Pupil premium strategy statement – St. Leonard's C of E Primary

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 of E Primary
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Wendy Woods Headteacher
Pupil premium lead	Louise Dickinson SENCO
Governor / Trustee lead	Charlotte Little

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,473.56
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	£113,473.56

Part A: Pupil premium strategy plan

Statement of intent

At St. Leonard's C of E Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and develop a love of learning. The aim of our pupil premium strategy is to support disadvantaged pupils to achieve well and make good progress, whatever their starting point.

We always consider the challenges faced by our most vulnerable pupils.

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. Our intention is that the attainment and progress of all our pupils will be sustained, whether disadvantaged or non-disadvantaged.

Our strategy is also integral to wider school plans for education recovery, through targeted support, which is personalised and delivered by staff, with the appropriate expertise to help make rapid improvement.

St. Leonard's approach will be responsive to common challenges and individual needs; these will be identified and reviewed during termly pupil progress meetings. To ensure our approaches are effective we will:

- Ensure all pupils are challenged in the work they are given
- Identify needs and provide early intervention
- Adopt a whole school approach where all staff take responsibility for all pupil's outcomes and have high expectations.

Challenges

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

Challenge number	Detail of challenge
1	Many of our vulnerable children fall into more than one category. This is especially true for SEMH needs for children and their families.
2	Underachievement due to gaps in knowledge for Reading, Writing, Phonics and Maths.

3	Our attendance data shows that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.
4	Monitoring of parental support for reading shows that many disadvantaged pupils are not encouraged and supported to the same extent as their peers. This impacts on their self-esteem and aspirations.
5	Low-income families, single parent families and those impacted by rise in the cost of living. Parents find it difficult to pay for enrichment opportunities for their children, both in and out of school. This can mean that their life experiences are limited in comparison with their peers.

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 achieve sustained improvement in the wellbeing (SEMH) of all pupils in our school, particularly our disadvantaged pupils.	Children have their needs met through a range of strategies and personalised support in order for them to be ready to learn and make progress. Children have the tools needed to support and regulate themselves. Adults are well trained and able to implement a range of strategies effectively. Pupil voice surveys indicate that disadvantaged pupils feel happy and safe at school.
Ensure that all teaching is effective and enables pupils to make strong progress across Reading, Writing and Maths.	Disadvantaged children access a full curriculum. Any gaps are addressed and identified so that children make good progress within their learning. Data shows an improvement in progress and attainment in Reading, Writing and Maths. Progress is good or better for disadvantaged pupils so that the gap is reduced between PPG and Non-PPG pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	The attendance gap between disadvantaged pupils and their peers being reduced/eradicated. The number of pupils who are persistently absent is reduced/eradicated.

Improved self-esteem and aspirations among disadvantaged pupils	Improved engagement with reading at home and with parents. Parents will be aware of and supportive of aspirations, through engagement and support from the school. Conversations with children show improved self - esteem and higher aspirations.
Improved engagement with enrichment activities by disadvantaged pupils.	Improved attendance at school clubs and other extra-curricular activities. Conversations with children demonstrate wider life experiences. Disadvantaged pupils are encouraged to participate in all enrichment opportunities school has to offer.

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: £90,956.37

Staffing for 1:1 tuition and TA support as detailed in next section.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Perceptive Practice regular refreshers for all staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. The continued use of this approach should lead to improved academic performance, attitudes, behaviour and relationships with peers.	1, 2, 3
KS1 & KS2 teachers have the opportunity to visit other settings.	Giving staff the opportunity to visit other settings will improve practice across the key stages and give teachers the opportunity to increase their leadership capacity, which will impact on the engagement of all children but especially those hard to engage disadvantaged children.	2, 4, 5
Whole school training on Behaviour Policy, regulation and scripting	Staff who can read situations quickly and are able to tailor their response to the immediate needs of the children will be able to diffuse situations quickly. This is a very child focussed approach which will reduce the incidents of dysregulation and ensure children are on task and learning.	1, 2
National College	All staff have access to this CPD for training for all teaching and learning elements.	1, 2, 4
Curriculum subject knowledge and moderation	Teachers attend regular CPD from the Trust, RWI and English Hub to support effective teaching and leadership	1, 2
Pupil progress monitoring for disadvantaged pupils.	Detailed monitoring of disadvantaged pupils enables us to ensure	1, 2, 3, 4

Termly meetings to analyse data and review effectiveness of targeted support.	interventions are effective and where an intervention is not supporting pupil progress, timely changes can be made. Detailed meetings about wider aspects of education for a child are important to ensure they are able to fulfil their potential. This is discussed within the Pupil Progress Meetings each term.	

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

Budgeted cost: £15,684.42

Staffing for 1:1 tuition and TA support as detailed in previous section.

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of targeted support to accelerate progress, with the use of support staff	Teaching assistants can provide a large positive impact on learner outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
LSA delivering targeted interventions to individuals and small groups	LSA interventions targeted at pupils that require additional support helps previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Our LSA structure means that these staff members are not assigned to a class but work across year groups to deliver interventions and other targeted support.	1, 2, 4
Speech and Language Intervention	Developments in the past twenty years have highlighted the importance of early language development, the range in individual variation, and the sensitivity language development has to environmental input. Although language acquisition is a very robust process, there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The quality of input that children receive is likely to be more important than the quantity.	
Adult support for SEMH	Targeted interventions and universal approaches have positive overall effects. By having the ability to nurture specific children/groups of children, the school can reduce disruption and provide tailor made support where and when needed.	1, 2, 3
Five-minute box	1 to 1 sessions to support with addressing gaps in learning	1, 2, 4

Read, Write, Inc. and Fresh Start groups.	These are delivered by trained LSAs. It is taught in small groups daily to address gaps in Phonics and Reading.	1, 2, 4

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

Budgeted cost: £6832.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult support for SEMH	Targeted interventions and universal approaches have positive overall effects. By having the ability to nurture specific children/groups of children, the school can reduce disruption and provide tailor made support where and when needed.	1, 2, 3
Enrichment activities, including the KS2 residential visit.	The residential visit enables the children to access outdoor adventurous activity which is not possible on the school site, building confidence and self-esteem.	5, 3, 4
Trauma Perceptive Practice - Refreshers	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. The continued use of this approach should lead to improved academic performance, attitudes, behaviour and relationships with peers.	1, 2
Attendance monitoring, action planning, individual support	Poor attendance creates gaps in learning and can affect the ability to form effective relationships.	1, 3, 5
Access to breakfast and calm start to the day	Children are identified and supported to be in school on time. They are offered breakfast and prepared for the learning day.	1, 3, 5
Wider opportunities/cultural capital	Ensuring all children have access to the same curriculum and cultural experience as their peers.	1, 2

Total budgeted cost: £113,473.56

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Phonics training has been completed by all staff delivering the programme and continues to be delivered to all new staff joining the school who are involved in the delivery of phonics.

Trauma Perceptive Practice is in place and embedded and forms the basis of the school's Behaviour Policy.

More disadvantaged pupils accessed Breakfast Club this year.

More disadvantaged pupils accessed a greater range of extra- curricular activities throughout the academic year.

Improvements in several previous persistent absentees which is ongoing.

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
White Rose Maths	White Rose
TTRS (Times tables)	Maths Circle Ltd
Twinkl (General)	Twinkl
National College (CPD)	National College
Literacy Shed	Literacy Shed
Jigsaw (PSHE and RE)	Discovery Education

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A