

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 CE Primary
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	23.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Neil Blackwell
Governor / Trustee lead	Christine Fisher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,695
Recovery premium funding allocation this academic year	£13,000
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	£122,695

Part A: Pupil premium strategy plan

Statement of intent

St Leonard's is a Church of England School. Our school vision is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas so that they can be best prepared for "Life in all its fullness" (John 10:10). 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 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
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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 Reception through to KS2, and in general are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils indicate many disadvantaged children have been particularly affected by school closures during the pandemic; the loss of engagement with school and withdrawal of activities in wider life has impacted negatively upon their social development and SEMH.
3	Attendance data shows that PA rates for PP children were 20.8% in 2021-22 compared to 13.6% for non PP children. PP attendance was 93.0%, non-PP attendance 98.1% in 2021-22 PP with SEND attendance was 91.5% in 2021-22 Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, especially those who additionally have SEND.
4	Our assessments show that there is a significant gap in academic attainment between PP and non-PP children in the current Year 6, where large gaps already existed in Key Stage 1 pre-pandemic in 2018-19. A large proportion of this year group is PP (29%) and 6 out of 16 of these pupils also have SEND. Evidence suggests that the pandemic disproportionately affected the most vulnerable families and this cohort had interrupted school years in Year 3, 4 and 5. A gap also exists in the current Year 2. This cohort's progress was affected by the pandemic in its reception year and by the effects of other contextual issues during Year 1.

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 amongst disadvantaged pupils	Use of diagnostic assessment will allow for targeted intervention for all those who need it. A whole school vocabulary strategy will reduce the word gap by 2024-25.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • reduced numbers on SEND register for SEMH • low suspension and exclusion rates
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2%. • the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 10%.
Improved attainment among disadvantaged pupils.	<p>KS2 combined outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard, with no gaps greater than 10% anywhere across the school.</p>

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: £ 61,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders of Learning / SENDCo one day a week each to champion QFT and split inputs	EEF Pupil Premium Menu states “Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils”. The EEF’s guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches.	4
Purchase of PiXL diagnostic assessment tool and specialist curriculum inputs / resources eg SCARF, White Rose, Classroom Secrets, Accelerated Reader	EEF Pupil Premium Menu states “Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases this may include the selection of high quality curriculum materials, or investment in the use of standardised assessments.”	4
Release for teachers and TAs for CPD to see evidence-based approaches high quality teaching / learning support, both in school and externally eg Mastery,	EEF Pupil Premium Menu states “Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. The EEF’s ‘ Effective Professional Development ’ guidance report offers support in designing and delivering PD and selecting external PD	4

phonics, reading comprehension		
Coaching development for Foundation Subject leaders, plus coaching of Early Careers Teacher and SCITT teacher	EEF Pupil Premium Menu states “a common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers: See poster Effective Mechanisms of PD to consider the essential elements that make mentoring or coaching more likely to be effective.	4

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

Budgeted cost: £ 24,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality Communication and Language programmes to be put in place and support given for EAL children where needed	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most hit by the pandemic. A significant proportion of the pupils who receive tuition will be disadvantaged, including those who are high attainers.	EEF Pupil Premium Menu states “Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. The EEF Toolkit has a strand on one to one tuition and small group tuition.	4

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

Budgeted cost: £ 36,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategies to raise engagement in reading through the Library and Reading Rainbow	Based on our experiences in the past we know that our children make better progress in their reading when fully supported by their parents at home.	2,4
<p>Embedding principles of good practice set out in the DfE's</p> <p>Working Together to Improve School Attendance</p> <p>This will involve training to develop and implement new procedures to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Supporting of children's social and emotional needs through a counsellor and Nurture support	<p>We have had proven success with counselling both prior to and during COVID.</p> <p>Evidence over time shows us that children learn better when they are emotionally secure and ready to learn.</p>	2
Support for extra curricular activities including trips, residential, activity clubs, Homework Club, Breakfast Club and Wrap Around Club places	Supporting children and families, and creating a sense of belonging, strengthens well-being, improving attitudes towards attendance at school and engagement in learning	1,2,3

Total budgeted cost: £122,695

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 2021 to 2022 academic year.

End of Key Stage 2 outcomes (Year 6) – a great success

The attainment of PP children in Year 6 rose significantly in 2021-22 and the gap in attainment with non-PP children was significantly reduced on previous years.

Combined RWM for Year 6 PP children in 2021-22 was 64% compared to 69% for non-PP, a gap of 5%. (The National figure for PP RWM was 43%, so we were 21% above this). In 2020-21 the equivalent figures were 37% v 58%, a gap of 21%.

The most significant factor in improvement was our use of effective diagnostic assessment to improve pedagogy and the targeting of gaps in learning, driven and managed by our Leaders of Learning. Recovery / Catch Up Premium was heavily targeted at those children from disadvantaged backgrounds whose learning gaps were greatest during the covid-19 pandemic.

In fact, Year 6 PP children narrowly exceeded non-PP children in writing (84% v 81%) and maths (82% v 81%), and 72% PP children attained EXS in reading (+4% on 2020-21) though a 9% deficit upon non-PP children (81%).

Other positives

Year 2 and Year 4 PP children exceeded non-PP children in all subjects, although narrowly in some cases.

The gaps in Year 3 were low – 46% PP v 51% non PP Combined RWM

Concerns

PP v non-PP EXS figures at the end of Year 5 were 21% v 73% reading, 29% v 68% writing, 38% v 68% maths, 21% v 59% combined.

The gaps have not closed since the end of KS1 in 2018-19: the figures for this cohort were 31% v 77% reading, 31% v 77% writing and 54% v 67% maths, although figures have not been adjusted to allow for pupil mobility.

There were also gaps in attainment between PP and Non-PP children in Year 1, particularly in Maths (40% gap).

Other

There were only 5 children in Reception with PP out of 47.

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
Counselling	Fegans

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)

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