

Leamington Community Primary School



Pupil Premium Strategy Statement

This statement details Leamington Community Primary School's use of pupil premium funding for the 2026–27 academic year to improve the educational outcomes of disadvantaged pupils.

It sets out our priorities, planned expenditure and measurable success criteria, informed by the October 2026 impact review, the School Improvement Plan 2025–28 and the October 2026 School Evaluation Form.

School overview

<u>Detail</u>	<u>Data</u>
School name	Leamington Community Primary School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	53% (218 pupils eligible)
Academic year/years that our current pupil premium strategy plan covers	2026–27
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Paul Vine
Pupil premium lead	Paul Vine
Governor / Trustee lead	Caroline Wheatley

Funding overview

<u>Detail</u>	<u>Amount</u>
Pupil premium funding allocation this academic year	£337,900

Part A: Pupil premium strategy plan

Statement of intent Our ambition is for every disadvantaged pupil to thrive academically, socially and emotionally, and to access an ambitious, inclusive curriculum. High-quality teaching, strong relationships, assessment and responsive intervention are the foundations of our approach. Leaders use attainment, progress, attendance and wider pastoral information to identify individual barriers, evaluate provision and adapt support.

The October 2026 review shows that disadvantaged pupils' reading is a significant strength: 79% achieved the expected standard in 2026, above the 75% national all-pupil figure, and progress in reading was significantly above similar schools. We will protect these gains through systematic phonics, fluent reading, vocabulary, comprehension and access to quality books. Our immediate academic priorities are writing, combined reading, writing and mathematics (RWM), and mathematics progress. In 2026, 62% of disadvantaged pupils achieved the writing expected standard and 47% achieved combined RWM, while disadvantaged mathematics progress was -1.7. Teaching will focus on transcription, composition, oracy, early number, fluency and reasoning, with targeted assessment showing precisely which pupils and knowledge require additional support. Attendance is essential to achievement and safeguarding. Although the school no longer employs a dedicated attendance officer, attendance remains a whole-school leadership and inclusion priority. The designated attendance lead, school attendance team, class staff, family/inclusion support and the School Improvement Liverpool attendance/EWO service will work together to identify absence early, build relationships with families and reduce persistent absence. Our ambition remains at least 96% attendance for disadvantaged pupils, with staged improvement monitored each half term. Pupils with SEND, speech and language needs, emotional needs and barriers arising from disadvantage will receive timely, inclusive provision. We will use structured interventions, appropriately trained support staff, strong parental partnership and external agencies, and routinely evaluate participation, progress and impact. We will also remove financial and practical barriers to enrichment, clubs, visits and cultural experiences. Together we make a Difference.

Our £175,000 targeted academic support allocation primarily part-funds classroom-based staff: an LSO works in every class. We will retain this inclusive model while improving the consistency and impact of teacher–LSO planning, responsive scaffolding and feedback. Teachers remain responsible for all pupils' teaching, assessment and progress. LSO support will supplement rather than replace direct teacher instruction and will build confidence and independence. Staff learning and pupil-level evaluation will focus particularly on writing, mathematics and combined RWM. The £75,000 teaching allocation and £87,900 wider-strategies allocation remain unchanged as provisional budgets pending reconciliation with actual expenditure.

Challenges

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

Challenge number	Detail of challenge
1	Many pupils enter school below age-related expectations in communication, language, early literacy, number and personal development; gaps in foundational knowledge can limit later achievement.
2	Disadvantaged writing outcomes have declined: 62% achieved the KS2 expected standard in 2026, down from 79% in 2024; transcription, composition, spelling and oracy require renewed focus.
3	Combined KS2 RWM remains too low (47% in 2026) and disadvantaged mathematics progress was -1.7, despite mathematics attainment recovering to 68%.
4	Attendance, lateness and persistent absence restrict learning and safeguarding oversight. FSM6 attendance was 92.6% for the period reported in 2025/26, below the 96% school ambition.
5	A high prevalence of SEND and complex needs requires early identification, adaptive teaching, communication support, specialist input and careful evaluation of interventions.
6	Some pupils and families experience social, emotional, mental-health or practical barriers, requiring strong inclusion, family engagement and multi-agency support.
7	Financial and practical barriers limit access to visits, clubs, sport, technology and wider cultural capital, including opportunities for higher-attaining disadvantaged pupils.
8	Variation in vocabulary, oral language, reading fluency and comprehension can restrict pupils' access to the curriculum; strong reading outcomes need sustaining.
9	Some pupils need support with self-regulation, confidence, relationships, behaviour and readiness to learn.

Intended outcomes

We will monitor these outcomes through pupil-level assessments, December and June attainment reviews, termly provision evaluations and half-termly attendance reviews. Disadvantaged outcomes will be reported with pupil numbers and percentages, compared with national and similar-school benchmarks where available. Funding is targeted according to identified need, including the overlapping needs of disadvantaged pupils and pupils with SEND.

Whole School Priorities

- To improve disadvantaged writing, mathematics and combined RWM so that pupils leave Year 6 ready to access the secondary curriculum.
- To sustain strong outcomes in reading while improving writing quality, spelling, oracy and basic mathematical fluency from EYFS onwards.
- To secure consistent, measurable interventions and inclusive classroom practice for disadvantaged pupils, including those with SEND.
- To improve attendance and family partnership and ensure equitable access to personal development and enrichment.

Intended outcome	Success criteria
<ul style="list-style-type: none">• Raise disadvantaged attainment in writing, mathematics and combined RWM while protecting reading gains and closing gaps from starting points.	<ul style="list-style-type: none">• 2026 baselines: RWM 47%, writing 62%, mathematics 68%, reading 79%, EGPS 62%. By summer 2027 aim for RWM ≥55%, writing ≥70%, mathematics ≥72%, reading ≥79% and EGPS ≥68%, subject to cohort review; assess progress by prior attainment and SEND overlap.
<ul style="list-style-type: none">• Improve early communication, phonics, writing transcription, number fluency and challenge for higher attainers.	<ul style="list-style-type: none">• EYFS entry-to-exit progress and GLD monitored for disadvantaged pupils; phonics and Year 4 MTC results reported separately for disadvantaged pupils (counts and %); termly samples show improved handwriting, spelling, composition, maths reasoning and higher-standard work.

<ul style="list-style-type: none"> Improve disadvantaged attendance and reduce persistent absence through a shared attendance-team model. 	<ul style="list-style-type: none"> Work towards ≥96% disadvantaged/FSM6 attendance. Review attendance half-termly against 2025/26 reported FSM6 baseline of 92.6% (one-term measure); aim for staged improvement each term and lower persistent absence than the 25.2% reported for FSM6 in 2025/26. Every priority case has an identified lead, actions and review date.
<ul style="list-style-type: none"> Ensure disadvantaged pupils benefit from an inclusive curriculum and equitable enrichment and family engagement. 	<ul style="list-style-type: none"> Track disadvantaged participation in clubs, educational visits, residential and wider experiences; address non-participation and cost barriers. Record engagement with parents and carers and analyse changes in attendance, confidence and participation.
<ul style="list-style-type: none"> Ensure classroom-based LSO support, funded targeted provision and inclusive teaching demonstrably improve disadvantaged pupils' learning, confidence and independence. 	<ul style="list-style-type: none"> An LSO is deployed in each classroom. Teachers identify priority learning and likely misconceptions; LSOs use modelling, questioning and scaffolding, then withdraw prompts progressively. Brief teacher-LSO feedback informs next teaching. Termly work scrutiny, disadvantaged attainment and progress discussions review curriculum access and increasing pupil independence; intervention records include baselines, review dates and decisions to adapt support.

Activity in this academic year

The following 2026–27 allocations total £337,900. The £175,000 targeted academic support allocation principally part-funds LSOs working in every classroom. The three category totals are retained from the school's planning budget and must be reconciled with actual salary and provision costs before publication.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD and coaching in high-quality teaching, adaptive practice, formative assessment, writing and mathematical reasoning.	High-quality teaching benefits disadvantaged pupils most. The 2026 impact review identifies writing/RWM and mathematics progress as priority gaps; the SIP prioritises Talk for Writing, Letter-Join, maths fluency and mastery. Monitor work scrutiny and disadvantaged outcomes.	1,2,3,5,10
SENCO/inclusion and subject-leadership release to support early identification, SEND adaptations and staff development.	SEF identifies effective inclusion and early identification as strengths and asks for more consistent evaluation. Coaching and specialist advice build staff capacity and enable appropriate access to teaching.	1,5,6,9,10
Middle-leader coaching, moderation and assessment training with a focus on writing standards and RWM pupils.	Moderated writing evidence and question-level diagnostics will target the 2026 decline in disadvantaged writing and the 47% RWM combined outcome.	2,3,10
Train and develop classroom-based Learning Support Officers (LSOs) in scaffolding, effective questioning, feedback, adaptive teaching, supporting writing and mathematical reasoning, and promoting pupil independence.	EEF guidance on making best use of teaching assistants recommends that support should supplement, not replace, teacher instruction and should develop pupil independence. An LSO is based in every Leamington classroom. Teachers share intended learning and misconceptions; LSOs provide proportionate prompts and report back, allowing teachers to adapt teaching. Evaluate through learning walks, work scrutiny and termly pupil progress discussions.	1,3,5,8,10

High-quality reading, phonics, vocabulary, writing and mathematics resources; maintaining engaging classroom texts.	2026 reading performance was strong (79% disadvantaged); investment protects fluency, access and vocabulary while resources support improved writing and numeracy.	1,2,3,7,8
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-fund classroom-based LSOs in every class to provide responsive, targeted academic support during everyday lessons, prioritising identified disadvantaged pupils while maintaining access to the class teacher. Where assessment identifies a specific gap, staff may deliver short, structured additional practice linked to classroom teaching.	The EEF recommends trained teaching assistants supplement teacher-led instruction, scaffold learning and support independence. LSOs will help with oral rehearsal, sentence construction, spelling, vocabulary, number fluency and mathematical reasoning without doing the work for pupils. Teachers remain accountable for progress and provide regular direct teaching. Review pupil-level writing/RWM and mathematics outcomes and quality of independent work each term.	1,2,3,5,8,10
Classroom-linked, evidence-informed additional practice where justified by assessment, including Welcomm, Read Write Inc., IDL, Century and number-fluency approaches; evaluate programmes before continuation.	SIP and SEF identify early language, phonics, mathematical fluency and consistent tracking as priorities. Digital or structured practice supports, but never replaces, high-quality classroom teaching. Record each pupil's need, baseline, intended outcome, frequency and follow-up assessment; adapt or discontinue provision without demonstrable benefit.	1,3,5,8,10

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

Budgeted cost: £87,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise curriculum visits, residential opportunities, clubs, sport and cultural enrichment for pupils facing cost barriers.	The SEF commits to inclusive access and monitoring cultural capital. Participation and pupil voice will be checked by disadvantaged status and barriers addressed.	6,7,9
Pastoral and nurture support, including learning mentor / inclusion provision and social, emotional and regulation interventions.	The SEF identifies complex needs, strong inclusion provision and the Nest. Support for self-regulation and wellbeing is linked to improved access to learning; individual outcomes are reviewed.	5,6,9
Attendance improvement delivered by the attendance lead and team, with School Improvement Liverpool attendance/EWO support; no dedicated school attendance officer post.	SIP confirms an attendance lead/team, Bromcom daily dashboard, six hours weekly SIL support, weekly EWO meetings, relational approaches to emotionally based school avoidance, early family contact and persistent-absence reviews. Track actions, rates and PA half-termly.	4,6,9

Family/inclusion support, parent meetings, early help and liaison with external agencies to address barriers to learning and attendance.	SEF emphasises accessible family partnerships and multi-agency support. Casework, referrals and follow-up will be documented and checked for improvement in pupil access and participation.	4,5,6,9
Breakfast/after-school access, engagement events and targeted help to remove practical barriers to regular attendance and participation.	SIP identifies breakfast club, parental attendance communications and enrichment as part of whole-school attendance improvement. Review uptake, persistent absence and punctuality for targeted pupils.	4,6,7,9

Total budgeted cost: £337,900