

St. Leonard's C of E (A) Primary School

Pupil Premium Strategy **2025 – 2026**



'Growing in Faith and Learning'

'Add to your faith goodness; and to goodness, knowledge' 2 Peter 1:3

DfE Guidance on Pupil Premium Funding

The Pupil Premium was introduced in April 2011.

Schools can make decisions about how to spend the Pupil Premium funding to ensure that there is a narrowing of the attainment gap.

The Pupil Premium provides funding for pupils:

- pupils who qualify for free school meals, or have done at any time in the past six years (FSM EVER6)
- pupils who have a parent serving in the armed forces
- pupils who are in the care of, or provided with accommodation by an English local authority (LA) (looked after children LAC)
- pupils who were looked after by an English or Welsh local authority before being adopted, or who left care on a special guardianship order or child arrangements order (Post LAC)

Schools are held accountable for the spending of these funds and performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

This statement details our school'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
Number of pupils in school	136 + 9 Nursery
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	07.06.2026
Date on which it will be reviewed	01.10.2026
Statement authorised by	Resource Committee
Pupil premium lead	Gemma Bryan
Governor / Trustee lead	Debra Dyson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,050
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£15,050

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. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. This is the case for some of our children who are deemed to be from disadvantaged backgrounds. However, with our small numbers; outcomes can be skewed by other factors.

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.

Aims

- Narrowing attainment gaps through quality first teaching;
- Narrowing the attainment gap by supplementing high quality teaching through targeted effective interventions (during the school day and after school tutoring);
- Enabling all children to have the same life chances and enrichment opportunities regardless of their background;
- Ensuring attendance is not a barrier to learning;
- Supporting families to engage in purposeful home learning.

Key Principles

- Ensuring high quality first teaching by effective training and support for staff;
- Reducing adult:child ratios to enable all pupils to receive the support they require to master the basic skills in Maths and English and for pupils to receive higher levels of live feedback;
- Providing nurture and/or pastoral support to support children's emotional and mental well-being to enable them to learn effectively;
- Providing targeted interventions to address misconceptions; pre-teach or evidenced based programmes to support areas of weakness;
- Providing funding to support extra-curricular activities for disadvantaged families;
- Whole school approach for consolidation and extension homework;
- We have scrutinised and utilised the Education Endowment Trusts Evidence based teaching and learning toolkit to identify the best interventions to suit the needs of our children

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged pupils also have quite significant special educational needs (50%)
2	Larger families with numerous siblings make supporting home learning and the logistics of after school tutoring/clubs more difficult. 27% of the pupils are in families with 4+ children. Larger families have higher costs for pupils to engage in extracurricular activities.
3	Attendance and lateness have historically been an issue for some of our disadvantaged

	pupils.
4	Gaps are wider in Maths and English.
5	Children's attention, attitudes to learning and personal development has changed and an increased number of children are requiring additional nurture/pastoral support services.

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
Narrowing attainment gaps through: a) quality first teaching; b) Supplementing high quality teaching through targeted effective interventions (during the school day and after school tutoring); c) Reducing adult:child ratios to enable all pupils to receive the support they require to master the basic skills in Maths and English;	Pupils will achieve in line with their peers unless there are other significant extenuating circumstances such as SEND status. Effective CPD means staff are knowledgeable and well equipped to fulfil their role to the very best of their ability.
Enabling all children to have the same life chances and enrichment opportunities regardless of their background by providing additional funding to support: a) Extracurricular activities b) Musical tuition c) Wrap around care to encourage families back into work d) Trips or visits	The uptake of children accessing extracurricular opportunities and events is inline with their peers or higher.
Ensuring attendance is not a barrier to learning by quickly addressing non-attendance and working with the families to encourage good attendance.	There will be no disadvantaged pupils below 90% attendance (unless there is a genuine and verified reason that is unavoidable).
Supporting families to engage in purposeful home learning by: a) Providing devices (where possible) for remote learning and homework. b) Providing home learning text/work books that have a consistent approach and submission date to support larger families. c) Providing in school catch up sessions for those not engaging in home learning. d) Providing opportunity for 1:1 reading for disadvantaged pupils who are not regularly reading at home.	Engagement in homework and home-learning is in-line with or above the school average.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College online training - £2,290	Effective and continuous professional development to support teachers	1, 4, 5

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

Budgeted cost: £11,861.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school interventions 5 hours per week (L3 TA) - £3,389	EEF Teaching and Learning toolkit +4months impact	1, 4, 5
Additional TA support in Years 1 – 5 for English and Maths 50% contribution - £8, 472.75	EEF +8 months impact for live marking EEF +1months impact for additional support from TA	1, 4

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

Budgeted cost: £2,714.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
50% reduction in fees for afterschool enrichment activities – £178.50	EEF Arts and Sports +2months impact	2
50% reduction in fees for wrap-around care - £901.50	To support siblings to attend after school enrichment activities and booster groups	2
50% reduction in fees for peripatetic music lessons - £92.50	EEF Music participation +2 months impact	2
50% reduction in fees school trips, visitors and residentials - £864.38	Enrichment	2, 5
Nurture sessions with L3 TA 1 hour per week - £677.82	Behaviour interventions +2 months impact Aspirations interventions + 1 month impact	5

Total budgeted cost: £18, 866.45 (overspend of £3,816.45)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

The attainment of our disadvantaged pupils is skewed as 50% of the disadvantaged pupils in 2024-2025 had special educational needs. If their attainment outcomes are discounted, the % of disadvantaged pupils achieving the expected standard or above in Reading, Writing and Maths is in line or exceeds the school averages (above for writing and maths) showing that our disadvantaged pupils have attainment and progress achievements in line with their peers.

Individual support was targeted for individual children across the school, with many disadvantaged children accessing interventions to address misconceptions and plug gaps.

The proportion of funding was spent on funding enrichment activities and visits:

- Residentials - Flint and Fire (Y3/4), Laches Wood (Y6)
- Visits – Panto (YR-6), Space Centre (Y5/6)
- Visitors – Drumming (YR-6), Dragon dancing (YR-6), Popup village (YR), Roman Day (Y3/4)
- Afterschool enrichment – Junior Duke, Gardening, Football, Dance

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Rocksteady	
Numbots	
Times Tables RockStars	
Little Wandle Phonics	