



Leechpool Pupil Premium Strategy Statement

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 | Leechpool Primary |
| Number of pupils in school | 410 |
| Proportion (%) of pupil premium eligible pupils | 43 pupils 11% |
| Academic year/years that our current pupil premium strategy plan covers | 2025- 2028 The aims cover 3 years but we have focused on funding overview for one. |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | June 2026 |
| Statement authorised by | Mrs T Scott |
| Pupil Premium lead | Mrs H Smith |
| Governor / Trustee lead | Mrs M Di Martino-Dobson |

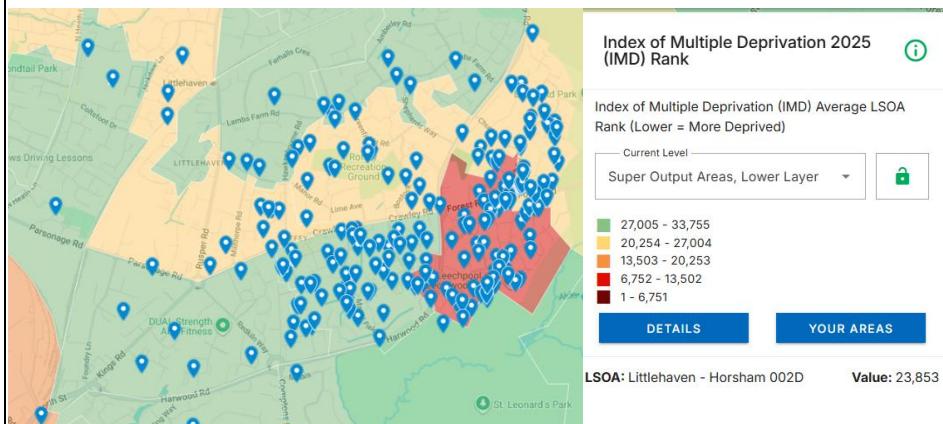
Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £78,295 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £78,295 |

Part A: Pupil premium strategy plan

Statement of intent

Leechpool Primary School is a two-form entry local authority school with 410 pupils, of whom 43 (10.5%) are eligible for Pupil Premium funding (37 FSM and 6 PP+).



While the wider Horsham area is relatively affluent, our catchment includes pockets of significant deprivation, with many working but low-income families and some children affected by community stressors such as housing pressures and local crime. These factors can influence wellbeing, attendance, and readiness to learn.

Our Pupil Premium strategy aims to ensure every child achieves their potential, regardless of background. We focus on high-quality teaching, targeted academic support, and pastoral care to remove barriers to learning and promote resilience.

Typical challenges include:

- Lower starting points in language and communication;
- Limited access to enrichment opportunities;
- Attendance and wellbeing concerns for some pupils;
- Variability in home learning support.

Our approach is inclusive, evidence-based, and responsive to individual need. Funding is deployed flexibly to ensure the greatest impact, guided by ongoing assessment and review. Leechpool Primary also serves pupils with SEND and EAL needs, some of whom overlap with our disadvantaged cohort. We use an integrated model of early identification and targeted intervention to reduce long-term barriers to learning.

Our core aims are to:

- Diminish the attainment gap between disadvantaged and non-disadvantaged pupils;
- Ensure all disadvantaged pupils make at least expected progress against their starting point;
- Strengthen wellbeing, attendance, and engagement in school life

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Language and communication on entry Many children enter EYFS with speech, language and communication needs (SLCN) below age-related expectations, limiting early literacy and social development. |
| 2 | Reading fluency and comprehension in Key Stage 2 Although phonics outcomes are improving, some pupils—particularly disadvantaged boys—struggle with fluency, vocabulary, and reading for pleasure, affecting outcomes in English and across the curriculum |
| 3 | Mathematical confidence and reasoning Disadvantaged pupils can find it difficult to apply mathematical understanding to problem-solving and reasoning tasks, often linked to lower resilience and gaps in foundational number fluency. |
| 4 | Attendance and punctuality Persistent absence among disadvantaged pupils remains higher than their peers, reducing access to consistent teaching and targeted intervention. |
| 5 | Social, emotional and mental health (SEMH) needs Exposure to family or community stressors, including local deprivation and crime, has increased demand for pastoral support, emotional regulation strategies, and early mental health intervention. |
| 6 | Limited enrichment and cultural capital Fewer opportunities outside school to engage in enrichment activities or experiences can restrict aspiration, confidence, and vocabulary development. |
| 7 | Writing stamina and vocabulary development Some pupils, particularly those who are disadvantaged, have inconsistent writing stamina, vocabulary depth and editing skills. Internal assessment data shows that writing continues to be the area with the widest attainment gap compared to their peers. |

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 |
|--|--|
| Improve speech, language and communication on entry to school. | <ul style="list-style-type: none">• Early identification of pupils with SLCN through baseline assessments.• Increased proportion of EYFS pupils meeting expected standards in Communication and Language.• Improved teacher confidence in delivering targeted language interventions (e.g. NELI, Speech Link). |

| | |
|--|---|
| Strengthen reading fluency, comprehension and reading for pleasure across the school, particularly in KS2. | <ul style="list-style-type: none"> KS2 reading outcomes show disadvantaged pupils achieving in line with or above national disadvantaged averages. Reading progress data demonstrates closing of the gap with non-disadvantaged peers. Increased pupil engagement and enjoyment in reading evidenced through surveys and library borrowing data. |
| Improve mathematical fluency and problem-solving confidence. | <ul style="list-style-type: none"> Attainment and progress data show disadvantaged pupils meeting or exceeding national disadvantaged outcomes. Increased participation in reasoning and problem-solving tasks during lessons. Positive pupil attitudes to maths reflected in pupil voice and teacher assessment. |
| Reduce persistent absence among disadvantaged pupils. | <ul style="list-style-type: none"> Persistent absence for disadvantaged pupils reduced to below 10%. Attendance gap between disadvantaged and non-disadvantaged pupils narrowed to less than 3%. Sustained improvement in punctuality and daily engagement. |
| Support emotional wellbeing, resilience and self-regulation. | <ul style="list-style-type: none"> Improved pupil wellbeing scores (survey and Boxall/SDQ data). Fewer behaviour incidents and reduced need for crisis interventions. Pupils demonstrate greater confidence and independence in managing emotions. Implementation of the Zones of regulation curriculum across school. |
| Increase access to enrichment and wider curriculum experiences. | <ul style="list-style-type: none"> 100% of disadvantaged pupils participate in at least one enrichment activity, trip, or club annually. Pupil voice evidences improved aspiration and engagement. Greater links between enrichment activities and curriculum outcomes observed in pupil work and discussions. |
| Improve writing stamina and vocabulary to close the gap for disadvantaged pupils. | <ul style="list-style-type: none"> Attainment and progress data show disadvantaged pupils meeting or exceeding national disadvantaged outcomes. Moderation shows improved sentence structure, vocabulary choice and editing stamina. Termly pupil voice indicates increased confidence in writing. |

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: £19,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Staff CPD on high-quality teaching and scaffolding strategies | EEF: <i>'High-quality teaching is the most important factor in improving outcomes for disadvantaged pupils'.</i> | 1, 2, 3 |

| | | |
|---|---|---------|
| Training in systematic synthetic phonics (EYFS, KS1) | EEF: <i>Phonics approaches show strong impact, particularly for disadvantaged pupils.</i> | 1, 2, 3 |
| Development of whole-school reading for pleasure strategy (reading spine, library audit, author visits) | National Reading Framework (DfE); EEF ' <i>Reading comprehension strategies</i> ' | 2 |
| Teacher release time for assessment & planning (including moderation across schools) | EEF: ' <i>Diagnostic assessment helps identify key misconceptions and next steps.</i> ' | 2, 3 |
| CPD in maths mastery & reasoning approaches | EEF: ' <i>Mastery learning</i> ' + ' <i>Feedback</i> ' | 3 |
| CPD in writing stamina, modelling and sentence structure | EEF: Feedback & Metacognition approaches show strong impact on writing progress. | 2,7 |

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

Budgeted cost: £41,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Booster teaching / small-group tuition | EEF: Small-group tuition = up to 4 months' additional progress | 2, 3 |
| NELI / SALT-based interventions in EYFS & KS1 | EEF: <i>Oral language interventions</i> show high impact (+6 months) | 1 |
| Targeted reading groups (fluency & comprehension) | EEF: <i>Reading comprehension strategies; feedback</i> | 2 |
| Additional phonics interventions for LKS2 | EEF: <i>Targeted phonics beyond KS1 = strong gains for disadvantaged pupils</i> | 1, 2 |
| One-to-one support & learning Mentoring | EEF: ' <i>Mentoring approaches improve resilience, aspiration and self-regulation</i> ' | 4,5 |
| Homework Club & digital access (e.g. Nessy, CPOMS, Cubbie) | EEF: <i>Extended school time & digital learning tools</i> | 2, 3, 6 |

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

Budgeted cost: £17,795

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Attendance Support Officer & Early Help referrals | DfE: ' <i>Working together to improve school attendance</i> ' guidance | 4 |

| | | |
|---|---|--------------------------|
| Wellbeing and emotional regulation programmes (ZoR curriculum, play therapy, counselling, Learning Mentors) | EEF: <i>Social & Emotional Learning (SEL)</i> | 5 |
| Enrichment & cultural capital: trips, Forest School, life skills | EEF: <i>Outdoor adventure learning / cultural capital enriches engagement and vocabulary</i> | 6 |
| Breakfast Club & Healthy Start support | EEF: <i>Extending school time improves attendance & engagement</i> | 4,6 |
| Parent/carer workshops and engagement sessions | EEF: <i>'Parental engagement' improves long-term outcomes</i> | 1-6 depending upon focus |
| Small-group writing intervention focusing on vocabulary and sentence construction | EEF: <i>Writing strategies and targeted feedback</i> show high impact when delivered consistently | 2,7 |
| Structured editing and redrafting sessions for KS2 pupils (extended writing practice) | EEF: <i>Metacognition + 'editing interventions'</i> = strong gains in writing progress | 2,7 |

Total budgeted cost: £78,295

Part B: Review of outcomes in the previous academic year 2024 - 2025

Pupil premium strategy outcomes

Internal assessment data from Summer 2025 shows that disadvantaged pupils made progress, but attainment gaps with non-pupil premium pupils remain, particularly in writing and mathematics. Year 6 outcomes indicate some improvement in reading, but inconsistent progress in writing and reasoning skills:

Y6 Summer 2025 – At/Above Expected Reading Writing Maths

| | | | |
|-------------------|-----|-----|-----|
| Pupil Premium | 78% | 44% | 67% |
| Non-Pupil Premium | 86% | 84% | 86% |

This demonstrates that **reading outcomes for disadvantaged pupils are improving**, and the gap is closing. However, **writing and mathematical reasoning remain priority areas**, with a persistent gap of more than 30% in both subjects.

Phonics data showed strong impact of early interventions:

Reading – Phonics at Y2 At/Above Expected

| | |
|-------------------|------|
| Pupil Premium | 100% |
| Non-Pupil Premium | 89% |

This suggests that **early intervention in phonics and SALT is effective** and should continue as a strategic focus.

Attendance and Wider Factors

Despite whole-school attendance being above national, **persistent absence for disadvantaged pupils remains high**, impacting progress:

Persistent Absence 2024–25 Leechpool FFT National

| | | |
|---------|-------|-----|
| PP/FSM6 | 21.1% | 29% |
| Non-PP | 8.2% | 11% |

This continues to be a **key barrier to learning**, particularly in writing and maths, where missed teaching time directly affects retention and fluency.

Key Findings From 2024–2025

From the analysis of pupil performance, observations and teacher feedback, three clear strengths emerged:

- ✓ **Strong progress in phonics and early reading intervention (KS1)**
- ✓ **Improved reading engagement across KS2**
- ✓ **Increased access to enrichment and pastoral support**

However, there remain **defining gaps** which informed the revised strategic outcomes for 2025–2028:

- ! Writing stamina and vocabulary remain inconsistent across cohorts
- ! Mathematical reasoning is weaker than number fluency
- ! Persistent absence directly correlates with lower attainment in core subjects
- ! SEMH remains a key need among a significant group of disadvantaged pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---|--------------------------------|
| NELI (Nuffield Early Language Intervention) | Nuffield / DfE Approved |
| Speech Link / Language Link | Speech Link / Language Link |
| Cubbie | Cubbie Education |
| Times Tables Rock Stars | Maths Circle |
| White Rose Maths Resources | White Rose Maths |
| Play Therapy / Counselling Services | External Licensed Practitioner |
| Early Help / Family Support Services | West Sussex Local Authority |
| Educational Psychology Advisory | West Sussex EP Service |

Further information (optional)

Our Pupil Premium strategy is underpinned by our School Improvement Plan and informed by continuous review of performance data, pupil voice, teacher feedback, and multi-agency engagement. Ongoing monitoring ensures funding decisions are evidence-based, cost efficient, and targeted towards the pupils who need it most.

How we monitor impact

- Termly progress meetings track individual PP pupils against core targets in reading, writing and maths.
- SALT, phonics and reading interventions use entry/exit assessments to demonstrate impact.
- The Attendance Officer and PP Lead meet fortnightly to review absence patterns and family engagement.
- Pupil voice, Boxall/SDQ profiles and wellbeing data inform SEMH provision and early help referrals.
- Governors receive termly reports evaluating progress against the Pupil Premium strategy.

How we adapt provision

- Funding is reviewed and adjusted through annual evaluation and mid-year provision mapping.
- Interventions are removed or replaced if impact is not demonstrable.
- We apply guidance from the Education Endowment Foundation (EEF) to ensure interventions are evidence-led.
- Collaborative work with partner schools (e.g. Millais Alliance, Horsham School Partnership) informs practice and supports moderation and staff CPD.

Links to Ofsted and SIP Priorities

The latest Ofsted judgement and updated SIP have shaped this year's strategy. In particular:

- Priorities now focus on foundational maths and English skills, reflecting identified pupil need.
- The strategy places increasing emphasis on writing stamina, vocabulary development and mathematical reasoning.
- Attendance and wellbeing remain key barriers for some disadvantaged pupils — provision has been refined accordingly.

Looking ahead (2025–2028)

Our revised strategy reflects a sharper alignment with SIP priorities and a stronger emphasis on:

- ✓ Early identification of learning needs
- ✓ Targeted support in core skills
- ✓ Consistent mastery teaching approaches
- ✓ Speech, language and vocabulary development
- ✓ Parental engagement and attendance support
- ✓ Strengthening emotional regulation and resilience

We remain committed to ensuring every pupil at Leechpool Primary School — regardless of background — has the knowledge, skills and confidence to achieve their full potential.