

ST Leonard's CE Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for 2025 to 2028 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 CE Primary
Number of pupils in school	137 (Sept 2025)
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	September 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Andrew Beadnell, Headteacher
Pupil premium lead	Andrew Beadnell, Headteacher Paola Axon, Deputy Headteacher
Governor / Trustee lead	Erica Milsom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40 905
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	£40 905

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. 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 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
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1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Year 1 to Year 6 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. 2 of the 3 (66%) children who did not pass the retake of their phonics screening test in year 2 were Pupil Premium
3	End of year data indicates that the attainment of disadvantaged pupils is often below that on non-disadvantaged pupils across Reading, Writing and Maths. In End of key stage 2 tests, only 20% of PP children achieved EXP in RWM compared to 60% of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many of our disadvantaged children. A disproportionate number of disadvantaged children are referred to our ELSA programme.
5	Our attendance data for the current year indicates that attendance among disadvantaged pupils is around 2% lower than for non-disadvantaged pupils. The school's current focus on attendance is in line with national priorities.

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.
Improved reading attainment among disadvantaged pupils.	Achieve national average or higher, progress scores in KS2 Reading by 2028/2029
Improved maths attainment for	Achieve national average progress scores in KS2 for maths by 2028/2029

disadvantaged pupils at the end of KS2.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved attendance for 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: **£18 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in whole school CPD to develop culture of improved vocabulary within the school and teaching and learning. This will support the development of writers at greater depth through specific feedback.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Poverty of vocabulary in many disadvantaged pupils. Research indicates that children with limited vocabulary are not afforded the same opportunities as those who do not.</p> <p>(EEF +8months)</p>	<p>1,</p>
<p>Deploy targeted interventions to develop mathematical reasoning skills and times tables fluency to support wider understanding of mathematical concepts</p>	<p>Variable support from home impacts on pupil recall and retention of mathematical concepts that in turn impacts upon a wider understanding and confidence in maths. Introduction of Oak National Academy for maths.</p> <p>Increased use of visualisations and bar models</p> <p>(EEF Group Tuition +4months)</p>	<p>3</p>
<p>Continued use of a DfE validated Systematic Synthetic Phonics programme (Read/Write inc) to secure</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension),</p>	<p>2</p>

<p>stronger phonics teaching for all pupils.</p> <p>Develop specific Reading Comprehension framework for teaching and learning (Guided Reading Scheme), implement, monitor and engage parents for reading support at home through tuition tips and re-introduction of reading records</p>	<p>particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF (EEF Phonics +4months)</p> <p>Explicit Reading comprehension strategies have a high impact for a relatively low cost. (EEF Reading comprehension strategies +5months)</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching using the National Academy scheme) and teaching for mastery.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 (EEF Mastery Learning +5months)</p>	3
<p>Improve the quality of social, emotional and mental health (SEMH)</p> <p>SEMH approaches will be embedded into routine</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	4, 5, 6

<p>educational practices and supported by professional development and training for staff.</p>	<p>performance, attitudes, behaviour and relationships with peers)</p> <p>Ongoing and extensive support from the school's pastoral team working in combination with the BKAT Lighthouse.</p> <p>EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)</p> <p>(EEF Behaviour Interventions +3months)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£16 404**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop Vocabulary teaching across the school.</p> <p>Support staff in developing children's vocabulary with coaching, monitoring and pupil discussion groups.</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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>2</p>

	Phonics Toolkit Strand Education Endowment Foundation EEF (EEF Phonics +4months)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£6 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school provides a range of opportunities for children to embark upon experiences that support a broad and balanced curriculum through funding activities such as swimming and residential.</p> <p>In addition, ensure that cultural capital is developed with opportunities for disadvantaged pupils to perform in professionally filmed productions and class assemblies. Disadvantaged pupils are also given the opportunity to develop musical talents and are supported with external after-school clubs.</p>	<p>All children are given access to swimming for courses in year 5.</p> <p>Residential are part-funded for all PP children (year 6). Choice of residential will be tailored to ensure all children have access.</p> <p>(EEF Sports Participation +2months) (EEF Arts Participation +2months)</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

attendance/support officers to improve attendance.	The school has a clear escalation process by which to tackle persistent absenteeism, lateness and unauthorised absence	
Targeted 1 to 1 support, SEMH interventions, and the continued deployment of an ELSA and the development of a specific ELSA friendly environment.	ELSA environment has been established and staffed. Other interventions such as Sensory Circuits to continue. (EEF social and emotional learning +4 months) All children identified for 1 to 1 support are being seen on a regular basis by designated staff members (ELSA, Lighthouse)	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £40 905

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 2024 to 2025 academic year.

End of Year Results 2025

- Year 2 results were positive indicating the difference between EXP in reading is only 7% (76% PP and 83% non PP). Year 2 PP writing at EXP exceeds non PP at 83% to 67% and the results were exactly the same for reading as they were for maths.
- Only 33% of Year 3 PP children made EXP in reading compared to 83% for non PP. Similar results could be seen for maths.
- Year 4 PP children were behind their non-PP peers in reading by a significant amount – 83% of all children achieved the EXP standards compared to 50% of PP children. For both writing and maths, PP data was significantly lower than for non PP children.
- Year 5 PP children achieved higher than all pupils at 80% compared to 76%. In writing, 80% of PP children achieved EXP compared to 67% of all children and in maths 80% of PP children achieved EXP whereas 76% of all children achieved EXP.
- PP children's attainment in KS2 SATS was 10% lower for PP children than all children in reading and maths and 16% lower for writing.

Year 6:

	End of Year Assessment EXP(GDS)
Reading	56% (22%)
Writing	56% (0%)
Maths	56% (11%)
RWM	20% (0%)

All children with specific needs have been grouped and targeted through quality first teaching in lessons and additional support through reading and maths support. There is also more effective Greater Depth provision which prioritises higher achieving Pupil Premium pupils through support and challenge from staff.

Aim	Outcome
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<p>To raise attainment and progress in Maths, supported by the application of the 'Can Do Maths' approach, so that PP children achieve in line with all children.</p>	<p>School has reviewed approach to align with BKAT CPD and introduction of Oak Academy Learning scheme for maths. Focus on use of visuals and manipulatives to deepen children's understanding.</p>
<p>To raise attainment and progress in Writing through being supported to establish a clear writing journey and embed the use of boxing up and revision through editing, so that PP children achieve in in line with all children.</p>	<p>The school will continue to embed the work it has started on improving writing attainment with further specific reference to spelling and grammar. CPD has been provided by BKAT: further work to consolidate PP children's improvement in writing using strategies such as boxing up and revision through editing will continue.</p>
<p>To raise attainment and progress in Phonics in KS1, by establishing a reading team, providing well matched support and further 1:1 tuition, so that PP children achieve in in line with all children</p>	<p>The school has implemented the phonics aspect of the school development plan effectively with 95% of Y1 children passing the PSC.</p>
<p>Pupil welfare and social and emotional needs are being met and self-esteem is improving.</p>	<p>The ELSA program ran for the duration of the whole school year with 66% of the children being PP. There is clear evidence to suggest that emotional needs are being met through in and out-of-class pastoral care. This is through anecdotal reports from teachers and through changes to reported incidents on CPOMS.</p>