

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025/26 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	Old Leake Primary Academy
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	35.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2025, December 2025, April 2026
Statement authorised by	Vicki Hardwick
Pupil premium lead	Vicki Hardwick
Governor / Trustee lead	C & S Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,906
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£771
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	£97,677

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged Pupils Strategy Statement

At our academy, we are committed to ensuring that all disadvantaged pupils are supported to achieve their full potential—socially, emotionally, and academically. Our goal is for these pupils to attain academic outcomes in line with their peers, thereby enhancing their life opportunities and future prospects.

We are continuously refining and developing a curriculum that empowers every pupil to succeed and thrive in today's society, with particular attention to our most vulnerable learners.

Focus on Multiply-Disadvantaged Pupils

This year, we are placing a heightened focus on our multiply-disadvantaged pupils. Evidence shows that this group often faces greater barriers to learning and tends to make less progress than both their disadvantaged and non-disadvantaged peers. Addressing these disparities is a key priority.

Strategic Approach

Our Disadvantaged Pupils Strategy outlines the specific challenges faced by these pupils and presents clear, targeted interventions to address them. The entire academy team shares a collective vision: that every child, regardless of background or circumstance, deserves an inclusive, enriching curriculum that equips them with the knowledge and skills to succeed.

Key Strategic Aims

Our strategy is underpinned by the following core objectives:

- **High-Quality Teaching and Learning:** Ensuring all pupils benefit from quality first teaching.
- **Effective Monitoring and Early Intervention:** Implementing robust data analysis systems to identify and respond to needs promptly.
- **Closing the Achievement Gap:** Striving to eliminate significant gaps in attainment and progress in reading, writing, and mathematics.
- **Individual Progress:** Supporting all pupils to make strong progress from their unique starting points.
- **Staff Development:** Providing ongoing, impactful CPD to enhance teaching quality, pastoral care, and pupil behaviour and attitudes.
- **Modern Resources:** Offering high-quality teaching materials and access to up-to-date ICT tools.
- **Targeted Support:** Delivering one-to-one interventions where needed.
- **Enrichment Opportunities:** Enabling access to a wide range of extracurricular activities and experiences, including initiatives like Young Voices and educational trips.
- **Life Skills Development:** Embedding opportunities for pupils to acquire essential life skills through a curriculum that is relevant, progressive, and engaging.
- **Community and Respect:** Fostering a strong sense of belonging, mutual respect, and collaboration both within the academy and in the wider community.
- **Parental Engagement:** Building strong, supportive partnerships between parents and the academy.
- **External Collaboration:** Working closely with outside agencies and ensuring staff are well-informed to guide and support families effectively.

Next Steps

The detailed implementation plan for this strategy is outlined below.

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Challenges

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

Challenge number	Detail of challenge
1	<p>Additional Support Required Many of our pupils require tailored support to reach their full potential, both academically and socially.</p>
2	<p>Multiple Disadvantage Our cohort of pupils eligible for Pupil Premium funding—and their families—often face a range of complex and interrelated challenges. We refer to this as 'multiple disadvantage'. The cumulative impact of these disadvantages is evident across a significant proportion of this group.</p>
3	<p>Academic Progress and Special Educational Needs Internal data indicates that some disadvantaged pupils are not making expected progress in reading, writing, and mathematics. Our goal is for all pupils to leave the academy fully prepared for the next stage of their educational journey, including those with Special Educational Needs (SEN). Notably, 37% of pupils on the SEN register are also eligible for Pupil Premium, placing them at a double disadvantage. In certain cohorts, this figure is even higher.</p>
4	<p>Attendance While overall attendance is in line with national averages, the attendance rates for pupils eligible for Pupil Premium are lower than those of their peers. This is a continuing area of focus, especially for pupils experiencing multiple disadvantage.</p>
5	<p>Wider Experiences and Aspirations There is a notable gap in access to wider life experiences between pupils eligible for Pupil Premium and their non-disadvantaged peers. This disparity can have a significant impact on pupils' aspirations, self-esteem, and confidence.</p>

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
PP pupils to make good progress and diminish/close the attainment gap from their starting point.	<ul style="list-style-type: none"> - Internal data and pupils' learning outcomes reflect the strong progress that they have made. - Target setting discussions with teachers sets ambitious targets for pupils. - Termly pupil progress and intervention planning meetings to have impacted on the focused provision for pupils.

	<ul style="list-style-type: none"> - Pupils to be well supported in all lessons and receive a range of additional support to diminish/close the attainment gap. - Quality first teaching to be is good or better and pupils have made strong progress – evidenced in their books and through pupil discussions. - A range of interventions to be used to support the specific needs of pupils, including: phonics, 1:1 reading, PiXL, Little Wandle. - Parents to feel well supported in being able to work with their children at home and confident enough if they are unsure, to ask.
<p>Pupils will develop knowledge, skills and experiences that will support their future lives - providing them with self-belief and ambitious aspirations.</p>	<ul style="list-style-type: none"> - Pupils to benefit from a well sequenced curriculum that focuses on key knowledge and skills. This is remembered and will support their future ambitions. - Pupils to enjoy a range of experiences that have enhanced their learning and promoted a greater awareness of their locality and the wider world. - Pupils to have an increased ambitions for the future and can verbalise these, linking to their awareness of the skills they will require. - Pupils voice has a fair representation within pupil forums such as the school council or within community projects.
<p>Pupils are well supported academically, socially and emotionally – resulting in being ready for the next stage of their learning journey.</p>	<ul style="list-style-type: none"> - Pupils to have self-belief and desire to achieve. - Pupils to enjoy a range of teaching styles and manipulatives to help them along their learning journey. - Pupils to be sociable and interact positively with others. - Pupils to benefit from the emotional support that they have received and can use the strategies taught to self-regulate and remain calm. - Pupils to be aware of their strengths and areas of focus – this helps them to be independent in their continued emotional development. - Continuous and timely CPD for all staff.
<p>Pupils to have good attendance and punctuality.</p>	<ul style="list-style-type: none"> - Pupils to have reached the national benchmark of 96% - as a cohort and individual. - Where attendance is a a challenge, for support to be offered and, as a result, improvement made.

	- Parents to engaged with the Academy and understand the importance of strong attendance.
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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: £77,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have a robust CPD strategy for all teachers and support staff.	Cost: £4,000	1,2,3,4,5
To release Senco from class to focus on supporting teachers with the disadvantaged/doubly disadvantaged pupils to include an attendance focus.	EEF and research based methods for teaching and learning. SENCo release and TA cost £73,489	1,2,3,4,5

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maximise progress for all in phonics, reading and maths – ensuring children are reading regularly both at home and school. - The use of Pixl therapies and other bespoke interventions £3,500 - Voice 21 £3,500	EEF	1,2,3,5

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

Budgeted cost: £12,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Offer free access to our breakfast club to ensure a positive start to the day.	Magic Breakfast based on research EEF +2 Cost: £650	3,4
To ensure attendance for all disadvantaged pupils is 96% and above.	EEF	4
To provide opportunities such as swimming for all year groups, uniform and help towards a school trips for all pupil premium families.	Swimming pool £5000 Trips and experiences within school £3000 Additional school buses £1000 ICT £2,767 equipment and upgrades.	5, 1

Total budgeted cost: £96,906

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 2024/25 academic year.

Reception data shows that disadvantaged pupils are out performing their non-disadvantaged peers in GLD. This is a significant shift from the last academic years data which showed that non-disadvantaged pupils significantly outperformed their disadvantaged peers.

Disadvantaged	9	6	67
Not Disadvantaged	15	9	60

Phonics data in year one shows that although non disadvantaged pupils did outperform their disadvantaged peers, the gap between them was significantly reduced from the previous year and was one child who was multiple disadvantaged.

In year two, disadvantaged children have outperformed their non disadvantaged peers, with 100% of disadvantaged pupils achieving their phonics.

Year 1

Disadvantaged	8	7	88
Not Disadvantaged	12	11	92

Year 2

Disadvantaged	11	11	100
Not Disadvantaged	15	13	87

In year six our data shows that disadvantaged pupils did not achieve as highly as their non-disadvantaged peers.

However, further analysis of the data shows that:

- There were some noteworthy individual successes for disadvantaged pupils within year six.
- Where disadvantaged children haven't achieved, there are multiple disadvantages. The pupil premium plan has been adjusted to reflect this.
- For achieving greater depth, the disadvantaged and non disadvantaged gap closes significantly.

Disadvantaged	15	7	47%	6	40%	6	40%	5	33%
Not Disadvantaged	16	12	75%	12	75%	13	81%	11	69%

Analysis of funding used 2024/2025:

	Expected income:	Actual income received:
Pupil Premium	£102,258	£106,268
Recovery premium	£0	£0
Carry forward	£0	£0
Total:	£102,258	£106,268
	Expected expenditure.	Actual expenditure.
Teaching	£96,567	£96,826

Targeted academic support	£2,500	£3,977
Wider strategies	£3,191	£4,695