TAs trained to complete SaLT programme.</i> <i>CPD for staff to develop greater understanding of language development plus training to apply intervention and support programmes.</i> <i>Staff to deliver specific intervention programmes including assessments.</i>	Staff confidence, skills and knowledge to complete intervention programmes. Staff training to complete assessments, understanding of support programmes and interventions and their delivery. Staff CPD and support from SaLT enables focused target activities and training develops staff knowledge and skills. Data shows pupil progress in well comm screening level, Renfrew language scores (information and grammar) and confidence in interactions in social situations. https://educationendowmentfoundation.org.uk/education/evidence/early-years-toolkit/communication-andlanguage-approaches Can help pupils to make 6 months progress	1, 2, 3
<i>CPD and Staff to implement additional writing strategies linked to vocabulary, speaking and listening and spelling.</i> <i>Further sessions including structured approach and reviews of Sentence Accuracy sessions.</i> <i>CPD and Staff collaboration including pair and group coaching.</i> <i>CPD training Ready Steady Spell including purchase of materials and additional sessions to support implementation</i>	Staff confidence, skills and knowledge to complete enhanced writing support through targeted activities and programmes. Staff to implement strategies to improve sentence composition, vocabulary and punctuation. Also increasing writing stamina and pupil confidence in their writing. Further targeted teaching including daily Sentence Accuracy sessions. Purchase of additional writing units to provide greater breadth and exposure for pupils. This includes exploration of Shakespeare focused units.(Ready Steady Write). Staff confidence, shared dialogue and development of knowledge and strategies to support teaching and learning including staff confidence. Purchase of the Ready Steady Spell scheme to develop spelling alongside the Ready Steady Write units. This will provide a systematic approach to spelling supporting pupils spelling development.	2, 3, 4

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

Budgeted cost: £ 60,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading o3 programmes (including training additional staff to support, deliver and assess programmes)</i>	Pupil progress data from intervention completed. Reading recovery data. EEF gives an impact score of +5	4
<i>FFT reading fluency training and assessments (targeted pupil reading programmes in each year group with regular assessments to focus teaching and learning)</i>	Pupil progress data from intervention completed. This will focus intervention and support from staff with future assessments to monitor progress. Identified target groups. in each year group to complete programmes EEF gives an impact score of +6	2, 3, 4
<i>Accelerated reader programme</i>	Programme is widely used with EEF recommendation. Assessment data shows progress in pupil ZPD scores. Investment initially last year and engagement and progress very positive. Pupils are accessing more texts and reading more words with the pupil progress measured half termly and celebrated through millionaire readers and certificates. Further investment in texts and staff time for CPD and supporting pupils through reading interventions and comprehension development. EEF gives an impact score of +6	1, 2, 4
<i>Specialist SaLT training sessions with a NHS speech therapist and TAs trained to complete SaLT programme. CPD for staff to develop greater understanding of language development plus training to apply intervention and support programmes. Staff to deliver specific intervention programmes including assessments. Staff deliver focused intervention programmes using the Well comm screening and intervention programme</i>	Data of pupils achieving age expected parameters. Well comm screening data. Renfrew data Staff confidence, skills and knowledge to complete intervention programmes. Staff CPD and support from NHS SaLT enables focused target activities and training develops staff knowledge and skills. SaLT assesses pupils and develops specific speech and language support plans to be administered by staff and themselves. EEF gives an impact score of +6	3
<i>Phonics intervention programmes CPD for staff to deliver phonics programme.</i>	Phonic skills are key component to reading and writing. Fidelity to phonics programmes and the clear progressive structure ensures pupils develop	4

<i>Regular assessments to identify areas of need and track progress</i> <i>Completion of catch up sessions and resourcing</i>	and apply phonic knowledge to support reading, writing and spelling. Additional targeted phonics sessions for pupils following assessments to focus teaching and learning. EEF gives an impact score of +5	
<i>Maths intervention programmes</i> <i>Additional staff training to complete assessments and focused teaching sessions</i>	Sandwell numeracy assessment data tracks progress of the pupils alongside NfER assessments. Adaptive practice leads support, coach and model teaching of identified maths concepts. Pupil focus on retaining and building maths core skills. EEF gives an impact score of +4	2
<i>Provision of resources to support home learning to access homework tasks and online learning.</i> <i>Review of homework participation and review policy to include changes.</i> <i>Identified changes to practical and physical maths learning including a combination of written, practical tasks and app based learning</i>	Pupil access to tasks increases their opportunity to participate and achieve. Access to research and information supports knowledge development EEF gives an impact score of +5 Investment in CGP books for Y4-6 Investment in TTRS Y2-6 Investment in Numbots for R- Y4 (also accessible for adapted tasks for identified pupils up to Y6. Use of practical tasks for EYFS to Y6 across the year.	2, 4
<i>Talking partners and well comm language interventions.</i> <i>Screening, assessment and additional time to deliver programmes</i>	Pupils develop and apply language in daily activities and access the curriculum more successfully. Data shows progress through well comm levels and information and grammar scores. Staff CPD to deliver programmes and assess pupils Language development raises pupil self esteem and interactions with their peers and adults. EEF gives an impact score of +6	1, 2, 3, 4
<i>Tutors to complete target intervention programmes including writing development</i> <i>Group and individual targeted sessions</i>	Pupils develop composition , grammar and writing skills and attain expected standard and an increase in greater depth achievement EEF gives an impact score of +4 (EEF gives an impact score of +5 for 1 to 1 tuition)	2, 4

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Social emotional learning and Self-esteem development and increased pupil leadership roles and involvement in extra-curricular clubs. Increase pupil leadership representation.</i>	Pupils take active roles as part of pupil leadership teams and lead activities with other groups including mentoring younger pupils. Roles include Play and Sports Leaders, class councillors and safeguarding leaders. EEF Social emotional learning gives an impact score of + 4 EEF Peer tutoring gives an impact score of +5	1, 2, 3, 4
<i>Mental Health support sessions</i>	Pupils are able to self-regulate and manage their emotions in social situations and their learning activities	1
<i>Daily attendance checks and contact with families and support access to school</i>	Pupil attainment is higher for pupils with higher attendance EEF Parental Engagement gives an impact score of + 4	5
<i>Counselling sessions (delivered by school employed counsellor and other accessed agencies)</i>	Pupils are able to self-regulate and manage their emotions in social situations and their learning activities EEF Social emotional learning gives an impact score of + 4	1, 5
<i>Rock steady music sessions</i>	Pupils confidence increases and broadens their range of experiences to develop aspirations EEF Arts Participation gives an impact score of + 3	1, 2, 5
<i>Increase staff presence and interactions during less structured times. Staff training in well being and healthy active sessions. Increased availability of clubs for out PP pupils</i>	Staff to eat lunch with pupils, increase in staff ratio at play and lunch break times. Staff training to support pupils through emotion coaching and training to lead sports and games during unstructured times. Investment in playground equipment to support interactions, social skills and explorative play. Additional clubs to support all members of the family who attend Leighton EEF gives an impact score of +1	1, 2, 5

<i>Well being activities and social skills groups Including enhancing parental engagement</i>	Pastoral staff availability for pupil and family checkins and to complete target well being programmes. Support for families including attendance and behaviour management and well being. Engagement and drop in sessions with access to holiday clubs. EEF gives an impact score of +4	1, 5
<i>'Stronger Together' behaviour system Whole school ethos and approach. Training for all staff and investment rewards and shared achievement events.</i>	A collaborative whole school positive, collaborative approach to behaviour. This shared ethos inspires the pupils to celebrate our successes and positives. EEF gives an impact score of +4	1, 2, 3, 4, 5
<i>Collaborative and cooperative skill development and self-esteem sessions.</i>	Pupils work collaboratively to complete missions supporting each other through cooperative skills and use of language to complete missions. Pupils transfer the cooperative skills to other learning and problem solving developing social skills and other transferable skills. EEF gives an impact score of +5	1
<i>Trauma informed emotional support programmes</i>	Pupils complete sessions to support their ability to process emotional responses and managing their emotions. This includes Monkey Bob sessions EEF Social emotional learning gives an impact score of + 4	1, 5

Total budgeted cost: £ 124000

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 2025 to 2026 academic year.

The continued positive impact of well-being sessions/ interventions with pupils and families has resulted in additional investment (increase in managing and processing emotions and responses programmes), training for staff and the continuation of the 'Stronger Together' positive, collaborative behaviour system. These programmes have increased pupil engagement, ability to verbalise concerns and access clubs and lessons with more confidence. Clubs have been reorganised to ensure all family members can access clubs at similar times (where possible) and extension to provision following pupil voice sessions.

The phonics data for Year 1 Year 2 and further assessments shows a continuation of achievement but this is not achieving a 100% pass rate for our PP and other pupils. With this target important we have invested significantly in the Little Wandle phonics programme to increase the consistency for our pupils from the start of EYFS and the increase in support for pupils who do not pass in Year 1 and Year 2. Further investment in Phonics sessions in lower KS2 and the investment in the Ready Steady Spell programme and staff CPD.

The continuation of accelerated reader and its progress through school continues to demand further investment in resources, training (for staff due to changes to programme and software) and daily reading time to maintain and further extend its positive impact. Additional investment in reading books (including reading for pleasure texts).

In 2025-26 we extended internal clubs and the number of squads attending competitions and festivals. This has proved successful with increased participation also in our Leighton Laps programme in the summer of 2026. We extended external providers to include a greater breadth of clubs to enable a wider range of experiences for PP pupils and others.

We introduced Forest Schools intervention and programmes for pupils and this has proved positive with PP pupils developing additional skills and ability to manage their emotions and increased cooperative skills.

All of the Year 5 PP pupils took an active role in the Careers Event (with many local businesses with a focus on STEM) supporting aspirations for the future. This has included additional experiences with local businesses including the NHS and Bentley.

There continues to be a significant number of PP pupils with SEND and EHCPs in Year 6 and although their data did not show achievement at expected standard a number increased their progress from PRE standards to Working towards with increased standardised scores.

Pupil Premium July 2026 data PP

Year	Reading				Writing				Maths				
	PRE	WT	EX	GD	PRE	WT	EX	GD	PRE	WT	EX	GD	
Y1 (16)	25	25	50	0	19	44	38	0	19	38	44	0	
59	7	27	53	14	8	27	63	2	8	22	58	12	
Y2 (17)	29	41	29	0	35	35	30	0	29	29	42	0	
52	10	31	40	19	12	29	54	6	10	25	56	10	
Y3 (18)	22	28	39	11	22	39	28	11	6	22	50	28	
57	14	19	42	25	12	30	46	12	2	28	39	32	
Y4 (22)	23	23	45	9	27	36	32	5	18	41	27	14	
58	12	14	52	22	14	38	43	5	14	21	45	21	
Y5 (12)	8	42	50	0	0	50	50	0	17	25	58	0	
42	7	24	55	17	5	31	60	5	7	33	40	19	
Y6 (9)	0	67	33	0	0	44	56	0	0	56	44	0	
60	0	32	42	25	2	22	69	7	0	27	42	25	

Number of PP children in brackets ()

All children in the year group in red.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

None

Programme	Provider

Service pupil premium funding (optional)

We currently have no service pupils.

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our ethos is through a combination of whole school programmes augmented with target interventions comprising of academic and well being programmes. To develop our pupils' knowledge, skills and strategies that are flexible and transferable through school and their everyday life equipping them for now and in the future.

Our focus on the 'Stronger Together' positive, collaborative behaviour system inspiring pupils to work for each other as well as themselves.

We aim to work collaboratively with the TLP Trust to collaboratively invest in staff training and development in meta cognition and cognitive load to support pupils and enhance teaching. The continuation of the No Outsiders project to support everyone in the inclusivity and valuing each other's contributions and successes.

There are additional interventions which will be accessed by our Pupil Premium pupils plus others. These may include: cool kids, stile, emotion coaching, monkey bob, forest school and others.

We aim to utilise the support and interventions which will potentially have the greatest benefit to the pupil through identification of need and assessments to inform baselines, progress and next steps.