

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 - 2024 academic year) 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	St Leonard's C E Primary School
Number of pupils in school	263 (changed Jan 23) <b>UPDATE: Nov 23 - 255</b>
Proportion (%) of pupil premium eligible pupils	10% (changed Jan 23) <b>UPDATE: Nov 23 – 9%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to March/April 2024/2025
Date this statement was published	May 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Kay Proctor, Headteacher
Pupil premium lead	Joanne Waring, Assistant Headteacher
Governor / Trustee lead	Judith Laycock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	<b>Nov 23 -£45,940</b> <b>£40,360 (PP)</b> <b>£5580 (PP Plus)</b>
Recovery premium funding allocation this academic year	<b>UPDATE: Nov 23 - £4,023</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>UPDATE: Nov 23 –</b> <b>£49,963</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Common barriers to learning for disadvantaged children in our school can be:

- Socio-economic disadvantage i.e. poverty
- Broken family structures – family stress and low resilience
- Poor health and diet and/or high level of medical needs
- Parents with stressful occupations who work long hours or away from home for long periods of time.
- Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading modelled to them. The children may not have adequate support for homework.
- Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities.
- Social and emotional issues resulting in low confidence and self-esteem.
- Attendance: Some children's attendance is low which will impact on their learning.
- Language delay or difficulties. This leads to social communication difficulties, and issues with reading and writing
- More frequent behaviour difficulties
- Metacognition and self-regulation.
- Low parental engagement/parenting skills
- Safeguarding and welfare issues which may lead to Social Services involvement
- Loss and bereavement
- Trauma and other mental health issues in the family and/or child
- Special educational needs and disabilities

The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education

has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

ensure disadvantaged pupils are challenged in the work that they're set

act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Language delay or difficulties, leading to difficulties with reading/writing.
2	Attitude to learning – no resilience, learned helplessness, struggle to persevere, no self-motivation to success or self-regulation strategies.
3	Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading modelled to them. The children may not have adequate support for homework.
4	Pupils' social, behavioural needs and emotional well-being is affecting children being in a position to be able to make progress and it also affects their readiness to learn.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Children’s well-being needs are met and supported to ensure they are able to access high quality teaching and targeted interventions where needed to support them in making progress.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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## 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: £43046.29 (TA support, upskilling TAs/Teachers, extending TA hours to provide extra support, one to one TA support, increase specialist teacher hours, nurture support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide targeted intervention– in order to provide extra teaching and learning for those who are unsupported at home.</p>	<p>TA hours would be extended to provide intervention, key worker one to one time and to support the transition from home to school for some children. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.</p> <p>All interventions will be overseen by SLT, SENCO and subject leads, ensuring children who require the support are identified and targeted fairly and transparently.</p> <p>These interventions will include, but not be limited to additional phonics and reading. Some of these interventions will be provided by via the National Tutoring Programme.</p> <p>Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>To embed metacognition and self-regulation approaches within teaching to support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning,</p>	<p>Self-regulation and metacognition strategies work through learners monitoring and evaluating their own learning strategies. Some necessary components for successful metacognitive strategies might include:</p> <p>Explicit teaching of metacognitive strategies</p> <p>Teachers modelling their own thinking to demonstrate metacognitive strategies</p>	<p>1, 2, 3, 4</p>

monitoring, and evaluating their learning.	<p>Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.</p> <p>Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.</p> <p>Metacognition and self-regulation strategies are most effective when embedded in a school's curriculum and a specific subject lesson. For example, teaching metacognitive strategies to self-evaluate an essay in history will prove different to a pupil evaluating their methods for mathematical problem solving.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
To increase adult:child ratio in year 1 to support learning	<p>There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<b>1, 2, 3, 4</b>
To increase staff confidence/understanding of how to support children who have SEN.	<p>To follow recommendations on special educational needs in mainstream schools:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<b>1, 2, 3, 4</b>

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

Tutoring for academic year 23-24 was £4056.71 (this is the amount of money that school used from Pupil premium to top up the school led tutoring grant. Total spent on tutoring was £8079.71 (grant £4023)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of speaking and listening intervention (NELI)</p> <p>Used in 2021-2023</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Endorsed by EEF Research:  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p>'Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as 2 4 8 part of the Government's £350m</p>	1, 2, 3, 4

	allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.'	
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4
WELLCOMM– language and communication toolkit to be used to screen all children in EYFS and Year 1 to establish a baseline. Interventions will be delivered on a 1:1 basis or in small groups. Used in 2023 -	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <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>	1, 2, 3, 4

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

Budgeted cost: £2,860 (subsidy of trips, uniform/toast, after school clubs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Contingency fund for wellbeing issues.	Based on our experiences, we have identified a need to set an amount of funding to help ensure children who are disadvantaged attend residentials, school trips, clubs, before and after school provision as well as having the correct uniform, resources and being well-nourished.	1, 3, 4

**Total budgeted cost: £49,963**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

#### **IMPACT OF 2022/23 Pupil Premium Strategy**

**Intended Outcome:**

Improved oral language skills and vocabulary among disadvantaged pupils.

**Next Steps:**

**Intended Outcome:**

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.

**Next Steps:**

**Intended Outcome:**

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

**Next Steps:**

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Oracy	Voice 21
Spelling shed	Edshed
Maths No Problem	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*