

Pupil premium strategy statement – Littlecoates Primary Academy

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	231 (2024) 219 (2025)
Proportion (%) of pupil premium eligible pupils	37% (2024) 43% (2025)
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)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	N. Wilkinson
Pupil premium lead	E. Ellis
Governor / Trustee lead	R. Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14161.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£14161.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Littlecoates Primary Academy is to make a difference by leading with the core values of Learn together, Play together and Aspire together at the heart of what we do. We strive to achieve the very best for our pupils by surrounding them with care, guidance and high quality teaching each and every day. Our commitment reaches beyond the classroom door to ensure all of our young people are safe and secure.

Our ultimate objective is to accelerate progress for each and every pupil and to eliminate the gap in attainment between pupil premium and non-pupil premium pupils.

Our current plans strive to achieve this through high quality adapted learning, 1:2:1 phonics tuition and high quality interventions.

Key Principles:

We believe that our Pupil Premium strategy is underpinned by a set of key principles.

1. **High expectations** – we have a culture of high expectations for all our pupils, this includes those identified as ‘disadvantaged’. Barriers to learning are identified and strategies put in place to ensure children overcome them - no excuses.
2. **Quality First Teaching** - we recognise that quality first teaching is the biggest factor in raising standards of attainment. A consistent approach to Teaching, Learning and Assessment is fundamental to ensuring all children receive the best possible education. Professional development for all staff is focused on ensuring everyone has the skills to ensure high quality teaching and learning is standard practice.
3. **High priority** - diminishing differences in attainment is high priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning.
4. **Early Intervention** - Keep up, not catch-up – there is an understanding amongst all staff that children should be supported to keep up with their peers. In this way, gaps don't form and children can more confidently access learning.
5. **Non-withdrawal** – we believe it is important for all children to be able to access a broad and balanced curriculum. Reading, Writing and Maths are taught daily. Where possible, our strategy is to support children in their core teaching with any additionally given outside of the core curriculum

The school has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to achievement) emerge these will be

addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches.

Challenges

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

Challenge number	Detail of challenge
1	Oral language and vocabulary: A significant proportion of disadvantaged (PP) pupils enter our academy with lower starting points than their peers, largely due to limited prior exposure to language-rich experiences and literature. Teachers' assessments and observations, confirm that underdeveloped oral language and vocabulary deficits are a significant challenge among our disadvantaged pupils. These gaps are evident from Reception through Key Stage 2 and are more prevalent within the Pupil Premium cohort.
2	Progress and attainment in core areas: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and writing than their peers. This is largely due to limited prior exposure to literature and shared reading experiences within the home environment. Assessments, observations, work sampling and discussions with pupils also indicate that disadvantaged pupils are less confident in maths and have not developed their number sense or number strategies
3	Progress and attainment of pupil premium pupils who are also identified as SEND: The progress and attainment of pupils identified as both Pupil Premium and SEND is significantly slower than their peers. Their learning needs are often more complex and layered, requiring additional resources to address the impact of socio-economic and specific learning barriers effectively.
4	Social and emotional: Pastoral assessments and observations consistently indicate that a significant number of disadvantaged pupils face social and emotional challenges (e.g., low resilience, self-esteem, and determination). This requires strong pastoral support, as these issues directly impact their readiness to learn, leading to anxiety and preventing confident and positive curriculum access in line with their peers.
5	Attendance: Data shows a gap between disadvantaged and non-disadvantaged attendance. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and their ability to fully engage with the wider school life.
6	Engagement of pupil premium pupils and families in wider curricular activities: Limited participation by disadvantaged pupils in wider curricular and enrichment activities, leading to reduced acquisition of cultural capital 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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	WELLCOMM assessments show significant improved language skills. - Children are using a higher level of vocabulary in and out of the classroom and communication and language in EYFS. Following explicit teaching of oracy skills, classroom observations will show an increase in confidence and participation in disadvantaged pupils applying the taught skills during collaborative tasks and peer interactions.
2. Improved outcomes and continue to close the gap in core areas between disadvantaged and non-disadvantaged pupils.	End of year assessments (statutory and non-statutory) show an increase in the percentage of disadvantaged pupils achieving the expected standard in core areas Number of disadvantaged pupils reading below age related expectations is significantly reduced and more in line with their non-disadvantaged pupils. Improvement in the year 4 MTC results
3. Acceleration of progress of pupils with SEND who are also identified as pupil premium pupils	Targeted interventions will demonstrate accelerated progress of participating SEND pupils, leading to a demonstrable reduction in their identified learning gaps. Targeted SEND Progress Meetings and Pupil Progress Meetings will occur termly and result in specific, measurable adjustments to Provision Maps for pupils not making expected progress
4. To achieve and sustain improved social, emotional and health wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Data from student voice, student and parent surveys and teacher observations will be improved A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance more in line with national data Average attendance for disadvantaged pupils is inline or above attendance for non-disadvantaged pupils. Persistent absence of disadvantaged pupils reduced in line with non-disadvantaged pupils.
6. To significantly increase the active participation of Pupil Premium pupils and their families in extracurricular, enrichment, and wider community activities, thereby enhancing their cultural capital.	Pupil premium pupils increased attendance at breakfast club Pupil premium pupils increased attendance at after school activities Pupil premium pupils increased attendance at sporting competitions Targeted attendance of pupil premium pupils at HAF provision. Improved attendance at whole school curriculum parent/carers participation events. (Parent/carers evenings, Celebration assemblies, Community events, Community Hub including Larder & Lounge

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: **£43,440**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily allocated time for the phonics lead to model, monitor and support in the planning, delivery and assessment of phonics. Provide weekly	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. Fidelity to RWI and consistency are extremely important to the success of the programme. Appropriate CPD for all relevant staff to enable pupils to make accelerated progress in phonics. All pupil premium pupils are in line with all non-PP pupils nationally and the school target.	1,2,3

CPD to all early reading teachers.	Phonics approaches have been consistently found to have an average impact of an additional +5 months progress, with synthetic phonic programmes such as 'Read Write Inc' having a higher impact. Peer tutoring approaches have also been shown to have a positive impact on learning, with an average positive effect equivalent to +5 months additional progress within an academic year. Studies have identified benefits for both tutors and tutees https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Quality first teaching including adaptive teaching-training by SENDCO Specific subject leader and TA CPD.	The Education Endowment Foundation (EEF) 's recent review on 'Special Educational Needs in Mainstream School' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils. The potential impact of metacognition and self-regulation is high, with an average impact of +7 months progress over the course of a year. The evidence indicates that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.	2, 3
Youth and peer mediation training for staff and release time	The Education Endowment Foundation (EEF) suggests that peer tutoring has a high impact for very low cost based on extensive evidence. Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.	4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will sign up to Voice 21 programme,	In school, oracy is a powerful tool for learning; by teaching pupils to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them The Education Endowment Foundation (EEF) states that, "Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year." Oral language interventions Teaching and Learning Toolkit EEF	1,2,3

purchase resources and fund ongoing teacher training and release time for oracy champions and all staff to complete training	https://voice21.org/why-oracy-matters/	
To implement QA to tackle and accelerate progress of pupil premium pupils Middle leader subject release time -release curriculum leaders to support monitoring and consistency and progress in their subject areas.	Robust QA and deep dive activity enables targeted support and celebration of success as models to wider teams. This is supported by EEF research that states, "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."	2,3
Staff CPD for class teachers and TAs to provide additional feedback, and in more detail where time allows, to PP pupils during lessons. Feedback will be verbal, written and peer feedback.	The EEF Teaching and Learning Toolkit suggests that effective feedback can lead to + 6 months progress. The school policy on feedback has been recently reviewed to ensure that all children, but especially PPs, are clear about 'what they need to do to improve, and how to go about it' (Dylan William, Education Scotland Video, 2016).	2,3
WELLCOMM as an assessment and intervention. Screen children using the WELLCOMM tool. Identify specific need/gaps. Set up intervention groups. Adapt planning to work	Communication and language approaches typically have a very high impact and increase young children's learning by seven months. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	11

of areas of need. Assess pupils at end of intervention cycle.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ **43,325.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions implemented: Teaching Assistants to provide one to one support in early reading. Teaching Assistants to provide Keep Up Not Catch-Up phonics intervention daily. Estimated costs: online portal, development days, materials including books and book bags that will be able to go home to support the programme	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: Phonics Teaching and Learning Toolkit EEF	1,2,3
Outdoor learning for science curriculum-beginning with specific year groups and small groups of children	According to Ofsted, activities outside the conventional classroom can improve motivation and increase student engagement. This, in turn, can lead to improved academic performance, making outdoor learning an influential aspect of the curriculum. The EEF (Education Endowment Foundation) provides guidance on improving primary science teaching, including recommendations for incorporating outdoor learning experiences	2,

English interventions IDL to be used to assist learners with their reading fluency. Learning village is to be used to support EAL learners with their basic reading skills. Use the EEF reciprocal reading programme with years 5 & 6 with targeted PP children to increase fluency levels. Reading for pleasure books to be replenished in the library both indoors and outdoors. New outdoor reading shed on field complete with books and cushions. Classroom reading corners to be replenished with high quality books accessible to all Reading champions to lead a buddy system with the support of Literacy lead. Find good reading role models and identify children in need of additional reading materials.	The EEF states that “There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.” The EEF states that “Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. The independent evaluation found that children in the targeted intervention made an average of +2 months’ more progress in terms of reading comprehension and overall reading.” According to the EEF Teaching and Learning Toolkit, reading comprehension activities have the potential to add +6 months to pupils’ outcomes in a year.	1,2,3
Speech and language interventions	The EEF suggested that oral language interventions give very high impact for very low cost based on extensive evidence	1

	EEF states, “Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year. ”	
Deliver and resource Pastoral and SEND interventions such as Elsa, Understanding myself, Lego therapy, sensory circuits, social stories	EEF Toolkit Social and emotional learning interventions seek to improve pupil’s decision-making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning.	3,4

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

Budgeted cost: £ 58,187.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. Designated attendance champions to support families to improve attendance, including training to complete court paperwork	EEF Toolkit “deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support” The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understands that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. EEF Research into improving pupil attendance	5

	Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.	
Subsidise the experiences and provision at Littlecoates Academy to enhance cultural capital and enrichment opportunities Music LSA DJ LSA Rob Visits by authors/ illustrators poets Free afterschool clubs A fully paid membership for every children from years 3- 6 at Horizon Youth Zone (a new venture which will provide young people with access to a diverse range of activities, mentoring, and practical support, helping them build confidence, skills, and aspirations. Transport for out of school events and competitions - Into university days, Debate mate etc	Enable children to have access to high quality music and PE tuition and have opportunities to perform in front of an audience. “At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.” However, many go above and beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.	4, 5,6
Pastoral team to support families and children with additional needs: • Offering Parenting Training and support. • Delivering 1:1 intervention • Registering and leading Early Help Plans	The academy has seen an increased need to support children and families’ social, emotional and mental health and wellbeing. Therefore, it is important that Littlecoates’ pastoral offer continues. Parental engagement has a positive impact on additional progress. Effects are substantially higher in early years settings (+ 5 months) and primary schools (+4months).	4, 5,6

• Making referrals to other agencies	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/news/eef-blog-promoting-positive-partnerships-with-parents	
Progress of SEND, SEMH need and behaviour. Embed social and emotional learning into the school culture	Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.	2,4

Total budgeted cost: £ 144,953.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Targets from the previous pupil premium strategy were partially met and we have amended the targets accordingly for the next academic year.

Data 24/25:

GLD 27%

EYFS Reading

52%

EYFS Writing 39%

EYFS Maths 62%

Phonics:

Y1 79%

Y2 81%

KS1 Expected Standard At/Above Reading 64.7%

KS1 Expected Standard At/Above Writing 58.8%

KS1 Expected Standard At/Above Maths 64.7%

KS1 Expected Standard Combined RWM 58.8%

KS2 Expected Standard Combined RWM 65%

KS2 Expected Standard At/Above Reading 70%

KS2 Expected Standard At/Above Writing 85%

KS2 Expected Standard At/Above Maths 80%

Review of 24/25 PP targets:

- We have used interventions such as Lego therapy, circle of friends, and ELSA which have had a significant impact on the children's SEMH needs. We have also outsourced some work with the NSPCC and Compass-Go to support our learners.
- Behaviour, including learning behaviour, is very high. Pupils know how to behave and our high expectations.
- The pastoral team have had a handle on attendance and have supported the SEMH needs of pupils and have picked these children up as and when required to complete individualised work. The team has also continued to work with our

families, made early help referrals and attended CIN and CP meetings as required.

- Small-group and 1:1 intervention in reading, writing, maths and phonics. Teachers and teaching assistants have continued to work alongside other agencies, subject co-ordinators and SLT to support pupils and this has upskilled all staff to be able support better in class.
- Middle Leaders/Subject coordinators monitoring evidence shows that there has been an improvement in marking and feedback and consistency which also includes the developing and building knowledge, developing teaching techniques and embedding practice thereby ensuring quality first teaching.
- Weekly CPD sessions in all areas are available to all staff during staff meeting times.
- All of the Philosophy for Children initial training has taken place. All stakeholders have partook in P4C sessions within the classroom and evaluated the performance as the process has progressed. The work towards the golden thread being embedded across all curriculum subjects is well underway and is having a fantastic impact on the metacognition and self regulation of all our learners. All training is complete
- Clubs are also monitored closely to ensure there is a high intake of PP children.

The pupil premium lead, the senior leadership team, class teachers and teaching assistants worked closely with PP pupils and their families during the academic year. Additional communication channels have been implemented and are having a positive impact on all areas of the current PP strategy. The pastoral team has worked hard to maintain the level of persistent absence for PP pupils below that of non-PP pupils and below the national average for non-PP pupils.

The attendance of PP pupils was monitored and reviewed throughout the 24/25 academic year and was a standing item on the SLT agenda. Pupils whose attendance was a concern have been identified and will be monitored throughout the Autumn term for 2025-6

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
Literacy shed- ED shed/ spelling shed/ comprehension shed	Literacy shed
Times Table Rockstars/ Numbots	TTRockstars
Read Write Inc Ruth Miskin	Read Write Inc Ruth Miskin
Wellcomm	GL Assessment
White Rose maths	White Rose Education