



Pupil Premium Strategy Statement: Leigh St Peter's CE Primary School 2026-2027

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	324
Proportion (%) of pupil premium eligible pupils	51.6%
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)	2026-2029
Date this statement was published	15 th September 2026
Date on which it will be reviewed	December 2026 April 2027 July 2027 (Updated PP Strategy re-published 1 st September 2026)
Statement authorised by	Miss J Williams (Chair of Governors)
Pupil premium lead	Mr M Fletcher (Headteacher)
Governor / Trustee lead	Miss J Williams (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,410
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£263,410





Part A: Pupil premium strategy plan

Statement of intent

At Leigh St Peter's CE Primary School, our pupil premium strategy is rooted in our Christian vision, *Let Your Light Shine* (Matthew 5:16), and our unwavering belief that every child can flourish, achieve highly and develop the character, confidence and knowledge needed for future success. We will use pupil premium funding strategically, rigorously and with ambition so that disadvantaged pupils attend school well, demonstrate excellent behaviour and attitudes, access the full curriculum and achieve outcomes that are at least in line with, and where possible exceed, those of their non-disadvantaged peers.

Our ultimate objective is to close the gap between disadvantaged and non-disadvantaged pupils in attendance, behaviour and attitudes, and achievement. We will do this by removing barriers quickly, identifying need early and ensuring that pupils receive the right support at the right time. We will place the highest priority on excellent attendance because pupils must be in school consistently to benefit from high-quality teaching, pastoral care, intervention and enrichment. Where attendance falls below expectations, we will work closely with families, use clear systems of monitoring and challenge, and provide practical, relational support so that disadvantaged pupils attend well and develop strong habits of punctuality, resilience and commitment.

We will ensure that disadvantaged pupils behave exceptionally well and model the excellent behaviour and attitudes expected of all pupils at Leigh St Peter's. Funding will support clear routines, consistent expectations, pastoral support, family engagement and targeted provision where pupils require additional help to regulate, build confidence or develop positive learning behaviours. Our aim is that disadvantaged pupils are fully included in school life, feel a strong sense of belonging, and are supported to make positive choices that enable them and others to learn.

Academically, our strategy will focus sharply on securing strong foundations from the earliest stages. We will prioritise communication and language, early literacy, early mathematics, phonics, reading fluency, vocabulary development and number confidence so that disadvantaged pupils are able to keep up with age-related expectations rather than having to catch up later. Pupil premium funding will be used to strengthen high-quality teaching, deploy skilled adults effectively, provide staff training, purchase evidence-informed resources where needed, and deliver precise intervention in Strong Foundations, Early Reading, the Multiplication Tables Check, and reading, writing and mathematics outcomes across school.

We will fund rigorous, timely and closely monitored interventions to address gaps in learning before they widen. Assessment information, pupil progress meetings, teaching team discussions and pastoral intelligence will be used to identify pupils at risk of falling behind. Interventions will be sharply targeted, regularly reviewed and adapted so that they accelerate progress, build independence and enable disadvantaged pupils to keep up with the curriculum. This includes support for phonics and early reading, fluency and comprehension, transcription and composition in writing, arithmetic, reasoning, number facts and multiplication knowledge.

Our approach recognises that closing the gap is not only about academic outcomes. Through our LSPPS Enrichment Benchmark, we will ensure that disadvantaged pupils have equitable access to a rich, high-quality extra-curricular and enrichment programme. This will include carefully planned opportunities in sport, the arts, culture, leadership, outdoor learning, visits, visitors, community experiences and wider personal development. We will actively remove financial, social and practical barriers to participation so that disadvantaged pupils experience the same breadth of opportunity as their peers and are supported to discover talents, develop aspirations, build cultural capital and flourish as confident children of God.

Our strategy is guided by a tiered approach: investing in high-quality teaching for all, providing targeted academic support for pupils who need additional help, and implementing wider strategies that address attendance, behaviour, wellbeing and enrichment. Leaders and governors will monitor the impact of pupil premium funding through attendance data, behaviour records, assessment outcomes, book scrutiny, pupil voice, participation in enrichment, and regular reviews of disadvantaged pupils' progress. We will be relentless in evaluating what is working, adapting provision where impact is not strong enough, and ensuring that every decision is focused on improving outcomes for disadvantaged pupils.





Challenges

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

Challenge number	Detail of challenge																																																																																									
1	Disadvantaged Attendance Gap to Non-Disadvantaged: We are proud of our consistently strong attendance at LSPPS despite the challenges and barriers faced by our children and community. Our relentless and systematic approaches to attendance have led to: <i>Top 30-40% schools nationally for FSM Overall Attendance Top 30-40% schools nationally for SEND Overall Attendance Top 20-30% schools nationally for FSM/SEND Overall Attendance Top 20-30% schools nationally for FSM Persistent Absence Top 20-30% schools nationally for FSM/SEND Persistent Absence.</i> FSM persistent absence has reduced to 17.3% which is an 8.6% reduction since 23-24. <table><tr><th>Overall FSM Attendance:</th><th>Overall FSM Persistent Absence:</th></tr><tr><td>23-24: 92.5%</td><td>23-24: 25.8%</td></tr><tr><td>24-25: 92.5%</td><td>24-25: 20.7%</td></tr><tr><td>25-26: 92.9%</td><td>25-26: 17.3%</td></tr></table> Whilst disadvantaged pupils' attendance is improving year on year at LSPPS, there is a still a gap between those who are disadvantaged and non-disadvantaged: The gap between FSM and Non-FSM overall pupil attendance is 3.7% (92.9% / 96.6%). The gap between FSM and Non-FSM persistent absence is 11.5% (17.3% / 5.8%).	Overall FSM Attendance:	Overall FSM Persistent Absence:	23-24: 92.5%	23-24: 25.8%	24-25: 92.5%	24-25: 20.7%	25-26: 92.9%	25-26: 17.3%																																																																																	
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2	Multiplication Check (MTC): Despite a significant improvement and positive trend in our MTC results (see below) results are below national average. The gap between Disadvantaged and Non-Disadvantaged achieving 25/25 is 12% and the difference in average score is 3%. <table><tr><th colspan="10">Multiplication Tables Check (MTC)</th></tr><tr><th rowspan="2">Statistic</th><th colspan="2">2022-2023</th><th colspan="2">2023-2024</th><th colspan="2">2024-2025</th><th colspan="3">2025-2026</th></tr><tr><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th><th>Cohort</th><th>School</th><th>National</th></tr><tr><td>% scoring full marks (25/25)</td><td>23%</td><td>29%</td><td>22%</td><td>34%</td><td>13%</td><td>37%</td><td>57</td><td>28%</td><td>~ 44%</td></tr><tr><td>Average score (out of 25)</td><td>19.5</td><td>20.2</td><td>17.6</td><td>20.6</td><td>18.1</td><td>21.0</td><td>56</td><td>20.1</td><td>~ 21.6</td></tr><tr><th colspan="2">Disadvantaged</th><th colspan="8">Non-Disadvantaged</th></tr><tr><td>25/25</td><td>23%</td><td colspan="4">25/25</td><td colspan="4">35%</td></tr><tr><td>Average Score</td><td>18.8%</td><td colspan="4">Average Score</td><td colspan="4">21.8</td></tr></table>	Multiplication Tables Check (MTC)										Statistic	2022-2023		2023-2024		2024-2025		2025-2026			School	National	School	National	School	National	Cohort	School	National	% scoring full marks (25/25)	23%	29%	22%	34%	13%	37%	57	28%	~ 44%	Average score (out of 25)	19.5	20.2	17.6	20.6	18.1	21.0	56	20.1	~ 21.6	Disadvantaged		Non-Disadvantaged								25/25	23%	25/25				35%				Average Score	18.8%	Average Score				21.8													
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4	KS2 SATS Reading, Writing and Maths Combined (Expected Standard): Despite KS2 RWM outcomes being above national average, there remains a gap between disadvantaged and non-disadvantaged outcomes. Non-Disadvantaged achieving Reading, Writing and Maths Expected Standard: 76% Disadvantaged achieving Reading, Writing and Maths Expected Standard: 50%																																																																																									
5	EYFS Speaking (Speech and Language): 100% of non-disadvantaged Reception children achieve the standard for speaking by the end of EYFS. For non-disadvantaged, 44% of children achieve the same standard. Speech and language is a barrier our children face on entry to school and whilst this barrier is addressed by the end of Key Stage 1, it is an ongoing focus for leaders to address.																																																																																									





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
Attendance: The gap between disadvantaged and non-disadvantaged overall attendance and persistent absence is significantly improved.	FSM Overall Attendance Target: 94.7% FSM Persistent Absence Target: 13.0%
MTC: The % of disadvantaged children achieving 25/25 and FSM average score on the MTC significantly increases.	FSM 25/25 MTC Target: 35% FSM Average Score Target: 20
Phonics: The % of disadvantaged children passing the PSC significantly increases and as a result the gap between non-disadvantage decreases.	FSM PSC Target: 82% (Current National All Average)
RWM Combined: The % of disadvantaged children achieving the expected standard in reading, writing and maths increases and as a result the gap to non-disadvantaged decreases significantly.	FSM KS2 RWM Expected Standard Target: 65%
Speech and Language: The % of disadvantaged Reception children achieving the expected standard for speaking increases significantly and the gap to non-disadvantaged decreases.	FSM Speaking EYFS Target: 75%

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: £175,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued purchase of PIXL standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups. Diagnostic Assessment EEF	2, 3, 4, 5
Recruitment of Intervention Teacher: Experienced teacher to lead on intervention role for UKS2 children in reading, writing and maths focusing on disadvantaged learners.	Studies in England show that pupils eligible for FSM typically receive additional benefits from small group tuition. EEF Interventions PDF	4
Recruitment of EYFS Wellcom HLTA to lead on speech and language interventions using Wellcom. Recruitment of HLTA's to enable consistent interventions to take place. Interventions will be tracked closely to monitor impact.	The most recent SEED research report tells us that attending a higher quality early year setting or nursery class in school 'between ages 2 and 4 was associated with better academic results for Key Stage 1 Maths, Key Stage 1 Science and for a combined Key Stage 1 English and Maths outcome during school Year 2' (Melhuish and Gardner, 2021, p. 7). Strong Foundations EEF Research OralLanguageInterventions EEF	2, 3, 4, 5





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

Budgeted cost: £ 67,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and one to one interventions and tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons/curriculum.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: EEF OnetoOneTuitionResearch EEF SmallGroupTuition	2,3,4,5
Additional phonics session targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the English Hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4,5
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3,4,5

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

Budgeted cost: £ 20,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance research. This will involve training and release time for staff including leadership staff to develop and implement new procedures and working alongside attendance/pastoral team to improve attendance for disadvantaged children.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing and improving behaviour, resulting in increased sense of belonging and attendance for disadvantaged children.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1
Attendance Celebration and Rewards: Systematic celebration and rewards implemented to motivate and encourage children and families of disadvantage to attend school regularly.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1

Total budgeted cost: £ 263,410





Part B: Review of the previous academic year

Outcomes for disadvantaged pupils: 25-26

EYFS GLD: (National Averages to be updated)

Early Years Foundation Stage										
Statistic	2022-2023		2023-2024		2024-2025		2025-2026			
	School ▾	National ▾	School ▾	National ▾	School ▾	National ▾	Cohort ▾	School ▾	National ▾	
% achieving a Good Level of Development	42%	52%	67%	52%	43%	51%	16	38%		-
% at the expected level across all early learning goals	42%	50%	67%	50%	43%	50%	16	31%		-
Average number of early learning goals at the expected level per pupil	10.7	12.4	16.4	12.3	8.9	12.2	16	8.3		-

Phonics Screening Check: (National Averages to be updated)

Phonics Screening Check										
Statistic	2022-2023		2023-2024		2024-2025		2025-2026			
	School ▾	National ▾	School ▾	National ▾	School ▾	National ▾	Cohort ▾	School ▾	National ▾	
% passing in Year 1	73%	66%	93%	68%	81%	67%	16	75%		-
% passing check by end of Year 2	81%	81%	80%	82%	100%	81%	15	87%		-

MTC Check: (National Averages to be updated)

Multiplication Tables Check (MTC)										
Statistic	2022-2023		2023-2024		2024-2025		2025-2026			
	School ▾	National ▾	School ▾	National ▾	School ▾	National ▾	Cohort ▾	School ▾	National ▾	
% scoring full marks (25/25)	17%	21%	11%	25%	11%	27%	31	23%		-
Average score (out of 25)	18.8	18.3	15.5	18.9	17.0	19.3	31	18.8		-

Attendance and Persistent Absence:

Summary of 127 Pupils (who are FSM)				
Attendance percentage		15-18 days missed		19+ days missed
School	92.9%	School	12	22
National	94.7%			
Local Authority	94.8%			
Absences				
7.1% overall absence 4.1% authorised 3.0% unauthorised 17.3% persistent absence 3 pupils unauthorised absent for 10+ days				

RWM KS2 National Assessments: (National Averages to be updated)

Key Stage 2										
Subject	Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
		School ▾	National ▾	School ▾	National ▾	School ▾	National ▾	Cohort ▾	School ▾	National ▾
Reading, Writing & Maths combined	% achieving the expected standard	33%	43%	43%	45%	58%	48%	24	50%	-
Reading, Writing & Maths combined	% achieving the higher standard	0%	3%	4%	3%	10%	4%	24	8%	-
Reading	% achieving the expected standard	42%	60%	54%	62%	77%	63%	24	67%	-
Reading	% achieving the higher standard	3%	17%	25%	18%	29%	21%	24	25%	-
Reading	Average scaled score	98.4	102.0	102.7	103.0	105.9	103.0	22	104.6	-
Writing	% achieving the expected standard	67%	57%	71%	58%	74%	59%	24	50%	-
Writing	% working at greater depth	0%	6%	11%	6%	13%	7%	24	13%	-
Maths	% achieving the expected standard	48%	58%	57%	59%	65%	61%	24	58%	-
Maths	% achieving the higher standard	12%	13%	4%	13%	23%	15%	24	17%	-
Maths	Average scaled score	99.7	101.0	101.1	101.0	104.4	102.0	22	100.9	-
GPS	% achieving the expected standard	33%	58%	68%	59%	68%	60%	24	58%	-
GPS	% achieving the higher standard	6%	18%	18%	20%	16%	19%	24	21%	-
GPS	Average scaled score	98.8	102.0	102.8	102.0	104.0	103.0	22	101.6	-
Science	% achieving the expected standard	67%	68%	75%	69%	84%	70%	24	67%	-





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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

N/A





Further information (optional)

Our pupil premium strategy will be strengthened by additional activity that is not funded through pupil premium. At Leigh St Peter's CE Primary School, this will include embedding effective feedback practice across the curriculum, using evidence from the Education Endowment Foundation which shows that high-quality feedback can have a significant impact on pupils' learning, particularly for disadvantaged pupils. We will also continue to develop our whole-school approach to wellbeing, ensuring that pupils' voices are heard and that leaders work closely with families to understand and respond to pupils' needs. This work will support our wider commitment to helping every child flourish, in line with our Christian vision, *Let Your Light Shine* (Matthew 5:16).

We will continue to offer a wide range of high-quality enrichment and extra-curricular opportunities that promote wellbeing, positive behaviour, strong attendance and aspiration. These opportunities will help pupils to develop confidence, resilience, communication skills and social skills. We will actively encourage and support disadvantaged pupils to participate fully, removing barriers wherever possible so that they benefit from the same breadth of experiences as their peers.

In planning this strategy, leaders evaluated the impact of previous pupil premium activity and used a range of evidence to identify the barriers faced by disadvantaged pupils at Leigh St Peter's. This included assessment information, attendance and behaviour data, book scrutiny, pupil voice, staff discussions and engagement with parents. Leaders also considered wider research and guidance, including the Education Endowment Foundation's implementation guidance, to ensure that selected approaches are evidence-informed and carefully matched to pupils' needs.

We will maintain a robust evaluation framework throughout the three-year strategy. Leaders and governors will review progress regularly, using evidence from attendance, behaviour, academic outcomes, intervention reviews, enrichment participation and pupil voice. Where activity is not having the intended impact, we will adapt our approach quickly so that pupil premium funding and wider school improvement work continue to secure stronger outcomes for disadvantaged pupils.

