

# Pupil premium strategy statement – St Leonard’s Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	267
Proportion (%) of pupil premium eligible pupils	17.97%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body
Pupil premium lead	Luke Bridges
Governor / Trustee lead	Rose Patey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61110 (estimate)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£8625 (estimate)
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£69735

## Part A: Pupil premium strategy plan

### Statement of intent

At St Leonard's we want every child to fulfil their potential by providing an ambitious curriculum for all children. This means that we target individual children and groups of children for additional support where there is a risk of under achievement whilst providing excellent teaching for all children in an ethos where all children aspire to be the best they can be.

Pupil Premium funding and recovery grant funding sits within the main school budget. The funding is not ring fenced. This is because the funding is often used to ensure that teaching for all is as effective as possible. This strategy has the greatest impact on our most vulnerable pupils who sit in mixed cohorts with a wide range of ability.

Our strategy has five main elements:

- The Quality of Education is always at least good and often outstanding to accelerate progress for all learners.
- Creating an ethos where effort is recognised and encouraged. As a church school, we take inspiration from the love of Christ to develop responsible children who are held to account for their behaviour, attitude and learning.
- Attendance monitoring identifies children with persistent absence early. Targeted support by the office staff, Headteacher and Education Welfare Officer is prompt and effective.
- A robust assessment policy ensures that children's effort and achievement is tracked throughout their learning journey at St Leonard's. Children who are at risk of underachievement are identified and supported so that they achieve well.
- Children emotional wellbeing is supported through pastoral support, targeted intervention, and specialist services.

### Challenges

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

Challenge number	Detail of challenge
1	Low academic starting points on entry to school

2	Low speech and language development in disadvantaged pupils
3	Higher SEND in disadvantaged pupils
4	Lower attendance than their peers
5	Lack of parental support, especially with homework
6	Concerns over emotional stability and well-being
7	Low self-esteem and resilience

## 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
1. For every pupil to have access to high quality teaching.	Children make strong progress from their individual starting points.
2. Wave 3 interventions to support pupils with SEND	Accelerated progress for wave 3 children
3. Children to be confident learners eager to work hard	Accelerated progress and good attendance.
4. Engage parents in all aspects of school life so they feel confident in supporting their child's needs	High engagement from parents at events including social events and curriculum workshops.
5. Improve attendance and persistent absence for PPG pupils to ensure they are not disadvantaged by lower attendance	Attendance is in line with or above national

## 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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Ensure all TAs have access to high quality CPD to enable teachers to tailor their teaching to individual needs.	Well training staff able to support individuals and groups - at least good progress of pupils on PPG	20 TAs 3 ELSAs 3 Wraparound staff Play Therapist
Half termly checks on PP pupils' progress through our Pupil Progress Meetings	Strong Progress of PPG children	xx children

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

Budgeted cost: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ high quality TAs to deliver interventions across the school	Good progress of identified pupils	49 PPG 59 SEND
Robust identification of children's specific needs, using a range of assessment strategies	Gaps in learning are identified and good progress is achieved.	49 PPG 58 SEND
Use a range of specific planned activities or strategies recommended by professionals - to meet the identified needs of children	Barriers to learning removed and gaps closed	49 PPG 58 SEND
Commissioning of professional agencies e.g. Woodlands; SALT; Educational Psychologist to support the identification of pupils' complex needs	Barriers to learning removed and progress accelerated	4 PPG 6 SEND
Purchase a range of specific resources e.g. wobble cushions, ipads, fidget toys to meet individual needs	Barriers to learning removed and progress accelerated	49 PPG 58 SEND
Staff employed and trained to deliver NELI programme	Improved Speech and Language scores by the end of EYFS	24 children

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all TAs have access to high quality CPD to enable teachers to tailor their teaching to individual needs	Well trained staff able to support individuals and groups	20 TAs 3 ELSAs 3 Wraparound staff
Employ a HLTA for 12 hours to support intervention across the school	Improved speed of recovery and understanding	
Employ 3 ELSAs	Well trained and supported staff are able to support individuals and groups - good progress of pupils	2 ELSAs - 30 pupils
Staff to closely monitor attendance and work with parents to actively engage pupils. Especially persistent absentees	All pupils engaged and with good attendance	267 children
Strategies to enthuse children to encourage them to be confident and eager to learn as exemplified in the behaviour policy.	All pupils engaged and with good attendance	267 children
Invite parents into school learn alongside children or be supported in activities by staff e.g. phonics workshop, open day etc	Improved attendance and children supported at home.	267 children

**Total budgeted cost: £ 74000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<i>Attainment 2022/ 23</i>			
	<i>All Year 6 Children</i>	<i>PPG -</i>	<i>LA average</i>
<i>Maths</i>	<i>Average Points Score</i>	<i>Average Points Score</i>	<i>Average Points Score</i>
	105	103.5	103.4
<i>Reading</i>	<i>Average Points Score</i>	<i>Average Points Score</i>	<i>Average Points Score</i>
	108	106.6	105.2

### Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*