



Pupil Premium Strategy Statement 2025-26

Leyland St James CE Primary School

Our Distinctive Christian Vision:

Our **children** will be deeply rooted in faith, guided by our Christian values in order to succeed and thrive academically, spiritually and personally, knowing that Jesus is with them, every step of their journey.

Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can shine like stars.

Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.

We seek to serve the diverse **community** of which we are a part of.

'Together, we shine like stars as Children of God'

Philippians 2:15

Pupil Premium Strategy Statement – Leyland St James CE Primary School

This statement details our school's use of pupil premium (and recovery 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	209
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers:	2025-2026 2026-2027 2027-2028
Date this statement was published	Termly Review with SIP October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr J Atherton
Pupil premium lead	Mr J Atherton
Governor / Trustee lead	Mr A Hammersley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 63,000

Part A: Pupil premium strategy plan

Statement of intent

At Leyland St James C.E. Primary School our distinctive Christian vision says:

Our **children** will be deeply rooted in faith, guided by our Christian values in order to succeed and thrive academically, spiritually and personally, knowing that Jesus is with them, every step of their journey.

Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can shine like stars.

Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.

We seek to serve the diverse **community** of which we are a part of.

'Together, we shine like stars as Children of God'

Philippians 2:15

Our distinctive Christian vision underpins everything that we do in school including how we spend our pupil premium to ensure that everyone in school flourishes.

At Leyland St James C.E. Primary School, our priority is to recognise and remove barriers to learning for each individual child for them to thrive in all aspects of school life. Our approach is for both pupil premium and non-pupil premium children to be able to access the same wider opportunities throughout school. As recognised by the Education Endowment Foundation (EEF), we acknowledge that *'Schools must endeavour to do fewer things better'. In doing so, they can take a step closer to ensuring that all pupils, regardless of their background or circumstances, have access to high-quality, evidence-informed education.* At Leyland St James C.E. Primary School, we continue to focus on further developing and improving the already strong quality of teaching through focused CPD for teachers/ teaching assistants and thorough recruitment processes.

Key Principles:

1. Promote a culture of 'attainment for all' with high expectations of all our children.
2. High quality teaching and intervention
3. Understanding each individual, identifying barriers to learning and their outcomes.
4. Decisions are based on regular evaluation of data and evidence

Objectives:

- ✓ For our pupil premium children to flourish as individuals, in all aspects of school life.
- ✓ For our pupil premium children to achieve as well as our non-pupil premium children

✓ For our pupil premium children to be able to access the same wider opportunities.

✓ To support our children's health and wellbeing to enable them to access learning.

Aims of delivery:

- Ensuring teaching and learning opportunities meet the needs of all pupils.
- Ensure children receive a high-quality curriculum through regular CPD, support and monitoring delivery.
- Ensuring children are provided with purposeful, focused interventions by teachers and support staff.
- Regular evaluation to identify barriers to learning as well as data analysis to review practice and provision.
- Support payment for activities, educational visits and residentials to ensure that children have the same experiences as non-pupil premium children.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication on entry to school.
2	Gaps in reading, writing, maths. Attainment in reading, writing and maths for PPG pupils is lower in some areas than that of their peers.
3	Social, emotional and mental health – Increased levels of social, emotional and mental health concerns including learning resilience.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment outcomes among disadvantaged pupils in maths, writing and reading (including phonics).	<ul style="list-style-type: none"> • Children in Year 1 achieve 80%+ in the phonics screening check • Disadvantaged children's end of Key stage outcomes in 2026-2028 to be above national average at the expected standard. • Responsive/ same day intervention including adaptive teaching strategies/ pre-teach and precision teaching ensures more pupils, including the disadvantaged are supported effectively with their learning. • Curriculum add-ons such as Timestables Rockstars.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils including enrichment activities, experiences beyond the classroom and support with social and emotional mental health.	<p>Sustained high levels of wellbeing by 2028 demonstrated by:</p> <ul style="list-style-type: none"> • Group and 1:1 Therapy Dog sessions to remove mental health and wellbeing barriers. • Continued use of the school counsellor as an early help offer to further support pupil mental health and wellbeing. • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Opportunities to learn a musical instrument.
Attendance is in line with national average.	<p>Sustained high attendance from 2028 demonstrated by:</p> <ul style="list-style-type: none"> • Overall attendance is at or above national at 96%. • The percentage of all pupils who are persistently absent being below 9% (national average) and the figure among disadvantaged pupils being no more than 9% (national average) higher than their peers. • Attendance officer/ family support worker work closely with families to identify barriers and promote attendance so children want to attend • Early intervention provided to families such as through the Early Help process.

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: £25 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	<p>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> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-outcome-measures-and-databases/attainment-measures-database</p>	1,2,3,4
<p>Embedding dialogic activities across the school curriculum. e.g. NELI Programme</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>NELI Programme – Free</p> <p>Support staff assigned to deliver NELI programme 3 times per week.</p> <p>TA / Teacher training for high quality phonics delivery and additional CPD sessions for targeted intervention.</p>	1
Upkeep of resources, training system and books of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1

	<p>The EEF evidences that this approach has an average impact of up to 5 months.</p> <p>The cost is low.</p>	
<p>Enhancement of our maths teaching and curriculum The DfE non-statutory guidance has been produced in conjunction with the 3 6 planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training)</p> <p>Timestable Rockstars as a curriculum add-on for all.</p>	<p>National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> <p>https://nnwmathshub.org.uk/get-involved/projects/primary/</p>	3
<p>Regular updates/ CPD from subject leaders to all staff to ensure that pupils continue to receive quality first teaching that meets their needs.</p>	<p>The EEF Guide to the Pupil Premium identifies the importance of spending on improving teaching and learning including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.</p> <p>Continued CPD for all staff on the latest updates regarding subject areas.</p>	1,2
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff – purchase of ‘Therapy Dog’ training with</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4,5

targeted intervention and counselling for PP children.		
Enhance the attendance, wellbeing and pastoral support of disadvantaged pupils across the school	https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance	5
Enhance the availability of school uniform for pupils who are in urgent need.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	4,5

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

Budgeted cost: £24 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapy Dog training for staff and pupils. Counselling from the Family Support Worker	<p>Supporting emotional and behavioural development: “Therapy dogs in EEF-supported environments can help children manage stress and anxiety, improve their social skills, and develop resilience.”</p> <p>Enhancing the school environment: “The presence of a trained therapy dog can create a more positive and emotionally safe atmosphere for children, particularly those who may be experiencing anxiety or difficulty adapting to school.”</p>	3,1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Additional resources from Little Wandle will be bought for catch up/SEND phonics	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2
To implement high quality targeted intervention to	Teaching assistant interventions The EEF evidences that this approach has an average	2,3,4

raise attainment in reading, writing and maths including those pupils off track e.g. deeper learners. This includes pre-teach, precision teaching and other interventions to support pupils.	<p>impact of 4 months over a year. This is dependent on how they are employed. The average cost is moderate.</p> <p>Small group interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	All
Subsidise wider learning opportunities for first hand, experiential learning, both in and out of school, including school and residential visits.	Ofsted’s guide ‘The Pupil Premium’ (Jan 2013) identified: The full range of educational experiences in their top ten of ‘Gap Busters’ identifying levers for improvement so that all pupils have access to broad educational experiences.	3
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. Employment of an attendance officer who will be given release time attend the Lancashire attendance project.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Educational Visits costs (residential) subsidised cost for disadvantaged pupils.		3,4
Pupil premium led well across the school and be a member of the	Ofsted’s The Pupil Premium: An Update (2014) Identified weak leadership and governance is an obstacle to schools and disadvantaged pupils being successful.	All

school's senior leadership team.	Senior Leadership Team to lead monitoring of PP outcomes ensuring good implementation.	
Support emotional health and wellbeing. Employ a family support worker. Work with the local CAMHS outreach service.		3,4
Targeted support for vulnerable children including travel arrangements, speaking to local services and supporting their wellbeing e.g. morning breakfast club to boost attendance	https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance	3,4
Timing of		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £63000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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