



Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium for the 2025 to 2026 academic year funding. **This is used to accelerate disadvantaged pupil progress from reception to year 6 to raise their attainment to close the national attainment gap between their peers.**

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	Liden Academy
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	64 pupils 18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jeff Mason Principal
Pupil premium lead	Alex Parker
Governor / Trustee lead	David Parker

Funding overview for 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£ 136,350
Recovery premium funding allocation this academic year	£ 136,350
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	£136,350



Part A: Pupil Premium 3-year Strategy plan

Statement of intent

At Liden Academy, **our intention is that all disadvantaged pupils achieve national standards. For those with low starting points, pupil progress is accelerated to raise their attainment to close the national attainment gap between their peers.**

The focus of our strategy is to provide effective inclusive support by understanding the contextual background of our pupils and to remove challenges that they are facing. This will include vulnerable pupils who have a social worker and are young carers, regardless of whether they are disadvantaged or not.

Our strategy is to be achieved through high quality teaching and personalised inclusive support. This is underpinned by robust assessment and early intervention, appropriate challenge in their work, and raising expectations of what pupils can achieve.

Challenges

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

Challenge Letter	Detail of challenge (Updated September 2025)
A	Emotional wellbeing/perseverance of pupils eligible for PP found to be lower than other pupils. As of September 2025, there are 92 pupils that access the pastoral team for a range of different support. Of this 92, there are 37 PPG children. This is 42% of the pastoral support.
B	A higher percentage of PPG pupils require SEN support compared to non-PPG pupils as the number of pupils accessing our SENDCO throughout the last year confirms. 2024-25: 30/72 children on SEND register were PPG = 42% 2025-26: 24/60 are PPG = 40%. This equates to 38% of total school PPG, compared to 20% of non-PPG are SEND.
C	We need to improve the reading fluency and comprehension of the bottom 20% of pupils. (Introduced 2023-24). We use the Accelerated Reader scheme to support these children via 1-1 reading and short assessments to target their gaps. For the Academic Year 2024-25, there was good progress amongst children assessed using the Accelerated Reader Scheme. When assessed between September – December (T1-2), these children received an average Normed Reference Standardised Score of 93. By June – July, the average had increased to 101. This score is not associated with the NFER assessments or SATs scores, it is instead tied to the individual child's age, and their ability to read age-appropriate texts: <i>Normed Reference Standardised Score.</i> <i>The maximum value for a NRSS is 150. This compares each child nationally with the same date of birth. A score of 100 = Average so in line with age expectations ("Average range is 95-102") A score of below 85 = Working below age expectations.</i>



D	Improve writing progress of PPG children based on their starting points. (Introduced 2024-25).		
	Year Group	PPG at ARE	Non-PPG at ARE
	2	63%	67%
	3	56%	71%
	4	20%	74%
	5	36%	50%
	6	31%	64%
E	In Mathematics we need to address the key skills for these pupils so that pupils make at least expected progress from different starting points and can meet age related expectations.		
	Year Group	PPG at ARE	Non-PPG at ARE
	2	100%	74%
	3	56%	85%
	4	70%	85%
	5	64%	71%
	6	69%	86%
F	Improve attendance rates for pupils eligible for PPG TARGET:		
	Y1-6		
	2024-2025:		%
	Non-PPG - Overall attendance		94.40%
	PPG - Overall attendance		91.40%
	Non-PPG - absence		5.70%
	PPG - absence		8.60%
	Non-PPG - persistent absence		31.80%
	PPG - persistent absence		22.60%
	Non PPG - Late		0.30%
PPG - Late		1.10%	
G	Improve relationships between school and hard-to-reach PPG families by providing holistic support and building communication		
H	Attendance of extracurricular clubs and trips has historically shown a low take up by PPG children.		
	Extra-curricular clubs in 2024 had 34% PPG attendance.		



Monitoring PPG Progress

Progress between NFER Standardised scores – summer to summer

Breakdown of Progress points measurements from NFER data. Academic Year 2024-25.

Years 2-5: no NFER for Year 6 due to SATs data being used instead – this breakdown can be found on the IDSR.

No Y1 due to no NFER EYFS standardised assessment to move to Y1.

Year 2 - Reading					
PPG			Non-PPG		
Non-SEND	SEND	Overall	Non-SEND	SEND	Overall
2.7	1.3	2.22	3	1	2.9

Year 2 - Writing					
PPG			Non-PPG		
Non-SEND	SEND	Overall	Non-SEND	SEND	Overall
2.8	0.3	2	2.8	0	2.6

Year 2 - Maths					
PPG			Non-PPG		
Non-SEND	SEND	Overall	Non-SEND	SEND	Overall
3.2	0.5	2.8	3	0.4	2.7

Year 3 - Reading					
PPG			Non-PPG		
Non-SEND	SEND	Overall	Non-SEND	SEND	Overall
2.7	1.3	2.2	3	1	2.9

Year 3 - Writing					
PPG			Non-PPG		
Non-SEND	SEND	Overall	Non-SEND	SEND	Overall
2.8	1.3	2.3	2.8	0	2.6



Year 3 - Maths					
PPG			Non-PPG		
Non-SEND	SEND	Overall	Non-SEND	SEND	Overall
3.2	1	2.4	3	0.5	2.9

Year 4 - Reading					
PPG			Non-PPG		
Non-SEND	SEND	Overall	Non-SEND	SEND	Overall
3.1	4.7	3.6	3.1	3.8	3.2

Year 4 - Writing					
PPG			Non-PPG		
Non-SEND	SEND	Overall	Non-SEND	SEND	Overall
3	4.3	3.4	3	1.9	2.7

Year 4 - Maths					
PPG			Non-PPG		
Non-SEND	SEND	Overall	Non-SEND	SEND	Overall
3.1	4.3	3.5	2.9	2.5	2.8

Year 5 - Reading					
PPG			Non-PPG		
Non-SEND	SEND	Overall	Non-SEND	SEND	Overall
3.5	2.8	3.3	3.4	4.7	3.6

Year 5 - Writing					
PPG			Non-PPG		
Non-SEND	SEND	Overall	Non-SEND	SEND	Overall
3.8	4.6	4	3.4	3.9	3.4



Year 5 - Maths					
PPG			Non-PPG		
Non-SEND	SEND	Overall	Non-SEND	SEND	Overall
3.5	3.6	3.6	3.2	3.2	3.2

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.

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>	<i>Monitored/evaluated</i>	<i>Linked to AIP area</i>
A	Social and emotional Improve emotional well-being for pupils eligible for PPG	<ul style="list-style-type: none"> PPG pupils to show increased positive responses on pupil voice questionnaire. 		
B	Academic Diminish the difference between PPG pupils and 'other' pupils in Maths and Writing with a particular focus on the SEND children in this category.	<ul style="list-style-type: none"> The gap between PPG pupils and non-pupil premium narrows, writing and maths with the aim that progress and attainment are in line with non-PPG pupils. ISDR shows 'not significant' difference or better in results. 		1.1 Maths 1.2 Writ
C	Academic Diminish the difference between the bottom 20% of PPG pupils and 'other' pupils in Reading fluency and comprehension.	<ul style="list-style-type: none"> Accelerate the Reading fluency and comprehension of the bottom 20% of PPG pupils with the aim that they are in line with non-PPG pupils. Pupils in this category will improve their standardised scores and progress on average. 		Reading 1.3
D	Academic Improve writing attainment based on the starting levels of children registered as PPG.	<ul style="list-style-type: none"> Accelerate the progress of PPG pupils. Ensure all make at least expected progress from start point. ISDR data for these pupils will narrow the gap between PPG and non-PPG and/or keep it in line with or better than the national average. 		1.2 Writ
E	Academic Improve Maths attainment based on the starting levels of children registered as PPG.	<ul style="list-style-type: none"> Accelerate the progress of PPG pupils. Ensure all make expected progress from start point. ISDR data for these pupils will narrow the gap between PPG and non-PPG and/or keep it in line with or better than the national average. 		1.1 Maths
F	Attendance Increased attendance rates for pupils eligible for PPG	<ul style="list-style-type: none"> Eliminate the number of persistent absentees among pupils eligible for PPG and reduce the percentage of pupils who have irregular attendance. Overall PPG attendance improves in line with 'other' pupils both in school and nationally 		1.6 Safe-guarding and Attendance



		<p>(IDSR). Parents of PPG pupils understand the impact of low attendance.</p> <ul style="list-style-type: none"> • Improve upon last year's PPG attendance of 91.4% 		
G	<p>Improve relationships between school and hard-to-reach PPG families by providing holistic support and building communication</p>	<ul style="list-style-type: none"> • SENCO and Pastoral team to monitor use of Working Together and TAC plans to work with families to develop action plans for children. • Staff to support parents through Curriculum Meetings/Parent Workshops (for example): <ul style="list-style-type: none"> ○ Early Learning Home Pack – FS2 ○ Phonics Home Pack – Y1 ○ Maths Home Pack – Y2 ○ Phonic Workshop – Y1 & Y2 ○ Maths & Literacy Workshops – Y2 • Improve attendance of PPG families at parents evening through careful tracking of no-shows, increasing the number of booking slots and following up on families who do not attend. There will be an improvement in attendance % from T1 – T6. • Improve parental engagement from early entry into school by teachers meeting with new families within three weeks of them joining the school. • School to utilise local charity offerings to support PPG families facing financial hardship such as the Christmas Toy Appeal, Boxes of Hope, Emergency Essentials and the local food bank. • Provide support around attendance for PPG children facing unexpected adversity such as parental illness. • Annual questionnaire to be sent to parents of PPG pupils. Monitoring of responses to show improved relationship with school. 		
H	<p>Attendance of extracurricular clubs and trips has historically shown a low take up by PPG children. Target to increase from 34%.</p>	<ul style="list-style-type: none"> • More pupils able to engage with external events, e.g. trips, sports events, or culturally relevant moments. 		1.8 Personal Development:



Provision for this academic year 2025-2026

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: £130,350 (SENCO, Pastoral Lead and expanded Teaching Assistant team)

Activity	Evidence that supports this approach	Challenge Letters addressed
<p>SENCO will be non-teaching to enable her to support PPG pupils with SEND and emotional/well-being needs. This will also include supporting parents.</p> <p>Non-teaching pastoral lead to provide well-being support to pupils across the school and families.</p>	<p>Children learn and progress best when they are placed into small groups and one to one situation.</p> <p>Research shows emotional well-being impacts on behaviour for learning</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1764672819</p>	<p>A B</p>
<p>Teaching Assistant Writing, Reading and Maths Interventions</p>	<p>A gap in vocabulary will lead to lack of ability to play with /manipulate language to create an effect when writing e.g. creating suspense, finding words with for alliteration or finding ways to improve writing.</p> <p>Pre teach 2m Maths interventions is effective in reducing previous conceptual gaps</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>B C D</p>

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

Budgeted cost: £130,350 (Teaching Assistant and cover costs)

Activity	Evidence that supports this approach	Challenge letters(s) addressed
<p>1 to 1 Accelerated Reader teaching assistant</p>	<p>Research shows that children learn and progress best when they are placed into small group.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=Pupil%20premium%20strategies</p>	<p>A B C</p>



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

Budgeted cost: **£6000 (approximate due to attendances being subject to change)**

Activity	Evidence that supports this approach	Challenge Letters addressed
Breakfast Club	<p>A healthy start to the day will help children become more focussed in class and increase attendance.</p> <p>https://www.gov.uk/government/collections/free-breakfast-clubs-school-case-studies</p>	A E
Free uniform and vouchers for shoes can also be provided for children	<p>Remove barrier of not sending children to school due not having school uniform</p> <p>https://www.oneeducation.co.uk/poverty-school-attendance/</p>	A E
Subsidies for school events which enhance their education and cultural capital	<p>Pupils' lack of life experiences (e.g. visiting a seaside or a farm) can limit language and understanding across the curriculum.</p> <p>https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education</p> <p>https://committees.parliament.uk/written-evidence/97503/html/</p>	F G

Total budgeted cost: £136,350



Part B: Review of outcomes in the previous academic year 2025-2026

Pupil premium strategy outcomes

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

--

Externally provided programmes

Programme	Provider
N/A	
