

Pupil premium strategy statement 2026/27

Lever Edge Primary Academy



School overview

Detail	Data
School name	Lever Edge Primary Academy
Pupils in school	(442 + 16) 458
Proportion (%) of pupil premium eligible pupils	33% (150 pupils)
Pupil premium allocation this academic year	£221,650
Academic year or years covered by statement	2026/27
Publish date	September 2026
Review date	Ongoing review – termly
Statement authorised by	Board of Trustees
Pupil premium lead	Kelly James
Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,650
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	£221,650

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.

Key Challenges to Achievement

The information below outlines the key barriers to achievement identified among our disadvantaged pupils. These challenges have been determined through assessment data, ongoing monitoring, engagement with families, and knowledge of pupils' individual circumstances.

Detail of challenge	
Challenge Number	In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>
1	Some Pupil Premium pupils have low prior attainment, often resulting from gaps in learning and disrupted educational experiences.
2	An increasing number of pupils are entering school with identified additional needs, including cognitive, communication, physical and sensory needs.
3	Some pupils demonstrate underdeveloped learning behaviours, including limited independence, resilience and self-regulation.
4	Social, emotional and behavioural challenges impact pupils' wellbeing, engagement and academic progress.
5	Low aspirations and limited self-belief can restrict pupils' engagement with learning and their expectations of future success.
6	Persistent absence and poor attendance reduce access to learning opportunities and negatively affect achievement.
	External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>
7	Variable levels of parental engagement can limit pupils' learning outside school, including support with reading, homework and wider educational experiences.
8	Some pupils have limited vocabulary, language development and oracy skills, often linked to English as an Additional Language (EAL) and reduced exposure to high-quality texts outside school.
9	Limited access to enriching first-hand experiences beyond the classroom can restrict pupils' cultural capital, knowledge and understanding of the wider world.

Overall Context

These challenges are interconnected and can create cumulative barriers to learning. Our strategy is designed to address both academic and wider developmental needs, ensuring all pupils are supported to achieve their full potential.

Intended Outcomes

Intended Outcome	Success Criteria
Priority 1 – Good Progress and Strong Achievement All disadvantaged pupils make at least expected progress from their starting points, with those below age-related expectations closing gaps and achieving well across the curriculum, particularly in reading. Teaching	• The attainment gap between disadvantaged and non-disadvantaged pupils narrows across key stages. • Disadvantaged pupils make at least expected progress in reading, writing and mathematics. • An increased proportion of disadvantaged pupils achieve age-related expectations and greater depth standards. • Reading outcomes for disadvantaged pupils improve and move closer to those of their peers.
Priority 2 - Additional Needs Supported Effectively Disadvantaged pupils with SEND and other additional needs receive timely, high-quality support that enables them to access learning, participate fully and make strong progress. Targeted Academic Support	• Individual needs are accurately identified and supported through effective SEND provision. • Targeted interventions demonstrate positive impact on progress and attainment. • Pupils with additional needs successfully access the curriculum and wider school life. • Parents and external agencies contribute effectively to supporting identified needs.
Priority 3 - Improved Learning Behaviours Disadvantaged pupils demonstrate positive attitudes to learning, increased resilience, independence and engagement in lessons. Wider Strategies	• Pupil voice, lesson observations and teacher feedback demonstrate improvements in learning behaviours. • Pupils show increased confidence, perseverance and self-regulation. • Rates of engagement in lessons and completion of learning tasks improve. • Behaviour incidents involving targeted pupils reduce over time.
Priority 4 – Improved Attendance and Punctuality Attendance for all pupils, particularly disadvantaged pupils and those causing concern, improves significantly so that they attend school regularly and access the full curriculum. Wider Strategies	Whole-school attendance is maintained at 97% or above. • The attendance gap between disadvantaged and non-disadvantaged pupils narrows. • Persistent absence rates for disadvantaged pupils decrease year on year. • Targeted families engage positively with attendance support and intervention.
Priority 5 - Increased Access to Enrichment and First-Hand Experiences Disadvantaged pupils have equitable access to enriching experiences that broaden their horizons, increase cultural capital and enhance learning. Wider Strategies	• Targeted pupils participate in educational visits, residential, clubs and enrichment activities. • Pupil voice demonstrates increased confidence, aspiration and awareness of opportunities beyond their immediate experiences. • Funding is used effectively to remove barriers to participation. • Disadvantaged pupils' attendance and engagement in 'wow' experiences is in line with, or exceeds, that of their peers.

Overall Intended Outcome:

Disadvantaged pupils achieve well academically, attend regularly, access high-quality enrichment opportunities, develop positive learning behaviours and receive effective support for any additional needs, enabling them to thrive and achieve their full potential.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Activity	Tasks and Evidence that supports this approach	Challenge number(s) addressed
Priority 1 – Improve the teaching of English and Mathematics to secure strong progress and attainment across the curriculum.	Deliver high-quality CPD focused on effective feedback, metacognition, adaptive teaching and scaffolding to ensure all pupils can access learning and achieve success. Provide Supersonic Phonics training for new staff to ensure consistent, high-quality phonics provision. Release teachers and leaders to embed evidence-informed practice and access support through English and Maths Hub programmes and professional development opportunities. Rationale: High-quality teaching has the greatest impact on pupil outcomes, particularly for disadvantaged pupils. Evidence consistently demonstrates that effective teaching is the most important factor in closing attainment gaps. .	1, 2, 8
Strengthen assessment practice in English, Mathematics and Science.	Purchase and utilise standardised diagnostic assessments and provide training to ensure assessments are administered and interpreted accurately. Use assessment information to identify learning gaps promptly and inform targeted support and curriculum planning. 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:	1,2, 3
Projected spending	£20,000	

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

Activity	Tasks and Evidence that supports this approach	Challenge number(s) addressed
Priority 2 – Deliver high-quality intervention programmes for disadvantaged pupils in Reading, Writing and Mathematics.	The Deputy Headteacher, SENCo and senior support staff will identify pupils requiring additional support and deliver targeted interventions with clear entry and exit criteria and measurable outcomes. Particular focus will be given to disadvantaged pupils and the lowest attaining readers and mathematicians, including Year 5 pupils requiring additional support. Provide a blend of tutoring, mentoring and school-led interventions for pupils whose learning has been most affected by disruption. Deliver additional phonics support for pupils who have not secured age-related phonics expectations. Continue targeted speech and language interventions within EYFS to develop communication, language and early literacy skills. Rationale: Evidence shows that structured small-group tuition and targeted interventions can effectively accelerate progress and close gaps in attainment when aligned to identified needs.	1, 2, 8
Priority 1 and 2 – Promote a culture of reading and improve reading outcomes.	Further develop reading environments across the school to foster enjoyment, engagement and independence in reading. Enhance parental engagement through phonics and reading workshops and open mornings. Support families in understanding phonics, early reading and Accelerated Reader. 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.	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 nutrition and support pupils' readiness to learn.	Continue to provide a healthy breakfast offer for all pupils and ensure access to nutritious snacks where appropriate. Promote healthy lifestyles and increase opportunities for purposeful communication through pupil-centred activities and routines. Rationale: Good nutrition supports concentration, emotional regulation and engagement in learning, improving pupils' readiness to learn throughout the school day.	1, 3, 4
Priority 3 – Strengthen parental engagement and family support.	Utilise the Behaviour Support Service and programmes such as Triple P to provide guidance and training for staff and families. Remove practical barriers to learning through support with uniform, PE kit, school equipment and transport where required. Deliver workshops for parents on safeguarding, online safety, English, mathematics, mental health and wellbeing. Rationale: Research consistently demonstrates that parental engagement has a significant positive impact on pupils' achievement, attendance, behaviour and wellbeing.	3, 4, 7
Priority 3 - Promote positive mental health and wellbeing.	Train designated staff to support mental health and wellbeing. Continue collaboration with the Mental Health Practitioner and provide access to counselling, social and emotional learning programmes and THRIVE approaches. Rationale: Positive mental health underpins children's ability to learn, build relationships and develop resilience, supporting both academic achievement and personal development.	4

Priority 4 – Improve attendance and reduce persistent absence.	The Headteacher will monitor attendance closely, provide early intervention and work alongside families to address barriers to attendance. Celebrate and reward positive attendance through recognition, incentives and enrichment opportunities. Rationale: Attendance is strongly linked to attainment, wellbeing and engagement. Pupils who attend school regularly are more likely to achieve well and develop positive learning behaviours.	1, 3, 4, 6, 7
Priority 5– Increase access to enrichment and first-hand learning experiences.	Subsidise educational visits, visitors, residentials, performances and curriculum enrichment activities to ensure all pupils can participate. Support disadvantaged pupils’ engagement in clubs and extracurricular opportunities through funding, resources and transport where required. Continue to provide specialist music tuition and performance opportunities for all pupils. Rationale: High-quality enrichment experiences broaden pupils’ horizons, increase cultural capital, enhance vocabulary and communication skills, and promote aspiration, confidence and engagement in learning.	3, 4, 5, 9
Projected spending	£65,000.	

Total Strategy Focus

Through a combination of high-quality teaching, targeted academic support and carefully planned wider strategies, disadvantaged pupils will achieve well academically, develop positive learning behaviours, attend school regularly, access enriching experiences and receive the support necessary to thrive both academically and personally.

Total budgeted cost: £230,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient time is allocated for high-quality staff professional development.	Protect dedicated CPD time within the school calendar and prioritise professional development opportunities that align with school improvement priorities.
Targeted support	Ensuring sufficient capacity to provide timely catch-up support for small groups in identified areas of need.	Deploy teaching assistants and intervention staff strategically, using assessment information to target pupils' specific gaps and maximise intervention time.
Wider strategies	Engaging reluctant or hard-to-reach parents and carers.	Work closely with targeted pupils and their families, utilising a range of communication methods and personalised support to strengthen engagement and participation

Part B: Review of outcomes in the previous academic year (2025/26)

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 2026 School Assessment data/ End of Key Stage SATs																																								
	= In line/Above National																																								
	EYFS																																								
	<table><tr><th></th><th>30% most deprived</th><th>Ever 6 Pupils School</th><th>Ever 6 Pupils National</th><th>FSM (8 pupils)</th><th>FSM National</th><th>All Pupils School</th><th>All Pupils National</th></tr><tr><td>GLD</td><td>79%</td><td>88%</td><td>55%</td><td>88%</td><td>55%</td><td>79%</td><td>72%</td></tr><tr><td>Literacy</td><td>81%</td><td>88%</td><td>57%</td><td>88%</td><td>57%</td><td>81%</td><td>74%</td></tr><tr><td>Maths</td><td>89%</td><td>100%</td><td>65%</td><td>100%</td><td>65%</td><td>88%</td><td>80%</td></tr></table>		30% most deprived	Ever 6 Pupils School	Ever 6 Pupils National	FSM (8 pupils)	FSM National	All Pupils School	All Pupils National	GLD	79%	88%	55%	88%	55%	79%	72%	Literacy	81%	88%	57%	88%	57%	81%	74%	Maths	89%	100%	65%	100%	65%	88%	80%								
		30% most deprived	Ever 6 Pupils School	Ever 6 Pupils National	FSM (8 pupils)	FSM National	All Pupils School	All Pupils National																																	
GLD	79%	88%	55%	88%	55%	79%	72%																																		
Literacy	81%	88%	57%	88%	57%	81%	74%																																		
Maths	89%	100%	65%	100%	65%	88%	80%																																		
Phonics																																									
	<table><tr><th></th><th>30% most deprived (59 Pupils – Y1) 61 pupils – Y2)</th><th>Ever 6 Pupils School</th><th>Ever 6 Pupils National</th><th>FSM</th><th>FSM National</th><th>All Pupils School</th><th>All Pupils National</th></tr><tr><td>Year 1</td><td>68%</td><td>68%</td><td>65%</td><td>65%</td><td>68%</td><td>66%</td><td>82%</td></tr><tr><td>KS1</td><td>97%</td><td>No data</td><td>95%</td><td>95%</td><td>No Data</td><td>97%</td><td>No Data</td></tr></table>		30% most deprived (59 Pupils – Y1) 61 pupils – Y2)	Ever 6 Pupils School	Ever 6 Pupils National	FSM	FSM National	All Pupils School	All Pupils National	Year 1	68%	68%	65%	65%	68%	66%	82%	KS1	97%	No data	95%	95%	No Data	97%	No Data																
	30% most deprived (59 Pupils – Y1) 61 pupils – Y2)	Ever 6 Pupils School	Ever 6 Pupils National	FSM	FSM National	All Pupils School	All Pupils National																																		
Year 1	68%	68%	65%	65%	68%	66%	82%																																		
KS1	97%	No data	95%	95%	No Data	97%	No Data																																		
	KS2 (x PP)																																								
	<table><tr><th></th><th>All Pupils School</th><th>All Pupils National</th><th>30% most deprived (58 Pupils)</th><th>Ever 6 Pupils School</th><th>Ever 6 Pupils National</th><th>FSM (21 pupils)</th><th>FSM National</th></tr><tr><td>Reading</td><td>67%</td><td>75%</td><td>66%</td><td>57%</td><td>63%</td><td>57%</td><td>63%</td></tr><tr><td>Writing</td><td>81%</td><td>73%</td><td>78%</td><td>71%</td><td>60%</td><td>71%</td><td>61%</td></tr><tr><td>Maths</td><td>85%</td><td>75%</td><td>81%</td><td>76%</td><td>61%</td><td>76%</td><td>61%</td></tr><tr><td>R+W+M Combined</td><td>67%</td><td>63%</td><td>64%</td><td>52%</td><td>48%</td><td>52%</td><td>49%</td></tr></table>		All Pupils School	All Pupils National	30% most deprived (58 Pupils)	Ever 6 Pupils School	Ever 6 Pupils National	FSM (21 pupils)	FSM National	Reading	67%	75%	66%	57%	63%	57%	63%	Writing	81%	73%	78%	71%	60%	71%	61%	Maths	85%	75%	81%	76%	61%	76%	61%	R+W+M Combined	67%	63%	64%	52%	48%	52%	49%
	All Pupils School	All Pupils National	30% most deprived (58 Pupils)	Ever 6 Pupils School	Ever 6 Pupils National	FSM (21 pupils)	FSM National																																		
Reading	67%	75%	66%	57%	63%	57%	63%																																		
Writing	81%	73%	78%	71%	60%	71%	61%																																		
Maths	85%	75%	81%	76%	61%	76%	61%																																		
R+W+M Combined	67%	63%	64%	52%	48%	52%	49%																																		
	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 2025/2026

PUPIL PREMIUM SUPPORT	SUMMARY
Pastoral Support:	Focus on attendance to target families causing concern and monitor attendance. Increase of attendance related Early Helps. 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.
Small Group Interventions:	Led by the SENCO, 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. 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.
Enrichment Activities:	Subsidised trips, visitors and theatre visits/visitors to support curriculum delivery and enhance learning opportunities. 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.
Extra-Curricular Clubs	Broaden life experiences and opportunities at a range of clubs. The money will be used to provide resources, rewards, transport etc. as required. A range of clubs were offered to all pupils with an average of 32% of PP attending after school clubs each term.

PUPIL PREMIUM SUPPORT	SUMMARY
Uniform Provision and access to transport costs	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. 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.
Resources and Training for Parents	Safeguarding, English and maths, mental health and wellbeing training sessions provided by specialist outside providers. All courses were provided to parents, either by school staff or outside providers, with a positive take up.
Behaviour Management Support	Behaviour Support Service to provide training and support, for staff and parents, to help children with controlling their difficult behaviour. 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.
Breakfast Club	A Breakfast Club, free of charge is offered to identified pupils. 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.
Extended Music Provision	Including funding for gifted and talented pupils and pupils in our 2 and 3 year old nurseries (See EYFS Pupil Premium Funding). 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).
Health and Wellbeing	Health and Well-being day, each term, to focus on children's general (in particular poor dental hygiene and obesity) and mental health. 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.

Pupil Premium Spending 2025/2026

Item (s)	Cost
CPD Budget	£10,646.26
Assessment	£6,745
Pertinent Salaries	£145,00.00
Library Books and SLA	£5151.05
Breakfast bagels contribution and Staff costs	£2,085.00
BSS SLA	£3822.00
Trips	£18,900.44
Music SLA	£23,432.00
Also costs covered for uniform, shoes, travel, food etc.	Approx £1,370.96
Total spend	£ 217, 152.71
Actual Funding	£ 180, 313.00