Leigh Academy Tree Tops Pupil Premium Strategy Statement 2025 - 2026

This statement details our academy'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	Tree Tops Primary Academy
Number of pupils in school	303
Proportion (%) of pupil premium eligible pupils	139 pupils - 46%
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	September 2026
Statement authorised by	Denise White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,585
Per pupil funding	£1,515

Pupil Premium Strategy Plan

Pupil Premium is a government funded resource paid to schools to meet the needs of disadvantaged pupils. Any pupil who is eligible for Free School Meals now, or has been eligible in the previous 6 years, will receive funding. The funding is also provided to meet the needs of children in care of the Local Authority, children who have recently been adopted from care and children of Service families. The funding paid for each of these groups is different and varies year-on-year.

Who is eligible for Pupil Premium:

- Children in the Armed Forces Personnel
- Looked After Children
- Children adopted from care or who have left care

Children can have free school meals and are eligible for Pupil Premium if they receive any of the following:

- Income support
- Income Based Jobseekers Allowance
- Income Related Employment and Support Allowance (ESA)
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16,190
- The guaranteed element of Pension Credit

Why Is Pupil Premium Important?

Nationally, there is a strong link between economic disadvantage and poor achievement in schools. Across the country there is a significant gap between the progress made by pupils eligible for free school meals and those who are not eligible. There are many reasons why this gap exists. Pupil Premium is given to schools to help us try to close this gap. It is important because it enables us to counteract the disadvantages that poverty imposes on children. It ensures we can put the support in place to help every child in our school thrive and fully master each stage of the curriculum.

Pupil Premium Pupils at Tree Tops Primary Academy

- Tree Tops is a school with a very high percentage of students (42.5%) defined as disadvantaged.
- The main barriers that disadvantaged pupils face are outlined below:
- Special educational needs in addition to disadvantage
- Lack of access to enrichment activities, resources and support
- Lack of educational opportunities for families
- Limited opportunities for exploring the wider world
- Reluctant Parental Engagement often categorised under low attendance
- Difficulties with housing

Challenges

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	Detail of Challenge
1	Lower starting points than their peers in maths, reading and writing.
2	Oral language skills, particularly in Reception, are lower for pupils eligible for PP than for other pupils.
4	Financial implications typically affect a child's access to wider life experiences.
5	Low attendance rates affect progress and attainment.
6	Incorrect uniform affects wellbeing and involvement consequently progress and attainment.
7	Financial implications may reduce the access to key items to maintain good personal hygiene and good nutrition

Intended Outcomes

Intended outcome	Success criteria	RAG January 26
To ensure that the attainment and progress gap between disadvantaged and non disadvantaged, SEN and Non SEN pupils is narrowed. Pupils are given equal opportunities to systematically reach their full potential.	To be in line with or exceed the national average for children achieving a Good Level of Development. To be in line with or exceed the national average for the expected standard in the Phonics Screening Check. Disadvantaged children in KS1 to achieve in line with their peers (KS1 assessments). Children achieving the expected standard and greater depth standard is in line with or exceeds national averages for disadvantaged children achieving these standards at the end of KS2 assessments. Progress scores at the end of KS2 are 0 or better.	
To ensure that attendance figures remain at least in line with last published national averages.	Attendance for PP pupils will continue to increase and be broadly in line with their non PP counterparts nationally.	

To identify and implement effective strategies to engage hard to reach families and reduce the proportion of persistent absentees in line with national averages. Each PA pupil has an individual action plan in place.	Persistent absence will be in line with or below the national percentage. A clear strategy and effective approach to addressing poor attendance is in place. Parents will value good attendance and are motivated to ensure their children are in school. Academy procedures are followed for any family not meeting the academy's expectations.	
To ensure that all disadvantaged and SEN pupils consistently benefit from opportunity and exposure to our wider curriculum opportunities to develop individual interests and talents. Where this is not the case, strategies are in place to ensure that any barriers to this curriculum are removed. The PPG expenditure is used to provide a subsidised Breakfast Club (Early Birds) and a wide range of free after school clubs.	All PP pupils have access to a broad menu of extra-curricular clubs. All PP pupils will attend at least three trips or experiences a year. PP pupils attend extra-curricular clubs.	
To continue to provide effective emotional, mental health and wellbeing support.	A clear strategy of support is in place in order to support our most vulnerable pupils. All staff, but particularly support staff, are trained to support pupils who may present as facing SEMH challenges. New members of support staff are training to support pupils who may present as facing SEMH challenges.	

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	RAG January 26
Programme of CPD: • Continue to develop subject leaders, providing training and time for	An effective teacher is in front of every class. Every teacher is supported to keep improving.	

Activity	Evidence that supports this approach	RAG January 26
development and implementation of new initiatives. ● Early Career Teachers to develop knowledge and understanding of vulnerable groups to ensure learning is inclusive. ● Academy monitoring to identify emerging CPD needs of staff.	Subject leaders work alongside Academy and Trust leaders in order to ensure subject knowledge is up to date and subject developments are current. A professional relationship between Early Career Teachers, SENCo and other Academy leaders enables effective identification of vulnerable groups and classroom support to deliver effective teaching and learning. CPD meets the needs of professionals.	
Digital Technology: ● Continue to use technology to improve teaching and learning, including the incorporation of AI tools. ● Early Career Teachers to confidently use technology as part of everyday classroom practice to support inclusive learning practices.	All pupils across the academy have access to a device. Technology is used to help teachers explain and model new concepts and ideas, as well as effectively adapt classroom practice to support inclusive classroom practice. Technology enables pupils to be creative and take initiative in their learning, enabling pupils to dive deeper into learning, exploring concepts and answers to personal questions in greater depth.	
Inclusive Practice: ● All pupils are given equal opportunities to reach their full potential.	Academic support is strategically linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Specific approaches to support pupils with a particular need may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	RAG January 26
Implement pre-teach and post teach opportunities:	All pupils will benefit from strategies that support recall of key skills, including vulnerable groups, supporting quality first teaching.	

● Pupils to secure understanding of mathematical concepts.	Pupils in Year 6 receive tailored intervention to support their developing understanding of mathematical concepts.	■
Implement strategies and approaches to further enhance outcomes for reading: ● Maintain library resources, including texts from other cultures and in other languages. ● Maintain phonetically decodable books.	Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	■
Early Reading / Phonics: ● Additional tailored phonics sessions targeted at disadvantaged pupils who require further phonics support. ● Continue to invest in a cohesive reading programme (Reading Plus).	Phonics provides the early building blocks for reading, creating the foundations for pupils to develop early reading skills, particularly for children from disadvantaged backgrounds. Phonetically decodable books enable all pupils to access reading at an age appropriate level.	■
Speech and Language: ● Pupils continue to receive effective support in order to effectively access the expectations of the National Curriculum.	Pupils consistently access required programmes and resources, enabling successful access to the expectations of the National Curriculum.	
Digital Learning: ● All pupils have access to a 1:1 device. ● All pupils have access to the ReadWrite toolbar. ● Multiplication.	Inclusive digital resources enable ease of access to teaching and learning, including curriculum resources. Pupils access appropriate resources to support independent learning.	■
Fine motor control: ● Additional support for pupils requiring development of their fine motor controls ● Pupils continue to receive tailored handwriting support to	Development of fine motor controls supports pupils' development of handwriting as well as everyday tasks such as; eating, manipulating objects and getting dressed! Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers and eyes.	■

Activity	Evidence that supports this approach	RAG
ensure correct letter formation.		(orange)
Multiplication: ● Diminish the attainment gap between PPG and non-PPG pupils.	Strong knowledge of multiplication supports pupils' confidence in arithmetic, which is supported by a reduced cognitive load. Pupils achieve in line or greater than their peers nationally in the Year 4 multiplication test.	(orange)
Communication – emotional literacy ● Develop pupils' confidence, emotional response and ability to communicate with others.	Emotional literacy develops self-confidence, boosts self-esteem for social and emotional development and encourages emotional self-management over impulse reactions. Pupils learn vocabulary of emotions and how they affect themselves and others. This is essential in order to help children describe and speak about their own emotions.	(green)
Sensory Circuit ● Provision for PPG pupils and CPD	Active physical circuits facilitate sensory processing to help children regulate and organise their senses and level of alertness required for effective learning.	(green)

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

Budgeted cost: £95,720

Activity	Evidence that supports this approach	RAG January 26
Pastoral and Learning Support Manager support tracking the attendance and persistent absence of pupils across the academy, taking necessary action to support parents. ● To improve attendance. ● Reduce persistent absence. ● Monitoring and supporting families with fluctuating attendance due to an array of circumstances. ● To review and update the academy attendance strategy, ensuring all parents and careers are clear of the academy's	Attendance is essential for a child's academic achievement, wellbeing and wider development. Attendance at school is crucial to prepare young people for successful transition to adulthood and to support their longer term economic and social participation in society. Leaders follow clear systems to monitor and take action in regards to pupil's attendance. Leaders work alongside parents, providing support to raise attendance and reduce persistent absence, following clear academy protocols.	(orange)

expectations for attendance.		
Parental engagement: ● Further develop parent and community relationships, including meetings, community projects, adult education meetings, etc. ● Family Support, including accessing external support e.g. early help, young carers, etc. ● Ensure pupils have the basic needs to attend school and be in a positive position to learn.	Parents and teachers working collaboratively enables professional conversations and support to take place quickly and effectively, supporting pupil attendance, behaviours for learning, confidence and self-esteem. Regular communication takes place to support identified families to ensure pupils are in school and ready to learn.	
Career aspirations: ● Provide opportunities for pupils to build their aspirations for future careers	Pupils, parents and teachers discuss career aspirations, identifying long term dreams and potential future success, linking future success with pupil's education. Pupils explore career opportunities to develop a greater understanding of 'the world of work', developing career aspirations.	
Forest School: ● Enhance the forest school programme for PPG pupils, developing self-confidence	Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners. Forest School is a long-term program that supports play, exploration and supported risk taking, which in return develops confidence and self-esteem.	
Equipped for school: ● Provide financial support for uniforms. ● Provide financial support for school equipment.	When a child is not wearing the same standard of uniform as their peers, this can have a negative impact on their wellbeing. Pupils are happy in school and are proud of their school.	
Wider curriculum opportunities to develop individual interests and talents: ● Provide financial support for trips, workshops and experiences. ● Provide financial support for after school clubs that may require a fee.	Extracurricular activities are an important part of education in its own right. These experiences provide opportunities for children to develop confidence, interacting socially with others and extending their social networks. Pupils regularly attend educational trips and experiences.	