

Pupil premium strategy statement – St Leonard’s CE First School 2024/ 2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	6.8%
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	March 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Mrs Kelly Stanesby Executive Principal
Pupil premium lead	Mrs Kelly Stanesby
Governor / Trustee lead	Rev. Jane Held – Co Chair of Governors Mrs Sue Hey – Co Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9580
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£9580

Part A: Pupil premium strategy plan

Statement of intent

Specifically the funding will be used to sustain teaching assistant hours and to enable pupil premium pupils to have quality learning time with the class teacher. This will enable all English and Mathematics lessons to continue to be taught in small focused groups and for focused interventions to be carried out which will benefit pupil premium pupils. There are interventions such as precision teaching for reading fluency and spelling and Maths facts across the school with other specific interventions.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations, and discussions with pupils and families demonstrate that pupils and families are needing support with their well-being in order to thrive in learning.
2	A greater number of pupils displaying neurodivergence requiring specific training for members of staff to support them.
3	Pupils entering EYFS with a wider range of abilities than in previous years making adaptation of learning more challenging.
4	Pupils vocabulary can be limited due to their lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.

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
Continuous monitoring of child's learning journey	To ensure if there are any changes to the child's learning level they are targeted with personal interventions from teaching assistants.
To ensure fallen behind children receive a targeted high-quality intervention	Analysis of interventions will show they have had a positive impact and helped accelerate learning progress
Pupils and families with identified social, emotional or health needs are well supported	Staff to identify and support families and children to alleviate barriers to learning.

by school staff so that needs are removed or alleviated	Identified children are invited to a range of therapies.
School will deliver an engaging, broad and varied curriculum	Teachers and support staff will plan a wide range of learning experiences to inspire and enhance learning. Children will be exposed to a wider range of social, cultural, enrichment and sporting experiences within and outside of the school day.

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: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Neurodivergence training session for staff	Staff training directly linked to pupil's needs	2

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

Budgeted cost: £8080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA time to deliver structured interventions for pupils (1-1) To allow pupils more small group time with their class teacher delivering a mastery curriculum and targeted teaching in all subjects	Smaller groups allowing teaching staff to deliver effective feedback to pupils with is a high impact strategy according to evidence from EEF.	1,3,4

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded after school club sessions. Educational visits and residential trips for families in need	Taking a holistic approach to improving attendance through strong communication with parents and analysis of the barriers to attendance and to learning	1,2,4
Drawing and talking therapy Supporting pupils social, emotional and behavioural needs (one hour a week for 12 weeks).	Explicit teaching of self calming strategies is an effective strategy to support pupils social emotional and mental health development	1,4

Total budgeted cost: £9580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole school attendance for 2024/5 was 96.4% compared to National at 93.8% however attendance for pupil premium children was 85.8%. More work needs to be done in this area with enhanced support for families.

Attainment data for pupil premium children is a strength with numbers too small to report.

St Leonards has been delivering a consistent strategy for our pupil premium children for the last three years. The funding is used to support our teaching staff to provide high quality first teaching which is highly adapted and personalised to children's needs. Regular diagnostic assessment and adaptive teaching ensures that our pupils make good progress from their starting points. Training for our staff supports them to adapt learning for children with a range of needs in mixed age classes. Our focus on well-being for families ensures that the most vulnerable are supported to thrive through challenging times so that this will have a minimal effect on learning. Going forward we are considering what tools can help us to provide further adaptive teaching. We have also recognised that we need to further strengthen our offer of support for families as life is becoming even more challenging for them.

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
N/A	