

# Pupil premium strategy statement 2025/26

## Lever Edge Primary Academy

### School overview

Detail	Data
School name	Lever Edge Primary Academy
Pupils in school	441
Proportion (%) of pupil premium eligible pupils	34% (149 pupils)
Pupil premium allocation this academic year	£225,735
Academic year or years covered by statement	2025/26
Publish date	September 2025
Review date	Ongoing review – termly
Statement authorised by	Board of Trustees
Pupil premium lead	Kelly James
Trustee lead	Ayesha Sultan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£225,735

## Part A: Pupil premium strategy plan

### Statement of intent

Our plan has been carefully designed to stimulate engagement, broaden horizons, develop skills, improve performance, facilitate participation, raise aspirations and maximise achievement in order to close the attainment gap between our Pupil Premium students and their peers.

In making provision for pupil premium children, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered for, or qualify for free school meals. Therefore, we reserve the right to allocate the pupil premium funding to support any pupil the school has legitimately identified as being socially disadvantaged.

This funding is used to provide many support systems and interventions. These fall into four categories:

- Addressing and assessing learning needs: phonics, spelling, grammar and reading comprehension, taught in flexible ability groups
- Addressing and assessing educational need through specialist assessment and individualised pupil programmes (both for educational and behavioural purposes).
- Addressing and assessing social need to enable tackling of non-academic barriers to success in school: accessing support, when needed, for families via school based bespoke programmes such as health mentoring, support with school uniform or other suitable clothing, transport costs to ensure pupils get to school or providing food through the Breakfast Club and food hampers
- Providing enrichment to encourage learning and set a context for it: trips and visits, visitors, sports, art and practical, first-hand experiences

### EEF Research

**Teaching:** Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

**Targeted Academic Support:** Evidence consistently shows the positive impact targeted support can have, especially for those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

**Wider Strategies:** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

## Challenges

The information below details the key challenges to achievement that we have identified amongst our pupils.

Detail of challenge	
Challenge Number	In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )
1	Some PP premium children have low prior attainment, in some cases resulting from gaps in schooling.
2	Increasing number of children entering school with specific additional needs including cognitive and physical needs.
3	Weaknesses in learning behaviours, e.g. lack of independence or resilience.
4	Social, emotional and behavioural problems affecting wellbeing and progress.
5	Lack of aspiration which limits access to learning and expectation of what they expect to and believe they can achieve.
6	Poor attendance
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
7	Parental involvement; engagement with children's learning, supporting at home with reading and homework & supporting parents with their own learning/understanding
8	Narrow vocabulary and oracy - often due to EAL. Limited access to high quality reading material outside of school.
9	Lack of first-hand experiences (some as a result of Covid/school closures) beyond the classroom

## Intended Outcomes

Intended Outcome	Success Criteria
Priority 1 – Good progress Teaching	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up.  To close the gap between disadvantaged and non-disadvantaged pupils in reading.
Priority 2 - Additional needs are supported effectively Targeted Academic Support	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that pupil premium children face
Priority 3 - Improved learning behaviours Wider Strategies	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers.
Priority 4 – Improved Attendance Wider Strategies	Improve attendance of all pupils (particularly of disadvantaged pupils and those causing concern) so overall school attendance is 97% or greater.
Priority 5 - More first-hand experiences Wider Strategies	Pupil premium children targeted to access 'wow' experiences, supported by funding from the PPG budget and evidenced through pupil discussions, attendance rates for visits and 'wow experiences' for PPG pupils.

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Activity	Tasks and Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1 – Teaching</p> <p>To improve basic skills in English and Maths so that they can be applied independently across the curriculum</p>	<p>Provide all staff with high quality CPD to support with high-quality feedback, metacognitive strategies, scaffolding, adaptive teaching.</p> <p>Training in systematic phonics (Supersonic Phonics) for new staff.</p> <p>Teacher release to embed key elements of guidance in school and to access Maths and English Hub resources and CPD</p> <p>Rationale – Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The Sutton Trust 2011 report, revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	1, 2, 8
<p>Ensure accurate assessments in English, Maths and Science.</p>	<p>Purchase of standardised diagnostic assessments and training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Rationale - Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1,2, 3
<p>Projected spending</p>	<p>£20,000</p>	

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

Activity	Tasks and Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 2 – Targeted Academic Support</p> <p>To plan and deliver high quality intervention support for disadvantaged pupils in Reading, Writing and Maths</p>	<p>Led by the Deputy Head, SENCO and the most senior TA in the school, identified groups/individuals are given academic support (Interventions) with time limited, specific, measurable targets to work towards in English and Maths (Lowest 20% reading and disadvantaged pupils in maths especially in Y5)</p> <p>Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support especially</p>	1, 2, 8

	<p>those in Year 2 who failed to meet the requirement in Year 1 phonic screen.</p> <p>Continue with targeted speech and language intervention within EYFS to improve language and early literacy skills.</p> <p>Rationale - Small group tuition is found to be effective in closing gaps in knowledge and understanding. This to be addressed immediately after gap analysis.</p>	
Priority 1 and 2 – Encourage wider reading	<p>Enhance the current reading provision within school to encourage a love of reading, including developing reading environments that enable willing, avid and thoughtful readers.</p> <p>Parent open mornings to support understanding of phonics and early reading as well as use of Accelerated Reader.</p> <p>Rationale: The development of children’s reading skills and comprehension is intertwined with the need to nurture a love of books and reading to create lifelong readers. The ability to read is essential in children’s educational success and mental wellbeing. The National Literacy Trust’s research has shown that there can be few things as powerful as regularly reading to and with a young child. It has astonishing benefits for children: comfort and reassurance, confidence and security, relaxation, happiness and fun.</p>	1, 4, 7, 8
Projected spending	£145,000	

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

Activity	Tasks and Evidence that supports this approach	Challenge number(s) addressed
Priority 3 – Provide healthy nutritious breakfast and snacks to meet pupil needs across the school community	<p>Healthy breakfast for all pupils across school</p> <p>Promote healthy lifestyles and exploration of food to increase variety of diets</p> <p>Increase opportunities for meaningful communication led by pupil needs/ wants/ motivators</p> <p>Rationale – Without breakfast, studies show that children become irritable, tired, and restless, unable to complete tasks or listen to instructions.</p>	1, 3, 4

<p>Priority 3 – Support for parents</p>	<p>Behaviour Support Service to provide training and support, for staff and parents, to help children with controlling their difficult behaviour e.g. Triple P.</p> <p>Removing barriers - Uniform items provided for pupils where a need is identified – including PE kit and school shoes and where needed stationery for home use.</p> <p>Where necessary, help families financially to ensure they can get their children to school (transportation).</p> <p>Safeguarding (including online), English, Maths, mental health and wellbeing training sessions provided by specialist outside providers/ staff in school to specifically address parental need.</p> <p>Rationale – A parent’s role in a child’s life has far-reaching impact. Parental involvement is extremely important and Studies continue to indicate that a <a href="#">parent’s role in children’s learning</a> is critical to their academic achievement. Getting them on board and supporting them, as necessary, is key to overcoming some of the potential barriers.</p>	<p>3, 4, 7</p>
<p>Priority 3 - Health and Wellbeing counselling training for designated members of staff</p>	<p>Identify and support the health and wellbeing of all stakeholders.</p> <p>Work together with new mental health practitioner, KA. Wellbeing, mental health support (counselling, social emotional learning programmes, “THRIVE”)</p> <p>Rationale - Good mental health is an important part of healthy child development. It helps children build positive social, emotional, behaviour, thinking and communication skills.</p>	<p>4</p>
<p>Priority 4 – To improve attendance, particularly of disadvantaged pupils and those causing concern</p>	<p>Headteacher/Pastoral lead to address any issues of poor attendance and punctuality. The lead will also be on hand to offer advice and support to identified families on behalf of the school and support with emotional health and wellbeing.</p> <p>Encourage improved attendance of pupils by praising and rewarding good attendance through certificates, badges, vouchers and trips to the cinema.</p> <p>Rationale – Children who are settled in school are far more likely to demonstrate good learning behaviours and learn well. Attendance is strongly correlated with attainment.</p>	<p>1, 3, 4, 6, 7</p>

<p>Priority 5– More first-hand experiences to enhance learning opportunities</p> <p>Provide extracurricular opportunities for all children– focusing on wellbeing, speaking &amp; listening &amp; outdoor learning</p>	<p>Subsidised trips, visitors and theatre visits/visitors to support curriculum delivery and enhance learning opportunities</p> <p>Broaden life experiences and opportunities through attendance at a range of clubs. The money will be used to provide resources, rewards, transport etc. as required.</p> <p>Provide all pupils with specialist, high quality music provision</p> <p><i>Rationale – Like many of us, children learn best through action rather than instruction – that’s why first-hand experiences are so vital to early development. Children thrive on the exploration and discovery that shapes their knowledge and understanding of how and why things work – it encourages critical thinking, teamwork, and problem-solving skills.</i></p>	3, 4, 5, 9
Projected spending	£65,000.	

**Total budgeted cost: £230,000**

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Ensuring enough time is given over to allow for staff professional development.
Targeted support	Ensuring enough time to provide catch up support for small groups in their identified areas of weakness.	Ensuring enough time to provide catch up support, for small groups, in their identified areas of weakness.
Wider strategies	Finding successful strategies to engage reluctant or hard to reach parents	<p>Working closely with targeted pupils and parents / carers to increase engagement</p> <p>Work with Pastoral Lead to improve attendance</p>


## Part B: Review of outcomes in the previous academic year (2024/25)

### Externally provided programmes

Programme	Provider
Teams	Microsoft
Class Dojo	Y Combinator's Ed-tech
LBQ (Additional Licenses)	Learning by Questions
Accelerated Reader Renewal	Accelerated Reader Renaissance
Supersonic Phonics	Lucas Consultancy
Purple Mash	2simple

### Pupil premium strategy - self-evaluation

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcome							
Improved attainment and progress in Reading, Writing and Maths	Summer 2025 School Assessment data/ End of Key Stage SATs							
	 = In line/Above National							
	<b>EYFS</b>							
		30% most deprived (59 Pupils)	Ever 6 Pupils School (15 pupils)	Ever 6 Pupils National	FSM (12 pupils)	FSM National	All Pupils School	All Pupils National
	GLD	76%	80%	51%	80%	51%	77%	68%
	Literacy	78%	87%	54%	87%	53%	78%	71%
	Maths	78%	87%	63%	87%	62%	78%	78%
	<b>KS1 ( x9 PP)</b>							
	NB: No national Figures for KS1 Reading: 821% ARE (100% PP ARE) Writing: 76% ARE (68% PP ARE) Maths: 90% ARE (100% PP ARE)							
	<b>Phonics</b>							
	30% most deprived (57 Pupils)	Ever 6 Pupils School	Ever 6 Pupils National	FSM	FSM National	All Pupils School	All Pupils National	
Year 1 (21 pupils)	81%	81%	67%	81%	67%	82%	80%	
KS1 (20 pupils)	96%	100%	81%	95%	81%	97%	89%	

**KS2 (x30 PP)**

	All Pupils School	All Pupils National	30% most deprived (60 Pupils)	Ever 6 Pupils School	Ever 6 Pupils National	FSM (28 pupils)	FSM National
<b>Reading</b>	73%	75%	73%	67%	63%	68%	63%
<b>Writing</b>	77%	72%	77%	77%	59%	75%	60%
<b>Maths</b>	83%	74%	83%	100%	59%	79%	61%
<b>R+W+M Combined</b>	63%	62%	63%	53%	47%	54%	48%

In many instances disadvantaged pupils are working above non-disadvantaged pupils, sometimes significantly above, at ARE throughout school.

Improve attendance by pupils causing concern

No significant improvement in attendance due to the continuing issues around long term unauthorised absences where families in other countries are being visited (PA 12.4% **18.7%**). However, overall attendance remained above **national figures** and still compares favourably with previous years. The overall figure for whole school was 94.2%. (**93.1%**) Attendance of PP children was 93.6% (**89.4%**) and not PP was 94.7% (**94.5%**).

Greater involvement of SLT was made to target families causing concern and monitor attendance. Increase of attendance related Early Helps.

Reward system for best class attendances used and shared through assemblies. Raised profile of attendance across school.

## PUPIL PREMIUM EVALUATION 2024/2025

PUPIL PREMIUM SUPPORT	SUMMARY
Pastoral Support:	<p>Focus on attendance to target families causing concern and monitor attendance. Increase of attendance related Early Helps.</p> <p>Reward system for best class attendance shared through assemblies. Certificates awarded weekly. Cinema visit provided to the best attending class of each term. Attendance badges given, each term, to those pupils who attended 100% special badge given to pupils in Summer Term for 100% attendance for the entire year at the awards assembly.</p>
Small Group Interventions:	<p>Led by the SENDCO, school tutors and the most senior TA in the school, identified groups are given time limited, specific, measurable targets to work towards in Literacy and Numeracy. Small group tuition is found to be effective in closing gaps in knowledge and understanding. This to be addressed immediately after gap analysis.</p> <p>Identified children were provided with additional support through school tutoring. Lowest 20% of readers as well as disadvantaged pupils were targeted to improve their reading comprehension skills as this was identified as an area of need. A positive proportion of these children, across the year, made good to accelerated progress.</p>
Enrichment Activities:	<p>Subsidised trips, visitors and theatre visits/visitors to support curriculum delivery and enhance learning opportunities.</p> <p>Every year group enhanced class based learning by having access to related visit or visitors. These experiences were wide and varied, ranging from, for example, being in the forest school and watching wildlife to attending the theatre/cinema to carrying out an archaeological dig and exploring parks and rivers. Pupil voice is positive with pupils thoroughly enjoying the experiences.</p>
Extra-Curricular Clubs	<p>Broaden life experiences and opportunities at a range of clubs. The money will be used to provide resources, rewards, transport etc. as required.</p> <p>A range of clubs were offered to all pupils with an average of 32% of PP attending after school clubs each term.</p>

PUPIL PREMIUM SUPPORT	SUMMARY
Uniform Provision and access to transport costs	<p>Uniform items provided for pupils where a need is identified - including PE kit. Where necessary, help families financially to ensure they can get their children to school.</p> <p>We have been supporting families as they become identified including helping one family to attend school (bus and taxi fares) and providing additional food parcels and supermarket vouchers to a number of families. We have also helped to provide shoes, coats and uniform; including use of uniform bank from clothes donated by parents.</p>
Resources and Training for Parents	<p>Safeguarding, English and maths, mental health and wellbeing training sessions provided by specialist outside providers.</p> <p>All courses were provided to parents, either by school staff or outside providers, with a positive take up.</p>
Behaviour Management Support	<p>Behaviour Support Service to provide training and support, for staff and parents, to help children with controlling their difficult behaviour.</p> <p>Drop-in sessions were provided by BBS as well as access to Triple P which was delivered in school and online Sollihull training. All were well attended by parents and feedback was very positive.</p>
Breakfast Club	<p>A Breakfast Club, free of charge is offered to identified pupils.</p> <p>This was provided to identified pupils so they could attend free of charge and be provided with a good breakfast. It was also a good incentive to encourage improved punctuality and attendance.</p>
Extended Music Provision	<p>Including funding for gifted and talented pupils and pupils in our 2 and 3 year old nurseries (See EYFS Pupil Premium Funding).</p> <p>Music Lessons provided across the entire academy (both nurseries too). A full range of music including use of instruments continued to be taught (djembe drums, steel pans, clarinets, percussion and samba).</p>
Health and Wellbeing	<p>Health and Well-being day, each term, to focus on children's general (in particular poor dental hygiene and obesity) and mental health.</p> <p>Health and Wellbeing Weeks took place each term as planned. Fort Alice also carried out health relationship sessions with Year 5 pupils and Hate Crime sessions with Year 6.</p>

## Pupil Premium Spending 2024/2025

Item (s)	Cost
CPD Budget	£11,062.28
Assessment	£5264.00
Pertinent Salaries	£150,678.00
Library Books and SLA	£3,473.00
Breakfast bagels contribution and Staff costs	£10,881.10
BSS SLA	£3,882.00
Trips	£22,832.00
Music SLA	£34,078.00
Also costs covered for uniform, shoes, travel, food etc.	Approx £700
<b>Total spend</b>	<b>£242,850.38</b>
<b>Allocated</b>	<b>£189,440.00</b>