

Pupil Premium Strategy Statement

Listerdale Primary Academy

This statement details our academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils in a clear, phased approach over three years.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the outcomes for our disadvantaged pupils last academic year.

Academy Overview

Detail	Data
Academy name	Listerdale Primary Academy
Number of pupils in school	330 + 30 FS1
Proportion (%) of pupil premium eligible pupils	6.6% (22 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Rebecca Scutt
Pupil premium lead	Sarah Reynolds
Governor / Trustee lead	Clare Learad

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,613
Recovery premium funding allocation academic year 2023-24	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£39,613

Part A: Pupil Premium Strategy Plan

Statement of Intent

Listerdale Primary Academy recognises the unique challenges faced by Pupil Premium students, including those from disadvantaged backgrounds, and seeks to address barriers to learning through targeted support, enrichment, and community-building initiatives.

Educational disadvantage includes all pupils whose achievement is a risk because of the impact of their social and economic circumstances. Our intention is that for all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. A focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

The principles of Listerdale Primary Academy's Pupil Premium Strategy are:

Ambition: All pupils, regardless of background, will achieve their full potential, with a focus on improving academic outcomes, narrowing the achievement gap, and providing holistic support.

Sustainability: Build on effective strategies while ensuring continuous improvement and long-term impact.

Tailored Support: Identify individual needs early and provide targeted, evidence-based interventions.

Parental and Community Engagement: Strengthen relationships with families and local communities to ensure collaborative, holistic support.

Challenges

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

Challenge number	Detail of challenge
1	Improve Academic Outcomes for Pupil Premium Students Standardised assessment data and internal summative assessment show a proportion of disadvantaged pupils are working below age related expectation in reading, writing and maths.

2	<p>Enhance Social Integration</p> <p>Some disadvantaged pupils do not have the enrichment opportunities outside of school that their peers enjoy and data suggests that fewer disadvantage pupils readily and consistently access and attend events, trips and extra-curricular activities on offer through school and by external providers at school.</p>
3	<p>Increase Parental Involvement and Engagement</p> <p>Disadvantaged families can have difficulties engaging with school communication and this can cause a barrier to pupils learning and parental engagement with learning.</p>
4	<p>Enhanced opportunities for emotional wellbeing</p> <p>Some pupils experience difficulties in and out of school and need additional social and emotional support. Some disadvantaged pupils can struggle with additional demands upon them which are completely out of their control. They may not have the opportunity/ability to verbalise additional difficulties they face.</p>

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
Improvement in academic performance	By the end of the three-year strategy (July 2028), we aim for a significant improvement of 15% of Pupil Premium pupils achieving age-related expectations (ARE) and greater depth in reading, writing, and mathematics across all year groups.
Closing the attainment gap	Disadvantaged pupils should be making progress in line with their peers, reducing the achievement gap between Pupil Premium pupils and non-Pupil Premium pupils by 10% by July 2028.
Increased participation in enrichment activities	By July 2028, 80% of pupil premium children will participate in at least one enrichment activity per term.
Stronger parent-school relationships	By the end of the strategy, Pupil Premium families will have improved engagement with the school, particularly in areas such as parent-teacher meetings, workshops, and communication about pupils' progress. Parental attendance will increase by 20%.
Improved emotional wellbeing	Disadvantaged pupils will have access to support services aimed at improving mental health, resilience, and social-emotional development.
Increased confidence and emotional regulation	Pupils will be more equipped to handle challenges and communicate their feelings. 95% of PP children will feel supported (shown in wellbeing survey).

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: £ 15,845.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD CPD for all adults on active learning and engagement</p>	<p>EEF: Effective Professional Development recommendations</p> <p>Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	1
<p>CPD Staff development on effective feedback and adaptive teaching</p>	<p>EEF: Teacher Feedback to improve pupil learning recommendations</p> <p>Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	1
<p>CPD Implement a peer monitoring & feedback cycle</p>	<p>EEF: Effective Professional Development recommendations</p> <p>Collaborative professional development enhances practice, peer collaboration improves teaching quality</p> <p>EEF: Recruiting, retaining & supporting teachers Key findings</p> <p>Fostering a supportive working environment, including building positive and trusting relationships among staff</p>	1
<p>CPD Improve the subject-specific teaching of oracy in all lessons with a focus on vocabulary.</p>	<p>EEF: Improving Literacy in KS1 and KS2 KS1 recommendations KS2 recommendations</p> <p>Focus on developing pupils' language capabilities & oracy in all lessons.</p>	1

<p>CPD Develop and embed use of assessment data to identify knowledge gaps: NFER NGRT White Rose</p>	<p>High quality assessment (summative tests) can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through intervention, tailored to their need.</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,845.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment Analysis Diagnostic assessments to identify gaps and tailor interventions</p>	<p>EEF: Deployment of Teaching Assistants Recommendations Focus on gaps in language, phonic, reading, handwriting, maths.</p>	<p>1</p>
<p>Structured interventions Structured small group and 1:1 tutoring in reading, writing and maths</p>	<p>EEF: Deployment of Teaching Assistants Recommendations (3: Deploy TAs to deliver well chosen, evidence based, structured interventions where appropriate) Early identification of pupils with early language needs to access NELI. Targeted phonics interventions delivered as regular sessions over a period up to 12 weeks. Individual readers. Small group maths based on gaps.</p>	<p>1</p>

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

Budgeted cost: £ 7,922.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Parent workshops Parents offered workshops to attend in school to support learning and how to support at home, leading to an increase in pupil outcomes</p>	<p>EEF: Parental Engagement Recommendations Termly workshops Provide strategies to support learning at home</p>	<p>1, 3</p>
<p>Supporting wellbeing and social, emotional and behavioural needs Provide social and emotional support and enrichment opportunities for children - promoting wellbeing and making school and learning more accessible</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools Recommendations Provide additional mentoring opportunities for pupils with social, emotional and/or behavioural needs. Ensure that pupils access wellbeing / nurture / SEMH support where appropriate (Inclusion Manager and designated TA). Provide a wide range of enrichment opportunities (subsidised for PP) so that pupils can build their cultural capital.</p>	<p>2,3 & 4</p>

Total budgeted cost: £39,613