

Pupil premium strategy statement ~ Leigh Academy Paddock Wood 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Leigh Academy Paddock Wood
Number of pupils in school	620
Proportion (%) of pupil premium eligible pupils	22.74% (141 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026 (By Mr Thomas Moore)
Statement authorised by	Mrs Deborah Biggenden
Pupil premium lead	Mr Thomas Moore
Governor / Trustee lead	Mr David Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 226,165
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£226,764.51

Part A: Pupil premium strategy plan

Statement of intent

At Leigh Academy Paddock Wood, we are committed to cultivating internationally-minded students who embody the values of collaboration, communication, inquiry, respect, and creativity. Crucially, we are laser-focused on closing the attainment gap between disadvantaged pupils and their peers, ensuring every student has the academic tools to succeed. We believe that potential should never be limited by circumstance, and a central pillar of our vision is to ensure there is no gap in experiences and opportunities. This goal is achieved through our holistic provision, which guarantees that all students can access a wide range of enrichment activities, cultural trips, and leadership roles by removing financial or logistical barriers. Our approach is designed to develop a lifelong passion for learning through a broad and balanced curriculum, empowering every student with a strong sense of agency to help them achieve their full potential—academically, emotionally, socially, and physically. We prepare our students to become active, responsible members of both their local and global communities, encouraging them to understand the impact of their actions on the world, and inspiring them to take action—not only for themselves but for their families, friends, and the broader community—helping to build a more equitable future for all.

Our focus is on addressing educational disadvantages within our setting through a research-based approach that underpins our rationale and actions. We follow Marc Rowland's key principles, which guide our work in these areas:

- Relationships
- Metacognition and self-regulated learning
- Social, emotional and mental health (SEMH)
- Language development and comprehension

Our pupil premium strategy is designed to counter these challenges and bridge the gaps in attainment. Central to our approach is the delivery of high-quality, inclusive teaching that is tailored to the specific needs of disadvantaged students. This approach has been shown to have the most significant impact on narrowing the attainment gap, benefiting all students, not just those who are disadvantaged.

We are committed to ensuring that the progress of non-disadvantaged pupils is sustained and improved alongside the progress of their disadvantaged peers. Our strategy is underpinned by adaptive teaching which utilises all of the tools at our disposal such as advances in digital technology and our 1:1 device policy. We remain acutely aware of those most affected by disruptions to their education over the past few years and continue to address any gaps in attainment. We recognise that we can shape futures through a holistic and aspirational curriculum commencing in our Early Year setting which lays strong foundations in the first years of school. Our approach is flexible and responsive, shaped by thorough diagnostic assessments rather than assumptions about disadvantage, ensuring that every child receives the support they need every step of the way.

At Leigh Academy Paddock Wood, we have established a clear and structured framework to address educational inequality. Our ambition is that every student, regardless of their background, feels a deep sense of belonging and opportunity. Based on this vision, our objectives include:

- Ensuring that disadvantaged pupils are appropriately challenged and are set high expectations for what they can achieve.
- Providing early identification and assessment to support the speech and language development of disadvantaged pupils.
- Cultivating a love of reading among disadvantaged students, helping them to become fluent, confident readers.
- Ensuring that all disadvantaged pupils have equal access to enrichment opportunities, contributing to their personal development.

Through these strategies, we are dedicated to creating an inclusive, supportive learning environment where every student can thrive.

Challenges

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

Challenge number	Detail of challenge
1	Limited exposure to high quality texts and reading as a whole which limits a child's ability to progress in line with their peers and widen the vocabulary gap.
2	Home support and the necessary skills mean that our families are unable to provide on-going support for our children.
3	Our disadvantaged pupils enter school with lower acquisition of language than their peers
4	Our disadvantaged children lack cultural capital experiences which limits their ability to reference wider world ideas for their imagination and curiosity.
5.	Attendance for some pupils which means they don't have the regular and consistent contact with school which will ensure they make progress.

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
For pupils to undergo early identification of need with specific emphasis on speech and language	All pupils will be assessed using a speech and language screener on entry to KS1. All pupils will have appropriate support in place for their speech and language development feeding into improved outcomes in the Y1/2 phonics screening exceeding the National Average.
For pupils to develop a love of reading and access to a wide range of engaging and suitable reading texts.	Reading attainment for disadvantaged pupils to improve at KS1 and KS2 year upon year. Disadvantaged pupils to be able to talk about books they have read and demonstrate a love of reading.
To narrow the gap in attainment at 'expected standard' between pupils in receipt of the Pupil Premium and those who are not (less than -10% in all areas) across the school.	Combined attainment at the end of Key Stage to be no less than 75% with a positive progress outcome (reintroduced in 2025/2026)
To narrow the gap in attainment at 'higher standard' between pupils in receipt of the Pupil Premium and those who are not (less than -15% in all areas) across the school.	The number of disadvantaged children who work at the higher standard to increase year upon year.
To narrow the gap in progress between pupils in receipt of Pupil Premium and those who are not by the end of Key Stage 2.	Children in receipt of Pupil Premium will make accelerated progress in order to narrow the gap with their peers.
To ensure all children in receipt of Pupil Premium feel safe, happy and are ready to learn each day through support and wider strategies of engagement.	Children in receipt of Pupil Premium will attend school regularly in line with the rest of the school (above 95%) and this is at least maintained. Children will show positive behaviours for learning and will demonstrate engagement in lessons through questioning. Children will be able to discuss what makes them feel happy at school and who keeps them safe.
To ensure all children in receipt of Pupil Premium are exposed to a wide range of personal development opportunities	To ensure our Personal Development pathways are accessible for all pupils which allow Pupil Premium to be engage with immersive experiences which are enriching and allow them to

develop holistically and in line with their peers. Careers, clubs, extracurricular events all to be accessible without barriers.

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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Skills Builder	Skills Builder is a proven pathway that supports pupil personal development. The framework and staff training focus on the essential skills to be successful in life. Our main focus will be on the communication (speaking and listening) strands in order to tackle increasingly lower levels of language in order to elicit much more rapid progress.	4 & 3
Pre-Teaching	EEF Improving Phonics + 5 Months EEF Oral Language Intervention +6 months Pupil premium pupils to benefit from pre-teaching key vocabulary in the wider curriculum, e.g. science, history and geography. Pre-teaching to be delivered by teachers and/or TAs.	4.
Maths Times Table Rockstars Numbots	The implementation of Times Table Rockstar and Numbots has allowed children to engage with Maths more readily and without barriers. Studies have shown that the use of digital technology can improve outcomes by 4 months. Digital Technology Toolkit Strand EEF	2
Writing Conferencing Staff to engage in CPD to understand the feedback cycle and how to approach learning conversations	Conferencing strategies will be based around the needs of the children in our school. In-the-moment feedback is proven to add up to 6 months of progression to a child's development. We also have a high % of children with Speech and Language difficulties, so the use of conferencing alongside Widget cards will ensure that they feel supported in their language acquisition. Improving Literacy KS2 Recommendations EEF.	1 & 2
Spelling Focus including practical multisensory practice and retrieval practice	EEF Improving Phonics + 5 Months EEF Oral Language Intervention +6 months Evidence shows that children are more likely to recall and retain information when taught in a multi-sensory way. This is underpinned by Spelling Shed which can be accessed in school and remotely by all pupils whether digitally or paper based.	1, 2 and 3
Reading New reading resources Improved reading areas	Providing children with a range of engaging texts (which link to our POI and the SDGs) to develop a love of reading and learning, particularly in our newly refurbished library space. The use of Lexile levels will support and evidence progress for all children. Ensure pupil premium pupils read daily to an adult. Improving Literacy KS2 Recommendations EEF.	1

CPD Funded NPQ qualifications Category 1 and 2 PYP Training External training	Staff have access to a wealth of training opportunities to develop quality teaching, learning, adaptive practice and leadership so that all pupils of all backgrounds benefit, particularly those most disadvantaged.	1,3 , 4 and 5

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

Budgeted cost: £ 81,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions. EYFS speech and language programme and allocated to an HLTA to run this. Use of Widget to support speech and language / communication. EAL support - Languange Nut, The Bell Foundation tools, pre-teaching of key words and technical language. Skills Builder Hub	EEF notes a 5 month impact on learning for oral language interventions. It also adds that Early Years interventions, although expensive, have an impact of 5 months progression. Teaching and Learning Oral Language interventions EEF Release time for staff to complete Trust Elklan Training (Accredited L2/3) and time to complete programme assessment Staff to receive training on Skills Builder short lessons allowing staff to track progress on the Skills Builder Hub of the small steps of speaking and listening.	3
Speech and Language Therapy Words First	Teaching and Learning Oral Language interventions EEF Increased amount of pupils with language delay requiring specialist support from speech and language therapists. Words First Speech Therapist continues to work with those with most profound needs making rapid progress whilst upskilling staff within their class based practice (more inclusive and adaptable for all).	3.
1:1 Phonics	Phonics is the foundation of the reading framework and is an essential element of ensuring children are able to access a broad and balanced curriculum. Phonic internations are proven to have an impact of 4 months on learning. Teaching and Learning Phonics EEF	1
Tutoring 1:6 in KS2 Additional Teacher hours to support gaps in Reading, Writing and Maths within KS2.	Gaps can be actively assessed and responded to dynamically. The EEF states that small group tuition can add up to 4 months of learning. Teaching and Learning Small group tuition EEF	1 & 2

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

Budgeted cost: £ 74,204.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral / Inclusion Team Pastoral / Inclusion Team to support both the needs of children with SEN but also those who are most disadvantaged and vulnerable. Implement the Solihull training	A skilled pastoral team allows our behaviour, safeguarding and teaching and learning provision to be tailored to the needs of our children. Supporting our most disadvantaged families to access education on a consistent basis so that children have a platform to succeed and feel supported. Teaching and Learning Parental engagement EEF	4
Specialised Learning Support Assistants Additional capacity to support both the pastoral and inclusion team whilst providing expert support within classes so that those with needs are suitably challenged and provided for.	Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months Teaching and learning Teaching Assistant interventions EEF Utilising both TAs to support small intervention groups - has been shown to add up to 4 months impact on learning. Teaching and Learning Teaching Assistant Interventions EEF	4
ELSA Run by an HLTA	Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months. Teaching and Learning Metacognition and self-regulation EEF Teaching and Learning Social and emotional learning EEF	4
Nurture Group Network Training	Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months. Teaching and Learning Metacognition and self-regulation EEF Teaching and Learning Social and emotional learning EEF	4
Uniform	Where needed uniform will be supplied so that no child is disadvantaged or perceived as different to their peers.	3
Cultural Capital Funding of trips, experiences and clubs	Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them that they might	3

e.g. music concerts	otherwise not be able to engage in. Such cultural capital and wider personal development is central to holistic development.	
Careers curriculum Opportunities to connect with professionals within the local and wider community	All children need the exposure to opportunities after their school life. The awareness of the diverse careers available to them needs to begin as early as possible in primary. Our personal development curriculum is rooted in broadening horizons so that children know the skills they are learning will help them moving forwards. https://educationhub.blog.gov.uk/2023/01/05/how-we-are-helping-to-inspire-primary-school-children-about-their-future-careers/	4
School Clubs A range of clubs are available, with spaces particularly targeted to children in receipt of Pupil Premium.	Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them. This includes sports participation which is shown by the EEF to have a 1 month impact on learning. We track our co-curricular provision to ensure that children of all backgrounds are able to access our clubs and also have support to take their hobbies and passions to the next level, no matter their areas of passion. Teaching and Learning Physical activity EEF	3

Total budgeted cost: £226,165 for 2025-2026

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Aim	Target	Reviewed validated data
For pupils to undergo early identification of need with specific emphasis on speech and language	All pupils will be assessed using a speech and language screener on entry to KS1. All pupils will have appropriate support in place for their speech and language development.	<p>The Year 1 phonics screening check yielded a pass rate of 83%, with the Year 2 phonics re-screening achieving a pass rate of 89%. Both results are in line with the National average.</p> <p>Amongst disadvantaged pupils, the pass rate for the Year 1 phonics screening check was 50%. Their non-disadvantaged peers who did not attain the expected standard in the Early Years Foundation Stage Profile (Good Level of Development - GLD) have subsequently demonstrated significant progress and are currently receiving targeted support to ensure success in the Year 2 re-screening.</p> <p>The implementation of the Speech and Language Link program facilitated earlier and more robust screening, providing the opportunity to target pupils who required identified support to enhance their speaking and listening proficiency.</p>
For pupils to develop a love of reading and access to a wide range of engaging and suitable reading texts.	<p>Reading attainment for disadvantaged pupils to improve at KS1 and KS2.</p> <p>Disadvantaged pupils to be able to talk about books they have read and demonstrate a love of reading.</p>	<p>74% of pupils in KS1 worked at the expected standard in reading with 21% working at greater depth. Exceeding the National Average in both domains.</p> <p>Whilst there is more work to be done, disadvantaged pupils broadly demonstrate a passion for reading with most speaking coherently about the books they are currently reading and have enjoyed. While this engagement is positive, we recognise that further gains can be made in this area. Our strategic priority this year is to grow the overall profile of reading, commencing with a rewritten Programme of Inquiry featuring high quality text which link to our transdisciplinary themes in each year group</p>
To narrow the gap in attainment at 'expected standard' between pupils in receipt of the Pupil Premium and those who are not (less than -10% in all areas) across the school.	Combined attainment at the end of Key Stage to be no less than 70% with a positive progress outcome	Combined at the end of KS2 registered at 86% with 74% of PPG pupils meeting the expected standard in Reading, Writing and Maths.
To narrow the gap in attainment at 'higher standard' between pupils in receipt of the Pupil Premium and those who are not (less than -15% in all areas) across the school.	All year groups will have children who achieve the higher standard in combined attainment.	High levels of disadvantaged pupils achieve greater depth at Leigh Academy Paddock Wood with 22% of pupils achieving GD in Maths, 18.5% in Reading and 15% in Writing in Year 6. This has fluctuated in specific subject areas but our aim is to exceed 20% in each metric.

To narrow the gap in progress between pupils in receipt of Pupil Premium and those who are not by the end of Key Stage 2.	Children in receipt of Pupil Premium will make accelerated progress in order to narrow the gap with their peers.	<p>We prioritise pre-teaching and adaptive practice, frequently using digital tools like the Read and Write Toolbar. This approach has successfully helped pupils of all backgrounds become digitally literate and more self-sufficient across all subjects.</p> <p>For disadvantaged pupils, support begins with early assessments to establish clear baselines. Through close coordination between our pastoral/inclusion team and teaching staff, we provide a variety of interventions designed to close the attainment gap and enable them to achieve the higher standard whenever possible.</p>
To ensure all children in receipt of Pupil Premium feel safe, happy and are ready to learn each day through support and wider strategies of engagement.	<p>The majority of children in receipt of Pupil Premium will attend school regularly and ambition is that their attendance is in line with the rest of the school (above 95%) and this is at least maintained.</p> <p>Children will show positive behaviours for learning and will demonstrate engagement in lessons through questioning.</p> <p>Children will be able to discuss what makes them feel happy at school and who keeps them safe.</p>	<p>Our attendance was 96% across the academic year with our disadvantaged pupils attending 93% of the time on average. This matches the rate of attendance nationwide for all pupil groups and is extremely positive.</p> <p>Bar a small minority of cases (five children out of 620 to receive a suspension), children behave exceptionally well and understand the expected behaviours for learning. This runs across all pupil groups.</p> <p>We establish a clear support network across the school for children to feel happy and cared for. We looked to do this discreetly by making better use of our digital technology.</p>

Externally provided programmes

Programme	Provider
Times Table Rockstars / Numbots	Maths Circle
Mathletics	3P Learning
Phonics International	Debbie Hepplewhite
Literacy Shed	EdShed
Spelling Shed	EdShed