

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2027 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 Peninsula East
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2027
Statement authorised by	L Rimmer Principal
Pupil premium lead	Chloe Brading Vice Principal
Governor / Trustee lead	Pat Sanford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,371.19.
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	£34,371.19.

Part A: Pupil premium strategy plan

Statement of intent

At Peninsula East Primary Academy we want to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and become lifelong learners, preparing them for life beyond primary school.

We will consider the challenges faced by vulnerable pupils, such as those who have experienced trauma. What we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and a varied and enriching curriculum is at the heart of our approach as well as giving them the skills to work online, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and a personalised curriculum. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are able to take part in the wider co-curriculum and to attend trips to enrich the curriculum

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery/ Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that English skills, in particular Writing, is an issue for our disadvantaged children due to a lack of wider world understanding and the ability to draw on lived experiences, imagination developed through reading and prior knowledge for writing inspiration.
3	<p>Our assessment, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities within the area. The cost of living rises and the lack of places to visit within two small villages means that the pupils have very limited experiences.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p>
4	
5	

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.
To achieve and sustain improved participation in enrichment activities for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of participation in enrichment activities from 2025/26 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show that 60% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that 60% of disadvantaged pupils met the expected standard.

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: £11,457.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	<p>There is extensive evidence to suggest that in providing opportunities for all to attend evidence-based professional development through using resources such as our early finish CPD for staff and Thrive training through the Trust.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
Embedding Speech and Language training in the Early Years and classroom strategies .	<p>There is a strong evidence base that suggests early intervention through speech and language will have a lasting impact on language and communication through their primary school journey.</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language-b</p> <p>https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	

ongoing teacher training and release time.		
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access writing resources and CPD.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	

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

Budgeted cost: ££11,457.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted conferencing opportunities to improve children's writing	<p>Verbal feedback and conferencing has a positive impact on children's metacognition and ability to improve their writing outcomes.</p> <p>Teacher Feedback to Improve Pupil Learning</p>	
Robust interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
Robust interventions to improve reading and comprehension skills for disadvantaged pupils who have relatively reading outcomes.	<p>Reading interventions and strategies</p> <p>https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	

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

Budgeted cost: ££11,457.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on EBSA approaches with the aim of developing our school ethos and improving behaviour and well-being across school, enabling our children to be ready to learn.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	
<p>Attendance tracking and whole school rewards to ensure that disadvantaged children are attending school with no missed learning.</p>	<p>Attendance Interventions https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	
<p>Whole school behaviour incentive which focuses on positive reinforcement and growth mindset.</p>	<p>Class dojo promotes positive behaviour, communication, and student well-being through growth mindset and social-emotional learning tools. Teachers will award points to students for demonstrating positive behaviors, which can then be redeemed for various rewards. Improving Behaviour in Schools</p>	
<p>Provide children with enrichment opportunities workshops and days.</p>	<p>Links to pupil attendance in attending enrichment opportunities. Disadvantaged pupils do not have the opportunities to attend activities wider than the villages we serve. https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive-link-between-enrichment-and-tackling-the-school-attendance-crisis</p>	

Total budgeted cost: £34,371.19.

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.

Data outcomes 2024/25 suggest that some disadvantaged children are now catching up with children that are non-disadvantaged. This shows the impact of a highly ambitious curriculum, quality first teaching in the classroom as well as additional targeted interventions that disadvantaged children are receiving. Wellbeing has also been high on our agenda given the impact that this was having on disadvantaged children being able to access their work, we have been offering holistic therapies and the growth mindset approach to targeted children to enable them to be able to access their learning successfully.

32% of our disadvantaged children are also on our SEND register (E or K code).

In the year 2024/2025, we had a big push on developing our co-curricular offer in order to branch out our engagement to all pupils, especially those who are SEND and disadvantaged. One of the main changes was that our clubs would run for 2 terms, rather than changing after every half term. This was after reflecting on how clubs had been run the previous year and identifying through pupil voice that children felt as though they didn't have enough time to enjoy them. By extending the duration of our club offer, this meant that our children would be able to go into depth with their chosen club and learn new skills and knowledge that they could deepen as the club progressed. Pupil voice was completed to understand the type of clubs children wanted. There were some clear trends where children wanted more sports clubs and more theatre based activities. Following this, we then reached out to the community to see if there were any outside agencies who would be able to come in and support us. This led to us developing a partnership with Hoo sports who led a variety of sports clubs and Mid Kent College who came to deliver a Theatre club, led by one of their specialists and funding through Medway Council. Throughout the year, we saw a steady increase in the amount of PPG children attending our co-curricular clubs with 80% of PPG children attending an after school club by the end of the academic year.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during

periods of partial closure, which was aided by use of online resources and the access to online teaching.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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