

# Pupil premium strategy statement review 2025-26

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Laithes Primary School
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	G Fletcher
Governor / Trustee lead	Ian Hague-Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,084.19
Recovery premium funding allocation this academic year	
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	£2,514,834.19 (total Govt grants)

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals and that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

The Key Principles of this strategy are:

- Ensuring that all teaching is good or better.
- To allocate specialist staff to deliver interventions in Speech, Phonics and Reading.
- 1-1 support for identified children
- Targeted support for all children through bespoke training for all Teaching Assistants.
- Additional SEMH support

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment upon entry to school in CLL. Poor communication skills and poverty of vocabulary
2	Many pupils have low levels of resilience and self -belief
3	Attainment gap in Reading for PP group
4	Attainment gap in children achieving Greater Depth
5	Lower than average attendance for PP group

## 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. By July 2026, we will measure the success of our pupil premium strategy against the following outcomes:

Intended outcome	Success criteria
Early Language and Communication Improved attainment for pupils achieving a Good Level of Development (GLD)	Disadvantaged pupils in EYFS achieve outcomes in Communication and Language that are at least in line with national averages. The proportion of disadvantaged pupils achieving a Good Level of Development increases compared to 2024–25.
No significant attainment gap between children eligible for Pupil Premium, and their non-PP peers.	Overall Attainment and Progress Disadvantaged pupils across the school make at least expected progress from their starting points, with an increasing number exceeding expected progress. Attainment gaps between disadvantaged pupils and their peers continue to narrow year on year, particularly in reading.  Data shows no significant attainment gap between higher achieving children eligible for Pupil Premium, and their non-PP peers.  Increased number of children achieving Greater Depth in Reading, Writing and Maths.
All children to be in receipt of good or better teaching	Quality first teaching and targeted interventions ensure gaps are addressed and % of children achieving at or above ARE increases The gap between disadvantaged and non disadvantaged pupils in phonics screening continues to narrow. A greater proportion of disadvantaged pupils in KS1 and KS2 meet age related expectations in reading, with accelerated progress evident for lower attaining pupils.

<p>Increased attendance for pupils eligible for PP.</p>	<p>Attendance of disadvantaged pupils improves.</p>
<p>Pupils well-being is supported effectively to ensure they are ready for learning and develop a passion for learning</p> <p>Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life</p>	<p>Pupils receiving SEMH support demonstrate improved engagement, self-regulation and readiness to learn, as evidenced through behaviour records and classroom observations.</p> <p>Where appropriate PP children are prioritised at cultural, sporting and other external activities</p>
<p>High quality curriculum initiatives are targeted to address poverty of vocabulary</p>	<p>Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority</p>
<p>Parents and carers are encouraged to play an active role in their child's education</p> <p>Children and families believe they can do well in the future</p>	<p>Number of parents/carers attending events increases.</p> <p>PP children are swiftly referred to a Family Support Worker when required.</p>

## 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: £186,652.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching of reading to be systematic and high quality. Ongoing RWI training and support from the English Hub.</p> <p>Teachers and TAs delivering daily RWI in EYFS, KS1 and interventions in KS2</p> <p>Phonics lead to be non class based 2 half days day per week for coaching</p> <p>Assistant Head to lead Reading Y2-Y6 (non class based 2 half days day per week)</p>	<p>EEF</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>3</p>
<p>Use high quality assessment and diagnosis of Reading, Writing and Maths to target and adapt teaching to pupils' needs.</p> <ul style="list-style-type: none"> <li>• Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.</li> <li>• Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</li> </ul>	<p>EEF +6 months Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>Formative assessment can be integrated into classroom teaching strategies to help ensure that pupil needs are identified and teaching is appropriately targeted. Formative assessment involves eliciting evidence of learning from pupils on an ongoing basis and adapting teaching to meet pupils' needs. To do this, teachers need to plan activities that will reveal what pupils are thinking, bringing to light learning gaps or misconceptions. Strategies that can be used include:</p> <ul style="list-style-type: none"> <li>• effective questioning—'Yesterday we learned the word "amateur". Can you tell me what amateur means?';</li> <li>• all-student response systems—'Try spelling "immediately" on your mini-whiteboards then hold them up so I can see'; and</li> <li>• carefully designed tasks that aim to assess specific learning gaps—'Add apostrophes into the sentences on this handout.'</li> </ul>	<p>4</p>

<p>CPD on metacognition and self-regulation approaches to teaching.</p>	<p>EEF  The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	<p>2</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early speech and language intervention to narrow vocabulary gap on entry to school</p>	<p>EEF Findings  On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.  Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development</p>	<p>1</p>
<p>Keep-Up Phonics sessions   Staff trained in 1:2:1 RWI</p>	<p>EEF places 1:1 tuition high on their scale of effectiveness (+5 months) and report that small group tuition is effective with feedback from teacher and work which is matched to learners' needs (+4 months).  Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1 and 3</p>
<p>TA to deliver YARK intervention in KS2 two afternoons per week.</p>	<p>EEF (+5 months)  On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for</p>	<p>3</p>

Monitored by Assistant Head.	providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £83,193.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase parental engagement.</p> <p>Workshops which encourage parents to support their children with reading and more intensive programmes for families in crisis. PSA and Learning Mentor to deliver the Parent Nurturing Programme. PSA – 5 days Learning Mentor 5 days</p> <p>Weekly parent coffee morning and celebration assemblies invite parents to engage with school informally.</p>	<p>EEF Parental engagement has a positive impact on average of 4 months' additional progress.</p>	2 and 5
<p>Deputy Head teacher (SENDCO and Inclusion lead) to be non-class based</p> <p>Learning mentor to develop children's social and emotional wellbeing. To target PP children underachieving because of social, emotional and behavioural reasons.</p>	<p>EEF Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Internal data shows reduction in FTE and reduction in behavioural incidents. Reduction in bullying incidents. Improved attendance and attainment for vulnerable groups.</p>	2 and 5
<p>EWO Attendance Package. Parent Support Advisor able to conduct regular home visits to ensure good attendance and punctuality. Regular monitoring and contact with families.</p>	<p>Education Inclusion and Partnership Team (EIPT)- evidence indicates importance of an effective attendance policy which includes a range of strategies.</p> <p>Ensuring effective data systems and leadership are in place around attendance, to ensure the targeted implementation of intervention and support for students.</p> <p>The use of comparison letters to parents to address any bias they may have about their child's level of absence, compared to their peers.</p> <p>The use of 'nudge texts' directly to the 'at risk' students to encourage them to attend school more regularly. Celebration texts to acknowledge good attendance and improvements.</p>	5

	In school monitoring and support of students to keep their attendance on track.	
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**Total budgeted cost: £ 302,686.20**

## Part B: Review of outcomes in the previous academic year 2025

### Pupil premium strategy outcomes

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

Our pupil premium funding has been used strategically to address identified barriers to learning, with a strong emphasis on improving teaching quality, early language development and pupil wellbeing.

#### Improved Quality of Teaching

- o Investment in staff development and targeted training for teaching assistants has strengthened classroom practice.
- o As a result, disadvantaged pupils benefit from more consistent, high quality instruction, better targeted support and clearer scaffolding within daily lessons.

#### **Early Language, Phonics and Reading**

- o **Specialist support and targeted interventions in speech, phonics and reading have improved pupils' confidence and engagement with early literacy.**
- o **Disadvantaged pupils demonstrate stronger phonological awareness, improved decoding skills and increased independence in reading activities.**

# EYFSP

CONTEXT	Leithes Primary School (2040)		NCER National		
	Value	Cox.	Value	Gap	Cox.
Cohort	41	-	584,300	n/a	-
Sex (Male)	56.1%		51.1%	+5.0%	100.0%
SEN Support	4.9%		10.0%	-5.1%	96.4%
EHCP/Statement	9.8%		3.5%	+6.3%	96.4%
Ethnicity (BME)	4.9%		29.2%	-24.3%	96.4%
Language (EAL)	12.2%		21.3%	-9.1%	100.0%
Disadvantaged	26.8%		16.1%	+10.7%	94.3%

## ASSESSMENTS

Item	Leithes Primary School (2040)		NCER National	
	Value	Value	Value	Gap
Good Level of <a href="#">Development</a>	70.7%		68.3%	+2.4%
Average no. ELGs at expected	14.0		14.1	-0.1
All Goals, Exp+	70.7%		67.0%	+3.7%
Prime Goals, Exp+	73.2%		75.3%	-2.1%
Com. & Lang. Goals, Exp±	75.6%		79.6%	-4.0%
PSE Goals, Exp±	78.0%		83.1%	-5.1%
Phys. Dev. Goals, Exp±	87.8%		84.8%	+3.0%
Specific Goals, Exp+	70.7%		68.2%	+2.5%
Literacy Goals, Exp±	70.7%		70.5%	+0.2%
Maths Goals, Exp±	75.6%		77.7%	-2.1%
Und. The World Goals, Exp+	85.4%		80.4%	+5.0%
Exp. Arts & Des. Goals, Exp+	82.9%		85.1%	-2.2%

The percentage of EHCP SEND and Disadvantaged for this cohort is significantly above the local average.

## Laithe's Primary School (2040)

Indicator	Eligible Cohort <sup>1</sup>	Disadvantaged Pupils: Disadvantaged		
		School	NCER National	
		Value	Gap	Value
Good level of development <sup>2</sup>	11	72.7%	+21.3%	51.4%
Average no. ELGs at expected level	11	14.1	+1.9	12.2
All: At least expected	11	72.7%	+22.8%	49.9%
Prime: At least expected	11	72.7%	+11.8%	60.9%
COM: At least expected	11	72.7%	+5.4%	67.3%
PSE: At least expected	11	81.8%	+9.5%	72.3%
PHY: At least expected	11	90.9%	+16.8%	74.1%
Specific: At least expected	11	72.7%	+21.7%	51.0%
LIT: At least expected	11	72.7%	+19.2%	53.5%
MAT: At least expected	11	72.7%	+10.0%	62.7%

The disadvantaged pupils at Laithe's Primary School did better than disadvantaged pupils nationally in all areas.

### Phonics – all Y1 children

No.	Etab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs LA		
				2023	2024	2025		'22 to '23	'23 to '24	'24 to '25
NCER National	Cohort		614943	626,660	617,170	601,000		-	-	-
	WA		79.7%	78.9%	80.2%	79.9%		-	+0.1%	+1.7%
	APS		0.3	33.0	33.4	33.3		-	+0.1	0.0
2040 Laithe's Primary School	Cohort		42	41	43	41		-	-	-
	WA		91.9%	92.7%	95.3%	87.8%		-	+1.4%	-5.5%
	APS		0.4	37.0	39.3	39.3		-	+2.0	+0.1

**This cohort has a significant number of EHCP pupils. Non-SEND data (below) shows 100% of non-SEND pupils passed the Phonics Screening Check.**

Etab. No.	Etab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs LA		
				2023	2024	2025		'22 to '23	'23 to '24	'24 to '25
NCER National		Cohort	505887	524,370 -	509,530 -14,840	483,760 -25,770		-	-	-
		WA	87.3%	85.9% -	87.8% +1.9%	88.1% +0.3%		-	-0.7%	+1.7%
		APS	0.3	34.6 -	34.9 +0.3	35.0 +0.1		-	-0.2	+0.3
2040 Leithes Primary School		Cohort	32	33 -	33 0	29 -4		-	-	-
		WA	100.0%	100.0% -	100.0% 0.0%	100.0% 0.0%		-	-2.6%	+1.4%
		APS	0.4	38.9 -	39.5 +0.6	39.6 +0.1		-	+0.1	+0.3

### Attainment of disadvantaged pupils in Year 1 2025

Etab. No.	Etab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs LA		
				2023	2024	2025		'22 to '23	'23 to '24	'24 to '25
NCER National		Cohort	131500	132,600 -	132,600 0	129,300 -3,300		-	-	-
		WA	67.3%	66.8% -	68.2% +1.4%	66.8% -1.4%		-	+1.7%	-3.0%
		APS	0.3	29.9 -	30.3 +0.4	29.9 -0.4		-	+0.3	-0.8
2040 Leithes Primary School		Cohort	19	22 -	17 -5	19 +2		-	-	-
		WA	93.5%	90.9% -	100.0% +9.1%	89.5% -10.5%		-	+9.4%	-12.1%
		APS	0.4	37.0 -	39.4 +2.4	38.8 -0.6		-	+2.3	-1.0

The disadvantaged pupils in 2025 did not achieve the high outcomes of 2024, however, the non-SEND disadvantaged pupils achieved 100% pass rate in Phonics.

Etab. No.	Etab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs LA		
				2023	2024	2025		'22 to '23	'23 to '24	'24 to '25
NCER National		Cohort	96227	100,350 -	97,100 -3,250	91,230 -5,870		-	-	-
		WA	78.6%	77.0% -	79.6% +2.6%	79.3% -0.3%	→→→	-	-2.0%	-0.2%
		AP5	0.3	32.3 -	32.8 +0.5	32.6 -0.2	→→→	-	-0.4	+0.2
2040 Laithes Primary School		Cohort	16	19 -	16 -3	12 -4		-	-	-
		WA	100.0%	100.0% -	100.0% 0.0%	100.0% 0.0%	→→→	-	-4.6%	+0.1%
		AP5	0.4	39.1 -	39.3 +0.2	39.4 +0.1	→→→	-	-0.7	+0.5

**Outcomes for Non-SEND Pupil Premium pupils are significantly above National** and the average point score is improving year on year. The gap between Pupil Premium and Non-Pupil Premium has narrowed and is consistently a strength.

Phonics Historic data	2017		2018		2019		2022		2023		2024		2025	
	Pass Y1 32+	67	55.2%	56	58.9%	57	73.7%	42	92.9%	41	92.7%	43	95.3%	41
National		81.2%		82.5%		81.9%		75.5%		85.5%		80.3%		79.9%
Dis/PP	36	47.2%	33	51.5%	31	64.5%	26	92.3%	22	90.9%	17	100%	19	89.5% Non-SEND 100%

*Impact of reading interventions in Key Stage 2*

Outcomes in Reading 2025	
KS2 Reading Expt+	74% (National 75%) (86% without SEND)
KS2 Reading GD	26% (National 33%) (34% without SEND)

*Outcomes in Reading 2025 are in line with National at both the expected standard and the higher standard. This cohort has a significantly high proportion of SEND and disadvantaged pupils. Carefully planned small group and 1:1 support has enabled pupils to address specific gaps in learning. This has led to improved rates of progress for pupils identified as working below age related expectations.*

## Key Stage 2

CONTEXT	Laithes Primary School (2040)		Local Authority - Barnsley		
Item	Value	Cov.	Value	Gap	Cov.
Cohort	38	-	2,864	n/a	-
Sex (Male)	52.6%	100.0%	50.6%	+2.0%	100.0%
SEN Support	10.5%	100.0%	15.8%	-5.3%	99.7%
EHCP/Statement	13.2%	100.0%	6.0%	+7.2%	99.7%
Ethnicity (BME)	5.3%	100.0%	6.8%	-1.5%	99.7%
Language (EAL)	7.9%	100.0%	8.5%	-0.6%	100.0%
Disadvantaged	76.3%	100.0%	35.9%	+40.4%	100.0%

*Impact of Quality Wave 1 teaching in Writing*

### ATTAINMENT & ASSESSMENTS

		Laithes Primary School (2040)		Local Authority - Barnsley	
Subject	Level	Value	Value	Gap	
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	68.4%	62.1%	+6.3%	
	GDS/High Score	7.9%	7.6%	+0.3%	
Reading	≥Exp.Std.	73.7%	75.9%	-2.2%	
	High Score	26.3%	32.1%	-5.8%	
Writing (TA)	≥EXS	73.7%	69.8%	+3.9%	
	GDS	18.4%	11.5%	+6.9%	
Maths (test)	≥Exp.Std.	76.3%	76.9%	-0.6%	
	High Score	15.8%	24.4%	-8.6%	

### Outcomes in Writing 2025

KS2 Write Expt +	74% (Nat 72%) 93% (without SEND)
KS2 Write GD	18% (Nat 13%) (24% without SEND)

## Attendance for academic year 2024-2025

Total Attendance	Term:														
	Whole School %			Other Pupils %			Disadvantaged Pupils %			SEN Support %			EHCP %		
	Number	average % attendance	Number	% of full cohort	average % attendance	Number	% of full cohort	average % attendance	Number	% of full cohort	average % attendance	Number	% of full cohort	average % attendance	
Including Under 5s	309	93.13	122	39.48	95.43	160	51.78	91.44	41	13.27	93.25	31	10.03	87.88	
Excluding U5s	244	93.17	78	31.97	96.16	144	59.02	91.34	36	14.75	92.98	26	10.66	88.36	

**Children's attendance: National for 2025 was 94.8%**

**Without medical children:**

Total Attendance	Term:														
	Whole School %			Other Pupils %			Disadvantaged Pupils %			SEN Support %			EHCP %		
	Number	average % attendance	Number	% of full cohort	average % attendance	Number	% of full cohort	average % attendance	Number	% of full cohort	average % attendance	Number	% of full cohort	average % attendance	
Including Under 5s	284	94.19	120	42.25	95.67	140	49.30	92.89	40	14.08	93.39	17	5.99	95.41	
Excluding U5s	224	94.15	77	34.38	96.26	127	56.70	92.76	35	15.63	93.14	15	6.70	95.47	

**Overall attendance was slightly lower than 2024-25 0.38%.**

**Without key children who have medical needs our attendance is broadly in line with National at 94.19% (National 94.8%)**

Attendance remains a key priority for 2025-26.

## SEMH and Wellbeing

- Additional SEMH provision has supported pupils with emotional and behavioural needs, enabling them to better regulate emotions and access learning.
- Pupils receiving this support show reduced barriers to learning and increased participation in class.

Overall, the impact of pupil premium funding is seen in **improved pupil engagement, more secure learning behaviours and a continued narrowing of attainment gaps**, particularly in early language and reading

## Monitoring, Evaluation and Accountability

The impact of pupil premium spending is monitored carefully to ensure funding is used effectively and responsively.

- The **Pupil Premium Lead** works with all senior leaders to review pupil progress and the impact of strategies on a termly basis.
- Attainment, progress and attendance data for disadvantaged pupils is analysed regularly and informs adaptations to provision where necessary.

- Teaching quality and the effectiveness of interventions are monitored through **lesson observations, learning walks, and pupil work scrutiny**, with a focus on outcomes for disadvantaged learners.
- Pupil voice and staff feedback are used to evaluate the effectiveness of academic and SEMH support.
- Governors with responsibility for pupil premium receive **regular reports** on spending, impact and progress towards success criteria and provide appropriate challenge and support.

Where strategies do not demonstrate sufficient impact, leaders **adjust or replace approaches** to ensure that pupil premium funding continues to address the most significant barriers faced by disadvantaged pupils.

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