

Pupil Premium Strategy Statement

LEYBOURNE Ss PETER & PAUL CE PRIMARY ACADEMY



Published September 2025
Reviewed September 2026

Nurturing the spark of God within
“Those who trust in the Lord will find new strength. They will soar high on wings like eagles” Isaiah 40:31

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	Leybourne SS Peter and Paul CEP Academy
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	20 children 9.6%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Tina Holditch, Head Teacher
Pupil premium lead	Tina Holditch
Governor / Trustee lead	Philippa Gibbs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	32,358
Pupil premium plus funding allocation this academic year	£3,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,688

Part A: Pupil premium strategy plan

Statement of intent

At Leybourne SS Peter and Paul CEP Academy, we ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, as defined by the government, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding is allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. In addition, some pupils may be identified as eligible for free school meals during the course of the academic year, and may not have been included in the funding allocation based on the previous census. The needs of each pupil are considered individually, allowing us to target support appropriately. These needs, and the effectiveness of the interventions the pupils have received, are reviewed formally three times a year as part of our provision map meetings.

Possible barriers to attainment for pupils include access to the curriculum, access to extra-curricular opportunities, integration with peers throughout the course of the school day, and Home-School Links. Support is specifically targeted to address these barriers. During the academic year 2025-2026, the main identified barriers to learning for pupils in receipt of the PPG and PPPG in our school are related to Speech and Language, self-esteem and social and emotional issues, although these obviously vary for individual pupils. We also continue to be mindful of the impact of the COVID-19 pandemic on all pupils, but especially those in receipt of PP funding.

At Leybourne SS Peter and Paul CEP Academy, we believe that good teaching benefits all pupils, whether a pupil received pupil premium funding or not. We work hard to offer Quality First Teaching to all pupils, irrespective of disadvantage. We use wider current initiatives, such as work with the Maths Hub to strengthen overall quality of mathematics provision, to also positively impact PP pupils.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations, unless they also have identified SEND issues which may impact their ability to achieve this. Pupil premium resources may also be used to target able disadvantaged pupils to exceed Junior Ready status at the end of KS1 or Secondary Ready status at the end of KS2.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills.
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3	Attendance and Punctuality issues.
4	Development of emotional literacy.
5	Engagement of disadvantaged pupils in all areas of school life.

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 progress in Reading	Achieve national average progress scores in KS2 Reading
Improved progress in Writing	Achieve national average progress scores in KS2 Writing
Improved progress in Mathematics	Achieve national average progress scores in KS2 Mathematics
Phonics outcomes	Achieve at least the national average expected standard in Phonics Check
Attendance matches local average	Improve attendance of disadvantaged pupils to LA average 95.8% (2020)

Date of Pupil Premium Strategy Review: September 8th 2026

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

Budgeted cost: £35,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential / enrichment trip costs met for disadvantaged families £455.00	For many of our pupils, the only time they spend away from home during the year is on school residential or enrichment trips. However, the cost of such trips can be prohibitive and can mean they would not normally be able to attend. It is essential for their own wellbeing that they experience different settings with their peers. First hand experience of such activities will also enable them to write about such events.	5
Cost of FLO/ ELSA (Emotional Literacy Support Assistant) and MMS, TA, training, Young Carers, resources and salary costs £31907	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/	3, 4
Additional costs met for families to ensure full pupil engagement and access swimming lessons, £522.00	Disadvantaged pupils often miss out on extra-curricular activities such as sports clubs and music lessons.	5
Licences Speech Link and Language Link, Codebreakers, Boxall Profile, Phonics Tracker, Primary Stars Grammasaurus £2904	Subscription and Licences to assist with language and communication skills.	1, 2

Total budgeted cost: £35,788

Part B: Review of outcomes in this academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in 2025 to 2026.

Aim	Outcome
Residential / enrichment trip costs met for disadvantaged families	Enhanced pupil involvement and engagement. All disadvantaged pupils were able to join the residential and enrichment trips. Parents (and pupils, where appropriate) were appreciative.
Cost of FLO/ ELSA (Emotional Literacy Support Assistant) and MMS, TA, training, resources and salary costs	Improved attendance and punctuality Improved confidence and wellbeing of vulnerable pupils Improved wellbeing of children and families
Additional costs met for families to ensure full pupil engagement and access swimming lessons.	Disadvantaged pupils have had full access to the wider curriculum.
Licences Speech Link and Language Link, Codebreakers, Boxall Profile, Phonics Tracker, Primary Stars Grammasaurus	Disadvantaged pupils have benefitted from access to targeted programmes to support their phonics and individual needs.