

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024/2025 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 Leonards CE Primary Academy
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2023/2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Clare Johnson Head teacher
Pupil premium lead	Clare Johnson
Governor / Trustee lead	Erica Milsom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,362
Recovery premium funding allocation this academic year	£0
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	£43,362

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of the Recovery Premium and 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.

One of the key principles of our pupil premium strategy plan is to ensure all students who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class and interventions, including metacognition approaches that further meet their needs; to provide targeted support and provide PP students with the opportunity for focused group work to take place as part of a continuous input of quality first hand teaching and learning.

We also recognise that to support our pupils more widely, we need to provide specialist emotional behavioural and well-being interventions and seek to improve attainment by increasing pupil focus and concentration.

Challenges

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

Challenge number	Detail of challenge																																																															
1	<p data-bbox="375 286 1380 392">Achievement - To reach age appropriate standards each year at the end of each Key stage in Maths. To ensure that all children are making expected progress from their starting points.</p> <table border="1" data-bbox="368 405 1093 602"> <tr> <td>KS1 2023</td> <td>PP (2)</td> <td>All (20)</td> <td>KS2</td> <td>PP (5)</td> <td>All (28)</td> </tr> <tr> <td>Maths School</td> <td>0%</td> <td>50%</td> <td>Maths School</td> <td>20%</td> <td>75%</td> </tr> <tr> <td>Maths National</td> <td></td> <td>72%</td> <td>Maths National</td> <td></td> <td>73%</td> </tr> </table> <p data-bbox="375 640 1348 745">To reach age appropriate standards each year at the end of each Key stage in Reading. To ensure that all children are making expected progress from their starting points.</p> <table border="1" data-bbox="368 757 1093 969"> <tr> <td>KS1 2023</td> <td>PP (2)</td> <td>All (20)</td> <td>KS2</td> <td>PP (5)</td> <td>All (28)</td> </tr> <tr> <td>Reading School</td> <td>0%</td> <td>50%</td> <td>Reading School</td> <td>60%</td> <td>75%</td> </tr> <tr> <td>Reading National</td> <td></td> <td>69%</td> <td>Reading National</td> <td></td> <td>73%</td> </tr> </table> <p data-bbox="367 994 1340 1099">To reach age appropriate standards each year at the end of each Key stage in Writing. To ensure that all children are making expected progress from their starting points.</p> <table border="1" data-bbox="368 1111 1093 1308"> <tr> <td>KS1 2023</td> <td>PP (2)</td> <td>All (20)</td> <td>KS2</td> <td>PP (6)</td> <td>All (28)</td> </tr> <tr> <td>Writing School</td> <td>0%</td> <td>55%</td> <td>Writing School</td> <td>40%</td> <td>69%</td> </tr> <tr> <td>Writing National</td> <td></td> <td>61%</td> <td>Writing National</td> <td></td> <td>71%</td> </tr> </table> <p data-bbox="367 1346 1364 1451">To reach age appropriate standards each year at the end Key stage 1 in Phonics. To ensure that all children are making expected progress from their starting points.</p> <table border="1" data-bbox="368 1507 735 1704"> <tr> <td>Year1 2023</td> <td>PP (1)</td> <td>All (19)</td> </tr> <tr> <td>Phonics School</td> <td>0%</td> <td>68%</td> </tr> <tr> <td>Phonics National</td> <td></td> <td>79.5%</td> </tr> </table>	KS1 2023	PP (2)	All (20)	KS2	PP (5)	All (28)	Maths School	0%	50%	Maths School	20%	75%	Maths National		72%	Maths National		73%	KS1 2023	PP (2)	All (20)	KS2	PP (5)	All (28)	Reading School	0%	50%	Reading School	60%	75%	Reading National		69%	Reading National		73%	KS1 2023	PP (2)	All (20)	KS2	PP (6)	All (28)	Writing School	0%	55%	Writing School	40%	69%	Writing National		61%	Writing National		71%	Year1 2023	PP (1)	All (19)	Phonics School	0%	68%	Phonics National		79.5%
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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
<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>To raise attainment and progress in Reading, through targeted support in Guided Reading and the use of high quality, age appropriate texts, so that PP children achieve in in line with all children.</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>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>	<ul style="list-style-type: none"> • A higher % of PP children reach the age expected standard for their relevant year groups in Reading, Maths, Writing and Phonics • PP children develop strategies to overcome any issues acting as a barrier to this. • PP children are receiving the appropriate provision and intervention to remove barriers to learning.
<p>Pupil welfare and social and emotional needs are being met and self-esteem is improving.</p>	<ul style="list-style-type: none"> • ELSA provision will provide strategies that will support PP children in greater involvement in lessons at the correct level of challenge and a reduction of anxiety regarding personal issues. • Pupil parent voice will demonstrate that we are diminishing the difference between outcomes of PP and Non PP. • PP pupils attend well in comparison to all other pupils. • PP pupils demonstrate levels of confidence and independence in line with age and other pupils.

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: £ 19,336.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide the PP students with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning.</p> <p>Embed the strategies that have been introduced and implemented over the period of rapid change. Continue to embed:</p> <p>Read Write Inc- phonics - across the school</p> <p>Writing Process - Immersion in the text/ Boxing Up / writing and editing process</p> <p>A mastery approach to Maths - supported by the introduction of the use of 'Can Do Maths'</p> <p>A whole class approach to Guided Reading and planning to the skills of the content domains</p> <p>To provide a clarity of skills progression in all subject areas.</p>	<ul style="list-style-type: none"> • The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. • The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. • Within class attainment grouping has a positive impact, on average, of 2 months additional progress. • The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. 	<p>1 and 2</p>

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

Budgeted cost: £15,480.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1-1 phonics support	<p>EEF</p> <ul style="list-style-type: none"> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. 	1 and 2
Students who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class.	<p>EEF</p> <ul style="list-style-type: none"> Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. 	1 and 2

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

Budgeted cost: £8545.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA provision</p> <p>Adopt the Pivotal approach to behaviour across the school.</p> <p>Embed a Growth Mindset approach.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p>	3
<p>Educational Psychology support purchased from Swindon LA to meet the needs of students</p>	<p>On average, individualised instruction approaches have an impact of 4 months' additional progress</p>	1,2 and 3
<p>Support from specialist services</p>	<p>On average, individualised instruction approaches have an impact of 4 months' additional progress</p>	1,2, and 3
<p>Early Help Record</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	3

Total budgeted cost: £ 43,362.91

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 2022-23 academic year.

Performance measures

July 2023

Maths. To ensure that all children are making expected progress from their starting points.

KS1	PP (2)	All (20)	KS2	PP (5)	All (28)
Maths	0%	50%	Maths	20%	73%

To reach age appropriate standards each year at the end of each Key stage in Reading. To ensure that all children are making expected progress from their starting points.

KS1	PP (2)	All (20)	KS2	PP (5)	All (28)
Reading	0%	50%	Reading	60%	73%

To reach age appropriate standards each year at the end of each Key stage in Writing. To ensure that all children are making expected progress from their starting points.

KS1	PP (2)	All (20)	KS2	PP (5)	All (28)
Writing	0%	55%	Writing	40%	69%

To reach age appropriate standards each year at the end Key stage 1 in Phonics. To ensure that all children are making expected progress from their starting points.

KS1	PP (1)	All (19)
Phonics Year 1	0%	68%
Year 2	PP (2) 50%	All (20) 85%

KS1	PP (2)	All (20)	KS2	PP(5)	All(28)
Combined	0%	30%	Combined	20%	50%

Review Of 2023

Our spend for the previous academic year was used to provide Quality First Teaching. PP students were provided with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning. Students who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class and interventions that further meet their needs. **As a result** of this standards and progress in books had risen with the relevant year group curriculum being covered and Incremental progress could be identified through book scrutinies and progress meetings x2.

The funding also supported the purchase of Educational Psychology support from Swindon LA to meet the needs of students and additional staff, adding up to equivalent of 0.6. **As result**, this supported our graduated response for the children and ensured we were providing the adaptations

needed and supported us in involving other services where needed. Confidence in learning has risen, progress plans were in place and reviewed regularly.

Through our use of ELSA provision, the children targeted for this support were developing higher levels of self-esteem which enabled them to feel more positive about school and their learning. Enabling further capacity to hold Early Help meetings has also enabled us to further support our children and families in need of this.

Performance measures

July 2022

Maths. To ensure that all children are making expected progress from their starting points.

KS1	PP (5)	All (30)	KS2	PP ()	All ()
Maths	60%	66%	Maths	67%	70%

To reach age appropriate standards each year at the end of each Key stage in Reading. To ensure that all children are making expected progress from their starting points.

KS1	PP (5)	All (30)	KS2	PP ()	All ()
Reading	40%	69%	Reading	67%	83%

To reach age appropriate standards each year at the end of each Key stage in Writing. To ensure that all children are making expected progress from their starting points.

KS1	PP (5)	All (30)	KS2	PP ()	All ()
Writing	20%	55%	Writing	50%	70%

To reach age appropriate standards each year at the end Key stage 1 in Phonics. To ensure that all children are making expected progress from their starting points.

KS1	PP (2)	All (20)
Phonics Year 1	50%	80%
Year 2	PP (5) 80%	All (30) 93%

KS1	PP(5)	All (30)	KS2	PP()	All
Combined	20%	55%	Combined	60%	50%

Review of 2022

Our spend for the previous academic year was used to provide Quality First Teaching. PP students were provided with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning. Students who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class and interventions that further meet their needs. **As a result** of this standards in books had risen with the relevant year group curriculum being covered and Incremental progress could be identified through book scrutinies and progress meetings x2.

The funding also supported the purchase of Educational Psychology support from Swindon LA to meet the needs of students and additional staff, adding up to equivalent of 0.6. **As result**, standards in learning had risen, progress plans were in place and reviewed regularly.

Through our use of ELSA provision, the children targeted for this support were developing higher levels of self-esteem.

Following the above being put in place and the catch up plans put in place through quality first teaching and 1:1 intervention, our end of Key Stage results were in line with national, following the two year impact of the Covid impact.

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.

Review of 2021

Our spend for the previous academic year was used to provide Quality First Teaching. PP students were provided with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning. Students who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class and interventions that further meet their needs. **As a result** of this standards in books had risen with the relevant year group curriculum being covered and Incremental progress could be identified through book scrutinies and progress meetings x2.

The funding also supported the purchase of Educational Psychology support from Swindon LA to meet the needs of students and additional staff, adding up to equivalent of 0.6. **As result**, standards in learning had risen, progress plans were in place and reviewed regularly. Training on interventions was also provided, so that barriers to learning could be supported through these approaches. The training covered:
Precision Teaching and Paired Reading

Through our use of TaHM'S and our own ELSA provision, the children targeted for this support were developing higher levels of self-esteem.

Achievement For All - Due to Covid-19 this needs to be carried forward to next academic year, 2021-2022.

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