

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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	Waltham Leas Primary Academy
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	70 = 17%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jane Thompson Headteacher
Pupil premium lead	Jane Thompson, Headteacher, Allyson Allenson Deputy Headteacher
Governor lead	Helen Spauls, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98030
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	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.	£98030

Part A: Pupil premium strategy plan

Statement of intent

Waltham Leas is a vibrant, innovative and challenging learning community. We are passionate in our pursuit of excellence and by the time our children leave us, they are confident, independent life-long learners, who have the necessary skills and aspirations to succeed in their futures.

We are an inspiring and aspiring school, with inclusion at our heart, embracing the need for innovation, to prepare our pupils for the society they will live in. All children are actively challenged to achieve their very best.

Our intention is 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 all children, including disadvantaged pupils, to achieve that goal, irrespective of their starting points.

We carefully consider the challenges faced by vulnerable pupils, not only in school but also in their home life, and provide support for them so that they flourish in all aspects of school life.

We know that high-quality teaching has the greatest impact on children making good progress, whether disadvantaged or not, and we strive to ensure that, through individualised learning, we aim to close any identified gaps and challenge children to reach their full potential.

Our strategy is also integral to wider school plans for education recovery, including targeted support using school-led interventions for all pupils to make maximum progress.

We use robust diagnostic assessments and ensure that we act early to intervene and plan next steps. Through regular Pupil Progress and Pupil Feedback Meetings, we discuss all children's progress and ensure that, as a team, alongside parents, we all take responsibility for pupil outcomes and plan to overcome any barriers to learning.

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 show that a lower percentage of PP children achieve expected levels in reading at the end of EYFS (80% v 90% non-PP), KS1 (58% v 75%) and KS2 (58% v 88%). This is partly due to having less exposure to a rich vocabulary at an early age, which we target in FS and then throughout school with high quality texts and promoting a Reading for Pleasure culture.
2	Assessments and observations of pupils show that the percentage of disadvantaged pupils in 24-25 achieving the pass mark on the Y1 Phonics screen was greater than the non-PP cohort. We wish to continue this success in 25-26 and achieve 100% again. High quality phonics teaching and timely interventions for those falling behind has been in place and will continue in Y2 for 4 pupils (non-PP)
3	Assessments, observations and discussions with pupils shows that maths attainment among disadvantaged pupils was below non-PP children in EYFS (80% v 84%) and below non-PP at the end of KS2 (42% v 76%) and below that of non-disadvantaged pupils in KS1 (58% v 77%). A fluency session will run everyday in all year groups in 25-26 using the Mastery in Number programme and arithmetic fluency. Consistent lesson structure with variation and problem solving will be a focus for 25-26.
4	More of our disadvantaged children need pastoral support than non-disadvantaged – safeguarding, social worker involvement.
5	Disadvantaged children have less access to enrichment activities and character-building opportunities outside school.
6	Our attendance data in 25-26 indicates that attendance among disadvantaged pupils was slightly lower than non-disadvantaged pupils (-1.5%) and also showed that some PP and non-PP children were late to school. We are proactive in supporting parents through pastoral lead and EWO.

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, leading to better comprehension skills and written work, focussing on embedding simple transcription skills.	By the end of EYFS, PP children will have made good progress or better in Communication, Language and Literacy from their starting points. Daily reading will be accessed by children who do not regularly read in addition to daily phonics and reading sessions. WELCOMM interventions will take place and the SHREC report / LEAD Teaching Hub recommendations will be followed when interacting with children. In KS1 and KS2, PP children will have made good or better progress in Reading and Writing using high quality texts and targeted interventions / interventions if necessary. PP children will receive free book fair books yearly. Continuing to develop a Reading for Pleasure culture in school is an SDP target this year (Gold Reading Pledge to begin this year). Active Spelling will be a daily session in Years 2-6. Bookflix books are available for all children to borrow and take home.
2. Improved phonics attainment among disadvantaged pupils.	By the end of FS, Y1 and Y2, PP children will have made good or better progress from their starting points and the majority will achieve age related expectations or better.
3. Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.	By the end of FS, KS1 and KS2, PP children will have made good or better progress from their starting point and the majority will achieve expected levels or above by having good number sense, recall of facts, linking concepts and applying knowledge. In Year 4, the majority of all children including PP, will have made good progress and will score highly in the multiplication test, in line with National averages. In all years from FS to Y6, we will teach a daily fluency session using the Mastering Number NCETM programme and teaching from misconceptions in arithmetic to enhance additive and multiplicative thinking.

	Staff will receive training on lesson structure, problem solving and fluency development from the Maths leads after working with the Yorks and Humber Maths Hub. TT Rockstars / Numbots logins for all children to use at home. Maths boosters in Y2 and Y6.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, by providing pastoral support.	Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, child and parent surveys and teacher observations. Professional outside agency advice and support is sought. Bullying is dealt with as soon as possible and a restorative approach is used. Outside agency training for children and staff to develop a better understanding of how the brain functions and self regulation - whole staff training Jan 26, Compass Go assemblies and group work.
5. To ensure that all PP children access extra-curricular activities and school visits.	An increase in participation in enrichment activities, particularly among disadvantaged pupils. All children access school visits and visitors.
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance for all pupils demonstrated by: The overall attendance rate for all pupils continues to be higher than the National and Local levels. The attendance gap between disadvantaged pupils and their non-disadvantaged peers is lessened from 1.5%. The number of children who are persistently late is below National.

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: **£30,579**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training - Reading : Developing a Reading for Pleasure Culture through staff meetings. Reading group meetings with 6 staff members from across age groups - every 4 weeks from Sept 25 - July 26. LEAD Teaching Hub CPD - English messages (2 Literacy Lead teachers) LEAD Teaching Hub CPD - Handwriting (Literacy Lead) LEAD Reading Ambition for All (DHT, SENDCo)	EEF Preparing for Literacy, improving Communication, Language and Literacy in the Early Years EEF Toolkit (Reading comprehension + 6 months impact + cost low) EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key stage 2 Children's and young People's Reading Report 2023 : https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2023/ Lincolnshire Reading Pledge (Silver) - Developing a Reading for Pleasure culture and Developing teacher knowledge of literature and children's reading practices. https://www.wshenglishhub.co.uk/page/?title=Silver+Award+Criteria&pid=29	1
Language through Literacy intervention Research into adult interactions (SHREC) which support language development in FS. Early Language Development CPD (LEAD Teaching Hub) - FS teacher new to year group.	EEF Preparing for Literacy, improving Communication, Language and Literacy in the Early Years EEF EYFS Toolkit (Oral language + 6 months impact, low cost) SHREC report - read by FS staff + training. Information from LEAD Teaching Hub Early Language course (KL/TN) Weekly FS intervention using WELCOMM - Autumn term 2 onwards	1

Oracy Rich Classrooms CPD (Year 1 teacher) - LEAD Teaching Hub 9.25 Makaton training for 2 staff members (all staff level 1) Oct 25	Feedback from Oracy Rich Classroom CPD to whole staff (Autumn term)	
Purchase books to support reading across the curriculum - all access a rich selection of books. Reading comprehension strategies developed using high quality texts - interventions Across Y1-6, 1 session per week (30 minutes). Bookflix books to borrow - encouraging a love of reading across school. Celebration of weekly star readers across school. Class reading areas with selection of high quality texts. Teachers sharing and discussing books, talking about authors and different genres - RfP weekly sessions 2 out of every 3 weeks. Reading Ambassadors promote authors and books to classes and school. Reading Buddies half termly. Parents reading stories in class. Supporting children's reading at home. Twinkl Rhino Readers purchased so all children can take a matched phonics book home rather than an e book.	EEF Research on developing language vocabulary in Literacy. EEF Reading Comprehension strategies + 6 months progress for little cost.	1

Writing moderation - school led (every half term) / Alliance (every term). Use of Keystone exemplification materials to support accurate moderation of writing across school. Transcription document from FS to Year 6 outlines the minimum knowledge and skills needed for each year group. Following the Strong foundations in the first years of school - GOV.UK and DfE Writing report (July 25), focussing on ensuring transcription skills in KS1 are effective before introducing different writing genres. Use of Colourful Semantics and Widgit to support writing across school. KS1 and KS2 Literacy leads to moderate writing in all year groups and carry out walkthroughs 3 x yr looking at writing lessons, books, talking to children and checking writing evidence. Writing evidence looked at every 2 weeks in team meetings. LA led Y6 writing moderation support for 2 teachers - 4 half days Active Spelling training for all staff (FS to Y6) Sept 25 then daily sessions in Y2-6 classes, monitored by Literacy leads each term.	EEF Teaching and Learning Toolkit - high impact (+ 5 months) and low cost EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key stage 2 Strong Foundations Report (Ofsted) October 24 Strong foundations in the first years of school - GOV.UK DfE Writing Framework (July 25) https://www.gov.uk/government/publications/the-writing-framework	1
Closely monitor phonics teaching and learning every week (KL) in FS, Y1,2,3. Assessments carried out half termly and used to ensure	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	2

exact match of phonics attainment with books. Reading Practice sessions ensure all children are making sufficient progress towards passing the phonics screen in Y1 and achieve Age related expectations or above in Reading at Key stage 1 and 2. Phonic interventions for children who are not fluent in FS, KS1 and KS2 every day. Phonics audit 2x year with LEAD	EEF Improving Communication and Language and Learning in the Early Years. EEF Improving Literacy at Key Stage 1 DfE New Reading Framework 2021 EEF Teaching and Learning Toolkit + 5 months / low cost Early Reading and Phonics Audit report (June 25) - English Hub OFSTED : Getting all Pupils Reading https://educationinspection.blog.gov.uk/2023/08/30/getting-all-pupils-reading/ Teachers and TAs have regular training sessions with Phonics lead (Staff meeting every 2 weeks)	
FS and KS1 Mastering Number Programme (NCETM) - daily number input based on STEM sentences - addition and subtraction. Year 3,4,5 Mastering Number at Key Stage 2 daily programme starting Autumn term. Following CPD with Yorks and Humber Maths Hub (July 25), Maths leads to develop teacher knowledge of problem solving strategies, lesson structure and fluency lessons (Staff meetings through year)	EEF Teaching and Learning Toolkit - Mastery : High impact (5 months) for low cost. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches - see Maths Guidance KS1 and 2. EEF Improving Mathematics in Early Years and Key Stage 1 EEF Improving Mathematics in Key Stage 2 and 3 Maths training with Yorks and Humber Maths Hub (July 25 for Maths leads)	3
Yorkshire and Humber Maths Hub - Teaching and Learning Research Group Sustaining Year (6th year) - Maths leads to work with group of school to develop best practice EYFS - KS2 with a focus on arithmetic skills, variation, lesson	EEF Teaching and Learning toolkit - Mastery High impact (5 months) and low cost. EEF Improving Mathematics in Early Years and Key Stage 1 EEF Improving Mathematics in Key Stage 2 and 3	3

structure and problem solving. 4 sessions with Maths Hub to develop maths lessons Maths Habits for problem solving (Maths Hub) training - Maths leads - 4 sessions Mastering Number for Y3 - 4 sessions (Maths Hub) - 4 members of staff. Oracy in maths training (Maths Hub) - 3 sessions for maths leads.		
Metacognition / Self regulation CPD - EEF / staff meetings / walkthroughs - looking at the strategies children are using to increase resilience.	EEF Teaching and Learning Toolkit : Metacognition = + 7 months / low cost EEF Metacognition and Self Regulated learning	1,2,3
Effective teacher feedback - EEF Walkthroughs Feedback given after lesson observations and emailed / discussed after book chats. YGLs have Teaching and Learning responsibilities across school - Phonics, Active Spelling, handwriting and fluency in maths - monitored fortnightly and fed back to staff.	EEF Teaching and Learning Toolkit - Metacognition / Self regulated learning + 7 months / low cost EEF Key Principles of effective Teacher feedback (EEF toolkit + 6 months)	1,2,3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional learning report. EEF Teaching and Learning Toolkit - Social and Emotional Learning + 4 months.	4

Further training for the Pastoral lead and Wellbeing Lead - ELSA Empowering Educators CPD (HT and DSL) Oct 25 ELSA training for DSL and TAs (2025) to be applied in Nurture team this year. Pastoral lead to train to be a Psychotherapeutic councillor. ELSA training staff meeting	EEF Teaching and Learning Toolkit - Behaviour Interventions +4 months EEF Improving Social and Emotional learning in Primary Schools EEF Improving Behaviour in Schools	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of 'WELCOMM' programme in FS and KS1 to establish gaps in listening, narrative and vocabulary skills for all pupils who have relatively low spoken language skills. Catch up assessments through KS1 and 2	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: Oral language interventions EEF	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 Toolkit Strand Education Endowment Foundation EEF	2
Additional targeted support for phonics provided in Y2 for	Tuition targeted at specific needs and knowledge gaps can be an effective	1, 3

children who failed the phonics screen in Y1. Additional reading and writing support on for children in KS2 (Identified from data in 24-25 and throughout the year) Handwriting support interventions based on assessments - all classes Targeted maths interventions focussing on gaps in learning for children FS to Y6 Booster sessions for Y2,5,6 for maths, grammar and writing support.	method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£45,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead to support children including PP across school with safeguarding, wellbeing and behaviour issues. Nurture Team - directed input with children. Team Teach training updates throughout the year.	EEF improving Behaviour in Schools and Improving Social and Emotional Learning in Schools reports.	4
Whole staff training to update our behaviour policy and Restorative Practice with the aim of developing our school vision and ethos and	EEF improving Behaviour in Schools and Improving Social	4

improving behaviour and emotional literacy across school. Wellbeing whole staff training (Jan 26)	and Emotional Learning in Schools reports.	
Developing a knowledge of wellbeing in staff and children.	FORTIS group sessions for staff each half term. FORTIS individual sessions for children identified as needing specialist wellbeing support. Compass Go! Wellbeing support for groups and individuals needing specialist support. Mental Health lead sessions provided when required	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. New DfE statutory attendance from (August 24) shared with parents on website and Dojo (every half term) Support of Education Welfare Officers to improve attendance and lateness of vulnerable children. Reception staff dealing with and chasing absences.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Use of DfE Comparing Attendance tool used fortnightly to analyse school data compared with National and Local data, including looking at PP children's data. School data analysed weekly using FFT - PP data included.	6
Enrichment opportunities - trips, residential opportunities, books from Bookfair.	EEF Teaching and learning Toolkit indicates that sports and arts participation has a positive impact on attainment.	5,6
Music lessons	EEF Teaching and learning Toolkit indicates that sports and arts participation has a positive impact on attainment.	5,6
After School Clubs - Sports based + creative	EEF Teaching and learning Toolkit indicates that sports and arts participation has a positive impact on attainment.	5,6

Total budgeted cost: £98,030

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Our EYFS assessments for 2024-25 show that 40% (2/5 children) of our disadvantaged pupils in EYFS reached a Good Level of Development, compared with 79% of Non-PP children. We have a small cohort of PP children in each year group and each cohort has a different proportion of children who start FS below age-related expectations. Our aim is for all children to make progress, no matter their starting point, so some will not achieve Age Related Expectations (ARE) by the end of FS.

In 2024-25, 100% (10 out of 10) PP children passed the Phonics screen in Year 1, compared with 89% of non-PP children. Phonics a priority this coming academic year by ensuring consistency using the Twinkl validated scheme and continuing 1-1 intervention sessions for those at risk of not passing the screen, continuing into Year 2 and KS2 for children who have not completed the phonics scheme or those who are not fluent readers.

In KS1, 7/12 = 58% of PP children achieved ARE in Reading with 4/12 (33%) achieving Greater depth (compared with 75% ARE and 38% GD for non-PP children). In Writing, 4/7 = 58% PP children achieved ARE compared with 75% non-PP children, 17% PP children achieved GD, compared with 17% of non-PP children. In Maths 58% of PP children achieved ARE, compared with 77% of non-PP children. In GD, 17% achieved GD compared with 19% non PP children. Active Spelling sessions for all children will begin in Y2-6 for 25-26. Transcription will be a focus for writing and precision spelling used for those children who need extra support.

In KS2, 7/12 = 58% of PP children achieved ARE in Reading with 7/12 = 58% achieving Greater Depth (compared with 88% ARE and 35% GD for non-PP children). In Writing, 6/12 = 50% PP children achieved ARE and 0% GD, compared with 75% non-PP children and 16% GD. In Maths 42% PP children achieved ARE, 0% GD, compared with 76% of non-PP children (31% GD). Maths lesson structure will be a focus in 25-26 with daily fluency sessions for all children. Daily retrieval and fluid maths interventions will be used to plug gaps in learning.

Our assessment of the reasons for these outcomes points partially to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure impacted on 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. Gaps in learning for our PP children have begun to close through targeted interventions and, primarily, quality first

teaching. Curriculum enhancement ensures that our PP children have their cultural capital enhanced.

Daily reading sessions have impacted positively on reading fluency and a love for reading. Maths same day interventions supported children in catching up knowledge and skills for the following day. Live marking and feedback ensured that all children are not left behind and misconceptions were dealt with in a timely manner.

Overall attendance in 2024-25 was 96.2% (PP children 94.6%) and it was higher than the national average and higher than last academic year. The gap between non-PP and PP children's attendance is consistently very small and we monitor this carefully.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year for both PP and non-PP children, in the year 24-25. In 24-25, 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.

In 24-25: 87 (28 PP) children received either SEMH or Nurture support in house at WLPA

17 (9 PP) children received more than 1 intervention across the Academic year for SEMH/Nurture support

21.7% (40% PP) of children at Waltham Leas Primary Academy received SEMH/Nurture support

Externally provided programmes

Programme	Provider
SEMH Development and Nurture programmes (Children and staff sessions)	FORTIS Therapy
SEMH Development and Nurture programmes	Compass GO
Bereavement support work	St Andrew's Hospice
Bereavement support work	Winston's Wish

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have used FORTIS Therapy sessions, Teacher and TA led interventions and curriculum enrichment opportunities to close any gaps caused this year. We identified gaps in service children's education and have addressed them with targeted support. Our Service children, fortunately, have not moved schools this year and we have a very small number of children in this cohort.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium funding. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Following the use of a [DfE grant to train a senior mental health lead](#), we have developed a wellbeing team who ensure that, as a staff, we develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not always had the degree of impact that we had expected. However, we recognise that we have small cohorts of PP children in each year group, some of whom have SEND. These cohorts can vary greatly in academic achievement and needs each year.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils (Pupil Progress meetings, Walkthroughs, Pupil Feedback sessions).

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We identify a tight area for improvement using a robust diagnostic process; made evidence-informed decisions on what to implement, examined the fit and feasibility of possible interventions to the school context and decided on the best teaching method to use. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.