

# Pupil Premium Strategy Statement 2025/26

## The Littletons Academy



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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	11% (14 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	Autumn Term 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Paul Jones
Pupil premium lead	Paul Jones
Governor / Trustee lead	Matt Sale

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22725
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£22725</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The Littletons School is committed to ensuring that all pupils, regardless of background or financial circumstance, have equal access to high-quality teaching, learning, and enrichment opportunities. We recognise that some children eligible for Pupil Premium funding face additional barriers to attendance, attainment, and participation, and we are determined to address these inequalities through targeted, evidence-based support. We seek to remove barriers to learning, raise achievement, and promote the well-being and ambition of every pupil eligible for Pupil Premium funding.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance The average attendance for children eligible for Pupil Premium is below the whole school average.
2	Phonics Historically, the percentage of children eligible for Pupil Premium passing the Phonics Screening Check is lower than the class average.
3	Targeted support The average academic outcomes for our children eligible for Pupil Premium are below the school average.
4	Inclusion Some children eligible for Pupil Premium have barriers to accessing all our curricular and extra-curricular activities, such as trips, clubs and events.

## 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
To close the gap between the attendance of children eligible for Pupil Premium and the school average.	Attendance logs evidence for intervention and support for target children and families.

Improved reading (including Phonics Screen check) attainment and progress for children eligible for Pupil Premium at the end of the year.	Assessment to show increase in attainment and progress. Clear evidence of tracking and intervention as required
Wider needs of children eligible for Pupil Premium are met (e.g. Social and Emotional, Movement, Speech and Language) to assist with improving mental health and curriculum engagement.	Children more able to manage emotions, improvement in self-esteem and willingness to talk Evidence gathered by pastoral worker Qualitative data from student voice, student and parent surveys and teacher observations Engagement in lessons
To ensure full inclusion for children eligible for Pupil Premium.	Children attend school trips Children attend residential trips Children attend after-school clubs

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language therapist to work with SALT TA to develop interventions, plan sessions and provide professional development	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1, 3, 4

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

Budgeted cost: £17000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching sessions targeted at Pupils who require further phonics support across KS1 (Phonics interventions) and KS2 (Bridging the Reading Gap interventions)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	2
Sensory Circuits before school club – physical activity designed to improve concentration and engagement.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	3 and 4
Speech and Language interventions with specified SALT TA.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional support for those identified	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1 and 3

<p>children across school. A pastoral worker who is a trained Elsa practitioner. We aim to encourage greater emotional stability and positive mental health and wellbeing.</p>		
<p>Provide free Breakfast Club spaces for targeted children eligible for Pupil Premium to encourage attendance and punctuality.</p>	<p><a href="https://www.bfwh.nhs.uk/wp-content/uploads/2016/04/BDA-Breakfast.pdf">https://www.bfwh.nhs.uk/wp-content/uploads/2016/04/BDA-Breakfast.pdf</a></p> <p><a href="https://www.bristol.gov.uk/files/documents/3742-why-good-attendance-matters/file">https://www.bristol.gov.uk/files/documents/3742-why-good-attendance-matters/file</a></p>	<p>1</p>
<p>Fund to support families with the cost of trips, residential and clubs. Contingency fund for acute issues.</p>	<p>Experiences outside the classroom greatly benefit children and our School Vision focusses on all children identify and developing their talents and skills.</p>	<p>1 and 4</p>

**Total budgeted cost: £ 23000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attendance	<ul style="list-style-type: none"><li>• This was 94.9%. up from 93.8% in 2023/24 and 89.2% in 2022/23.</li><li>• Average attendance for children eligible for Pupil Premium has increased by 5.7% over the last 2 years.</li><li>• It still below the average for the school, which was 95.8% in 2024/25 (95.9% for children not eligible for Pupil Premium)</li><li>• The attendance gap for children eligible for Pupil Premium compared to the school average dropped from 1.9% below in 2023/24 to 0.9% below in 2024/25. This means that the attendance gap closed by 1% for children eligible for Pupil Premium over the last 12 months.</li><li>• Attendance is improving more quickly for children eligible for Pupil Premium compared to the whole school average.</li></ul>
Phonics	<ul style="list-style-type: none"><li>• Only one child eligible for Pupil Premium took the Phonics Screening Check last academic year. That child passed with 40/40 marks.</li><li>• Two children in Year 2 retook the PSC. Both were in-year transfers last year who had not passed the PSC in Year 1 at their previous setting. One passed the Year 2 retake, and one did not. All Year 1 and Year children who are eligible for Pupil Premium and have been with us from the beginning of Reception have now passed the PSC.</li></ul>
Targeted support	<ul style="list-style-type: none"><li>• All intervention groups have been tracked. Qualitative and quantitative data was collected. Depending on the intervention. All interventions used demonstrate progress. All interventions are carefully targeted and run at least 3 times a week to ensure clear learning over time. Data shows that the percentage of children who eligible for Pupil Premium reaching expected standard in reading, writing and maths was maintained or showed accelerated progress in all classes.</li></ul>
Inclusion	<ul style="list-style-type: none"><li>• Targeted children eligible for Pupil Premium received Breakfast Club places and support with paying for trips. The percentage of children eligible for Pupil Premium who took part in extra-curricular activities roughly matched the total number in school. Some clubs were targeted to specific children.</li></ul>