

Pupil premium strategy statement – Leedstown Primary School 2025 - 2028

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	74
Proportion (%) of pupil premium eligible pupils	20%
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)	2025-2028
Date this statement was published	16.12.25
Date on which it will be reviewed	16.12.28
Statement authorised by	Alison Downing
Pupil premium lead	Alison Downing
Governor / Trustee lead	Julie Blackwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£19,462

Part A: Pupil premium strategy plan

Statement of intent

At Leedstown Community Primary School, we want every child to be successful and happy. Our aim is to provide excellent teaching and a curriculum that is inspiring, inclusive and challenging. Our school values of strength, wisdom and courage drive our curriculum and learning. We want children to have the strength and resilience to achieve what they are capable of; leave school valuing education with a desire to learn more and the courage to try new opportunities.

All staff are aware of the children at our school who are deemed disadvantaged and build strong relationships with them, gaining knowledge of their strengths, interests, challenges and individual contexts. Staff also work hard to build relationships with the children's families and offer support.

We know that families in Leedstown and the local area can feel isolated from the wider world. Some children have fewer opportunities to leave the local area, experience enrichment visits or clubs and establish 'cultural' and 'social' capital. Our strategy aims to ensure that all pupils experience these wider curriculum opportunities, whilst also developing a pride in their local community and sense of belonging, social inclusion and agency. No pupil should be excluded from an activity, learning opportunity or personal development opportunity due to their socio-economic circumstances.

Our strategy is responsive, evidence informed and rooted in robust diagnostic assessment rather than assumptions about disadvantage. We recognise that disadvantage is not limited to those children eligible for free school meals (FSM) or who have been eligible in the past six years. Equally, not all pupils who are eligible for FSM experience disadvantage. We therefore allocate Pupil Premium funding to support any pupil or group of pupils identified by the Academy as being at risk of underachievement due to social disadvantage.

To ensure our strategy is effective we will:

- Embed a whole-school culture of high expectations, where all staff are responsible for the progress and well being of disadvantaged children.
- Ensure there is quality first teaching and targeted support from teachers and teaching assistants.
- Challenge and support disadvantaged children through an ambitious, well sequenced curriculum.
- Provide new opportunities that will enhance the curriculum and the children's lives so they can see a world beyond their own.
- Intervene early to remove the barriers to learning.

- Focus on oracy and teaching vocabulary to narrow the language gap which is often the disadvantage gap.
- Prioritise disadvantaged children to ensure they attend extra curricular activities
- Work with families and outside agencies

The strategies outlined in this statement will assist all pupils to have access to this ongoing support to achieve their full potential. It will ensure that all our pupils leave our school equipped with learning behaviours to ensure they can access their next steps in education at secondary school.

Challenges

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

Challenge number	Detail of challenge
1	Data from standardised assessments and internal tests show that a significant proportion of disadvantaged pupils are behind in age related expectations across reading, writing and maths . This is more pronounced in key stage 2 due to a high mobility among disadvantaged pupils and periods of home schooling. Observations suggest that gaps in learning are compounded by high levels of anxiety, low motivation and issues around mental health. There is a need for targeted support. Data on SEND shows that our disadvantaged pupils have a higher level of SEND need compared to our non-disadvantaged pupils . (Whole school- 19% SEND, Disadvantaged children- 53%)
2	Data from Language Link assessments has shown that our disadvantaged children's oral language skills, vocabulary and language comprehension is below the expected standard . By addressing the 'language gap' we will be closing the 'disadvantage gap'.
3	Our observations and internal figures show that many of our children have less access to wider learning opportunities and out of county, enriching experiences. Some of the children's opportunities outside of school to develop cultural capital are limited .
4	Our current assessments, observations and discussions with families and pupils have identified social and emotional issues in KS 2 pupils as a result of the pandemic and ACES are having an adverse effect on children's attainment and mental health . There have been referrals to the Early Help Hub and CAMHS and the school has worked with social services to support families and 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	2025	2026	2027
Challenge 1: To improve attainment in core subjects for children deemed to be disadvantaged and reduce the level of SEND.	% of disadvantaged pupils achieving GLD will increase.			
	Year 1 disadvantaged children to achieve a pass in the Y1 Phonics Screening Check.			
	% of disadvantaged pupils achieving a good pass in the Y4 MTC (2025) will increase.			
	The gap between disadvantaged and non-disadvantaged pupils will continue to decrease in end of year assessments and end of KS2 national assessments.			
	% of disadvantaged children with SEND decreases.			
	How: Deliberate practice, INSETs and staff meetings. Establishing Core Habits. EEF effective reading strategies used. Staff training on teaching writing using the Write Stuff approach and sentence stacking. Assessment Checkpoints built into all curriculum areas. Precision teaching training for all staff. Retrieval practice opportunities built into the curriculum. KIRFS regularly taught. Daily opportunities to practice times tables. Interventions in place for core subjects. Teaching assistants trained to ensure high quality intervention. RWI and Maths taught in small groups. Step Lab coaching model used to improve teaching. Assessments used to inform teaching. IEPs completed with targets for children that are worked towards and reviewed. Regular meetings with parents where targets are shared. Full time teaching assistant in every class and used affectively.			
Challenge 2: To improve oral language skills and vocabulary among disadvantaged pupils.	Voice 21 resources and CPD to ensure oracy is used across the curriculum.			
	Voice 21 pedagogy embedded across every class.			
	Improvement in pupils' Language Link results.			
	Embedded and consistent approach to teaching vocabulary.			

	Monitoring shows children using their oral skills in lessons.			
	How: Oracy Lead to lead CPD, including Deliberate Practice, and carry out 'Drop ins'. Staff confident in the different oracy approaches and use them across the curriculum. All children screened using Language Link in Reception. These results are used to set targets and interventions. Consistent approach to teaching vocabulary across the curriculum. High expectations in place for children to use vocabulary both orally and in their writing.			
Challenge 3: To develop pupil's confidence, knowledge and culture capital that they need to succeed in life.	The percentage of disadvantaged pupils attending KS2 residentials will be in line with non-disadvantaged pupils.			
	100% of all disadvantaged pupils will attend school trips.			
	Percentage of pupils attending extra-curricular activities will increase by 50%			
	How: All classes will have a minimum of one trip or visitor a half term. Enrichment weeks planned every half term. Links established with Falmouth University with a visit planned as part of Careers week. All trips and residentials will be subsidised for all disadvantaged pupils. Parents of disadvantaged children will be asked to volunteer on school trips to support their child and extend their own experiences. Children will be prioritised for extracurricular clubs. All disadvantaged children will represent the school at a sports event. Pupil conferencing will take place to find out which extra curricular clubs the children are of interest.			
Challenge 4: To support the personal, social and emotional development of our pupils to ensure they are emotionally ready to learn.	Behaviour for learning continues to strengthen and pupils are participating fully in lessons.			
	Pupil surveys show children are happy, feel safe and enjoy school.			
	Number of children internally excluded, on fixed term exclusions or on reduced timetables reduces year on year.			
	Reduced number of behaviour incidents involving disadvantaged children recorded on Edgen-Behaviour Monitor.			
	How: Core habits and STAR fully embedded in classes.			

	<p>Deliberate Practice and coaching focusing on learning behaviour.</p> <p>All classes have a full time teaching assistant.</p> <p>DSL, DDSL, SENDCo and Trust Behaviour Specialist team in place.</p> <p>All staff emotionally available to children. Staff build strong relationships with children so children have a sense of belonging.</p> <p>Jigsaw scheme of work used for PSHE lessons.</p> <p>School to work with children, families and outside agencies. Complete referrals where needed</p> <p>Certificates awarded in assembly for positive behaviour traits eg. resilience.</p>
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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: £1662

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on DfE published Reading and Writing Framework.	https://www.gov.uk/government/publications/the-writing-framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1 & 2
CPD to develop a whole school approach to teaching writing.	Trust data shows the impact of adopting the Jane Constantine approach of sentence stacking. The 'Write Stuff' approach is based on teacher modelling of chunks of writing and sentence stacking.	1 & 2
Voice 21 training and embedding dialogic activities across the curriculum.	EEF research suggests that oral language interventions and dialogic teaching are inexpensive to implement with impacts on reading, writing & maths. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://voice21.org/	1, 2 & 4
Teaching assistants in every class and	EEF guidance report: Making the best use of Teaching assistants.	1, 2 & 4

children taught in small groups.	https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-making-best-use-of-teaching-assistants	
Read Write Inc development day and resources.	Using systematic synthetic phonics has a strong evidence base to be used to teach children to read. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 & 2
Introduction of Steplab for coaching.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap and coaching supports teachers in improving their practice. EEF Effective Professional Development. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 & 2

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

Budgeted cost: £16,686

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Language link to improve children's oral language.	Oral language interventions can have a positive impact on pupil's language development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2 & 4
Read Write Inc, Maths and handwriting interventions.	Structured, targeted TA led interventions showed a consistent impact of 3-4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Sutton Trust also showed the impact of Teacher led small group teaching.	1, 2 & 4

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

Budgeted cost: £1114

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of extra-curricular clubs and activities on offer to children.	Engagement in art based activities such as, painting, dance, drama, forest school can increase attainment in English and maths and wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 3, & 4
Coaching for all staff on emotional learning.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Report provides evidence that children's skills can be improved through the SEL programmes.	1, 2, & 4
Setting up of Forest School.	EEF Outdoor Adventure Learning shows positive benefits on attainment and confidence from being outdoors.	1, 2, 3, & 4
Trip subsidies.	Education policy institute: 'Access to extra-curricular provision and the association with outcomes'. Feb 2024 Social Mobility Commission: An unequal Playing Field. July 2019	1, 2, 3, & 4

Total budgeted cost: £19, 462

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024/25

EYFS - % Achieving GLD (Number of Pupils / Total)			
	All Pupils	FSM	SEN
School	83.3% (5 / 6)	50% (1 / 2)	50% (1 / 2)
Trust	73.2%	57.4%	26.2%
National 23/24	67.7%	51.5%	19.7%

Phonics Y1 - % Pass (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	92.9% (13 / 14)	50% (1 / 2)	66.7% (2 / 3)
Trust	90.5%	84.4%	64.8%
National 23/24	80%	68%	44%

Key Stage 1 – % Achieving Expected Standard (Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	55.6% (5 / 9)	% (0 / 0)	0% (0 / 2)
Trust	75.4%	57.4%	35.7%
Writing			
School	44.4% (4 / 9)	% (0 / 0)	0% (0 / 2)
Trust	66.9%	47.3%	20.7%
Maths			
School	77.8% (7 / 9)	% (0 / 0)	50% (1 / 2)
Trust	78%	65.5%	45.7%

Phonics Y2 - Cumulative % Pass (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	88.9% (8 / 9)	% (0 / 0)	50% (1 / 2)
Trust	95.2%	89.9%	78.6%
National 23/24	89%	82%	61%

Year 4 MTC – Average Score			
	All Pupils	Disadvantaged	SEN
School	19.9	20	17
Trust	22.1	20.8	18.4
National 23/24	20.6	18.3	15.9

Key Stage 2 – % Achieving Expected Standard (Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	100% (5 / 5)	% (0 / 0)	% (0 / 0)
Trust	78.8%	67.4%	59.4%
National 24/25	75%	63%	42%
Writing			
School	100% (5 / 5)	% (0 / 0)	% (0 / 0)
Trust	79.2%	64.7%	45.5%
National 24/25	72%	59%	32%
GPS			
School	80% (4 / 5)	% (0 / 0)	% (0 / 0)
Trust	77.1%	63.6%	52.1%
National 24/25	73%	60%	36%
Maths			
School	100% (5 / 5)	% (0 / 0)	% (0 / 0)
Trust	77.8%	61.5%	53.3%
National 24/25	74%	61%	40%
RWM Combined			
School	100% (5 / 5)	% (0 / 0)	% (0 / 0)
Trust	66.1%	49.7%	37.6%
National 24/25	62%	47%	24%

July 2025 Review of 3 year Pupil Premium Strategy:

Challenge 1: Pupil achieve good outcomes in all year groups, making outstanding progress across the curriculum.

Only 2 disadvantaged children in both EYFS & Year 1(1 child with an EHCP). One child achieved GLD and one child achieved Phonics Screening Check.

No registered disadvantaged children in year 2 or year 6.

The disadvantaged children scored better than the national average in the MTC.

Challenge 2: Attendance is high, with improved punctuality, for all pupils

Current school attendance is above national average for all pupils including disadvantaged pupils. There are no disadvantaged pupils who are persistently absent.

Challenge 3: Pupils have equity of access to a wide range of enrichment learning experiences

100% of all disadvantaged pupils have attended residentials, school trips and enrichment activities. 100% attended a Sports event and had swimming lessons.

Challenge 4: All pupils are ready to contribute in lessons and demonstrate resilience when faced with challenges both in and outside the classroom.

Half termly reports from the School Improvement visits have commented on the improved participation of pupils in lessons. Monitoring demonstrates how the teaching of oracy has had a positive impact on participation and children's language skills. Children are following our 'Core Habits' and showing greater resilience.

The school saw the impact of improvements in the teaching of phonics and early reading. There was improved access to enrichment and this is beginning to broaden aspiration and confidence. 2025/26 has seen our pupil premium numbers double and we have reviewed our strategy to meet the needs of these new children and employed an additional teaching assistant to meet needs. We are on track to meet the school's intended outcomes in 2025/26.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Penryn Sports Partnership	Penryn Sports Partnership
White Rose Maths	White Rose
Spelling Shed	Ed Shed
Jigsaw	Jigsaw PSHE/ RSE
Charanga	Charanga
Purple Mash	2Simple
Accelerated Reader	
Read Write Inc.	Read Write Inc.
Language Link	Language Link
Times tables Rock Stars	Maths Circle

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Trips and residentials, enrichment opportunities (including clubs) and interventions.
The impact of that spending on service pupil premium eligible pupils
100% of the children attended all trips and residential experiences enhancing our curriculum offer.