

Pupil premium strategy statement

Leyburn Primary School

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	Leyburn Primary School
Number of pupils in school	199 (including nursery)
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Sarah Beveridge
Pupil premium lead	Sarah Beveridge
Governor / Trustee lead	Matt Dilworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27 270
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	£ 27 270

Part A: Pupil premium strategy plan

Statement of intent

Our school has a small cohort of pupils eligible for Pupil Premium funding; however, we recognise that **disadvantage is not always visible or captured through eligibility measures**. We are committed to knowing every pupil as an individual and to developing a detailed understanding of their circumstances, strengths and potential barriers to learning. This knowledge informs our strategic approach, ensuring that support is **targeted, proportionate and responsive** to need. Through this commitment, we aim to provide high-quality provision that enables all pupils—and their families—to access the opportunities, resources and guidance required to achieve positive educational and personal outcomes.

Our intention is to ensure that all disadvantaged pupils at Leyburn Primary School achieve highly and thrive academically, socially and emotionally. We believe that schools can make a significant difference in closing the attainment gap through high-quality teaching, early intervention and strategic use of resources.

We have made **improvements in English**, particularly in phonics and early reading, fluency and writing. However, the gap between the whole cohort and disadvantaged children remains too wide. Our aim now is to **maintain and embed this progress throughout Key Stage 2**, ensuring that all pupils continue to develop as fluent, confident readers and effective writers.

At the same time, **maths is now a key priority**. We will strengthen conceptual understanding, fluency and reasoning through high-quality teaching, participation in the Primary Maths Hub, investment in manipulatives and regular diagnostic assessment to identify pupils at risk of falling behind.

We also recognise the importance of **early intervention in EYFS**, where strong foundations in communication, language and early number are essential. Alongside this, we prioritise **social, emotional and mental health**, including high-quality outdoor play through OPAL, so that children attend regularly, feel safe and are ready to learn.

Challenges

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

Challenge number	Detail of challenge
1	Children enter EYFS with speech, language and communication concerns.
2	Early reading, writing and maths are affected by lower starting points in language and early number. This gap continues to grow throughout KS1 and 2.

3	Limited background knowledge affects reading comprehension; disadvantaged pupils achieve lower reading outcomes.
4	The greatest gap in attainment and progress between the whole cohort and disadvantaged pupils at KS2 is in maths.
5	SEMH needs affect readiness to learn.
6	Although attendance is good, persistent absence is higher for 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
Strong foundations in EYFS	The proportion of disadvantaged pupils achieving a GLD is in line with non-disadvantaged pupils. Gaps in communication, language and early number are reduced through termly assessment and targeted intervention.
Reduced early language gaps	Fewer disadvantaged pupils require S&L interventions by the end of KS1, as gaps are identified and addressed through targeted provision in EYFS and Year 1.
Maintain and improve strong English outcomes	Disadvantaged pupils sustain strong outcomes in reading and writing across the school, with attainment and progress in line with their peers by the end of KS1 and KS2, as evidence through internal tracking and external assessments.
Improved maths outcomes to reduce the gap across the whole cohort	Increased fluency and reasoning of disadvantaged pupils, with gaps in attainment and progress narrowing over time, particularly by the end of KS2.
Improved reading fluency and engagement	Disadvantaged pupils demonstrate increased enjoyment of reading and confidence in discussing books, as evidenced through pupil voice, reading surveys and class discussion.
SEMH needs supported effectively	Disadvantaged pupils who have been identified with SEMH needs, demonstrate improved readiness to learn, engagement in lessons and emotional regulation, as evidenced through case sampling.

Improved attendance for disadvantaged pupils.	Attendance for disadvantaged pupils improves and persistent absence reduces over the course of the strategy period, supported by targeted early intervention and pastoral support. Attendance is reviewed termly and compared to school and national benchmarks.
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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: £ 17 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching supported by evidence-based CPD	Consistent CPD improves pedagogy and outcomes – see targeted actions in literacy below.	1, 2, 3
Little Wandle phonics – CPD and monitoring of implementation and impact	DfE-validated SSP; strong evidence for early reading	1, 2
Year 3 fluency programme	Fluency supports comprehension and prevents widening gaps	2, 3
Reading for Pleasure strategy	Research-rich pedagogies improve engagement and attainment	1,3
Knowledge-rich curriculum planning	Supports vocabulary and comprehension	2, 3
Participation in Primary Maths Hub (Mastering Number KS1, Clare Christie KS2)	Mastery approaches improve conceptual understanding	2,4
Investment in manipulatives	Supports concrete–pictorial–abstract progression	2,4
Regular diagnostic assessment in maths	Early identification prevents pupils falling behind	2,4

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

Budgeted cost £8 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading fluency tutoring	EEF: High-quality tutoring and reading comprehension strategies show strong impact when delivered in short, regular sessions. Consistent modelling improves transfer to whole-class learning.	1,2
Maths network-aligned fluency sessions	EEF: Mastery learning and explicit instruction show strong gains when models and representations are consistent across staff.	2,4
Structured number sense tutoring	EEF: 1:1 and small-group tutoring is highly effective for pupils needing targeted conceptual support.	2, 4

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

Budgeted cost: £ 8 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, free Breakfast Club places and actively encourage attendance for disadvantaged pupils.	<p>A structured 'soft start' to the school day supports punctuality, attendance and readiness to learn. Attending Breakfast Club enables pupils to arrive on time, check in with a familiar member of staff and begin the day settled, supported and ready to engage in learning. This support particularly benefits disadvantaged pupils who require additional structure or pastoral support at the start of the day.</p> <p>EEF research showed that Breakfast Club provision in primary schools was associated with improved behaviour and attendance, and in some cases, up to two months' additional academic progress over a year.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>https://ifs.org.uk/publications/magic-breakfast</p>	5,6
Support disadvantaged pupils' access to direct, first-hand learning experiences to strengthen curriculum understanding and engagement.	<p>Education Endowment Foundation guidance on <i>Reading Comprehension Strategies</i> highlights that pupils' comprehension improves when they have strong background knowledge and vocabulary. Developing domain knowledge through curriculum-linked experiences supports pupils' ability to understand, connect and engage with texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	4
PSHE CPD for all staff	Raise the profile of this area and support teachers' expertise	5

Parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5,6
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Total budgeted cost: £ 33,000

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.

Our primary focus last year was on ensuring that all children continued to make progress in reading. Year 4 and Year 5 remain below where we would expect and so those year groups will continue to be a focus next year.

Supporting children with social, emotional and mental health was another priority with significant impact for targeted children. We achieved OPAL Platinum as a recognition of our work in this area.

Attendance is higher than national and so we will continue to be proactive in this area.

Should this be supported with attendance, attainment & progress data?

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
Outdoor and Play and Learning	OPAL
Teachers' Collection	Mary Myatt
Reading Plus	Reading Solutions