

Pupil premium strategy statement 2022-25

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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 Leonard's First School & Nursery
Number of pupils in school (Excluding nursery)	2025-2026: 75
Proportion (%) of pupil premium eligible pupils	2025-2026: 10
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Claire Key Headteacher
Pupil premium lead	Claire Key
Governor / Trustee lead	Lucy Haynes Lead for Disadvantaged Pupils

Funding overview

Detail	Amount 2024-25
Pupil premium funding allocation this academic year	£19,005
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year	£19,005

Part A: Pupil premium strategy plan

Statement of intent

We believe all our pupils should be able to 'Learn to love, love to learn' irrespective of their backgrounds, the challenges they may encounter or starting points. It is our endeavour to ensure that all of the children at St Leonard's C of E First School make significant progress and achieve exceptional outcomes across all subjects. In addition, we will foster excellent personal development through enriching experiences, extra-curricular opportunities and an inspiring curriculum so that children cultivate a range of talents and interests. It is our promise that all children achieve more than they ever dreamed possible educationally, socially, emotionally, spiritually and physically. We use our Pupil Premium grant to ensure this is a reality for those in receipt of this funding. There is a shared drive for excellence for all from our staff and Local Academy Council.

Our primary objective in using the grant is to narrow the attainment gap between those entitled to pupil premium and those not. We have considered the potential challenges faced by our children receiving pupil premium to ensure we spend the funding to best support them. In addition, we aim to support families who fall just short of the criteria for pupil premium so that the initiatives outlined below address the needs of children irrespective of whether they qualify as disadvantaged.

Quality first teaching is at the heart of all we do at St. Leonard's C of E First School. Delivering the highest quality adaptive teaching is our driving aim with highest quality professional development in place to deliver our ambitious goals. We use skilful assessment within and after lessons to ensure that teaching meets individual needs precisely. We work closely with pupil premium families and children to ensure that we do not make assumptions about disadvantage and tailor support accordingly so that all pupils achieve their full potential. In addition to the highest quality CPD for staff and communication with children/families we ensure the following;

- Championing a keep up culture so that children who are at risk of falling behind receive swift and impactful targeted provision (acting promptly to intervene as soon as need is identified).
- Using instructional coaching in hand with high quality CPD to ensure all staff deliver high quality responsive teaching.
- Using evidenced informed teaching and intervention strategies.
- Fostering a whole-school approach, where all staff take collective responsibility for the outcomes of disadvantaged pupils, to raise expectations for all.

We ensure that we give a high profile to our pupil premium pupils; that all staff take accountability for their attainment and progress; and that the Local Academy Council challenge and champion the support for the children in receipt of the pupil premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Due to the small number of Pupil Premium pupils, it is essential that our assessments and data collection systems are robust and comprehensive to ensure that support is timely and bespoke to need to maximise impact. Other than one child in Y1 and one child in Y4, the majority of PP pupils are attaining at or above in core subject.
2	Attainment is of concern for some pupils linked to foundational skills in reading, writing and mathematics knowledge, skills and understanding.
3	Questionnaires, observations and discussions with pupils and families, have highlighted social and emotional needs among some of our PP children. These challenges can have a long term impact on disadvantaged pupils including their academic achievement.
4	Wider experiences, rich language and communication at home as well as enrichment are barriers and challenges for some of our pupil premium children.
5	Attendance is of concern for some pupils.

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
Data and assessments are systematically used to swiftly target support for all PP pupils.	<p>All teachers monitor the progress of PP pupils during lessons, after lessons and via summative assessments (Eg: end of unit tests; end of term tests).</p> <p>Same day teaching/interventions allow all children to keep up.</p> <p>Class provision maps, clearly outline targeted support and interventions for all PP pupils identifying their specific areas of need.</p>
To improve teaching and provision in reading, writing and maths through embedding:	Children become confident, fluent readers, writers and mathematicians.

<ul style="list-style-type: none"> • ELS Phonics (Year 2 of implementation) • Daily Fluency – counting, place value, +/- (1st year of implementation) • AFL driven approach to the teaching of maths (1st year of implementation) • Daily Handwriting (1st year of implementation) • Embedding the Precision Prose Writing Model (Year 2 of implementation) 	<p>Children who are identified as falling behind are targeted with a rapid programme of intervention – keep-up, not catch-up.</p> <p>End of year data, demonstrates that disadvantaged students are making significant progress and achieving well.</p>
<p>To support the social, emotional and behavioural needs of pupils with a focus on mental health and well-being for all pupils</p>	<p>Sustained and high levels of well-being are evidenced by:</p> <ul style="list-style-type: none"> *Qualitative data from pupil voice, surveys and teacher observations. *A reduction in playtime incidents and increase in engagement through the OPAL program and lunch time club provision. *High attendance in enrichment activities after school, particularly among advantaged pupils.
<p>To ensure all pupils have rich and varied experiences within the curriculum broadening their horizons and experiences of the world.</p>	<ul style="list-style-type: none"> *Teachers strategically plan rich and varied experiences so that this is woven carefully through the curriculum (rather than ad-hoc). *Children can talk confidently about wider curriculum experiences. *Children can reflect on what they have learnt as a result of these experiences.
<p>To continue to sustain high attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> *Liaison with families is strong and relationships ensure that attendance improves. *External agencies support to ensure good attendance for all. *Attendance plans are successful in ensuring improved attendance.

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:

£8005 (Test Base test ; Step Lab – 6 licences; ELS phonics and spelling; number sense timestables/TT rockstars; leadership time covered by 1 ½ hrs of Progressive Sports; supply cover for visits to SUAT schools)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to utilise a range of assessment strategies including daily/weekly identification of children to target as well as summative tests/standardised approaches (Test Base)</p> <p>Provide ongoing training for staff to ensure that assessments are administered, interpreted and analysed accurately with a focus on both internal and external moderation processes.</p>	<p>Add – EEF Assessment Reports</p> <p>Standardised tests offer reliable insights into the specific strengths and weaknesses of pupils, helping to ensure they receive the appropriate additional support through targeted interventions or adaptive teacher instruction.</p>	1-4
<p>Enhance Quality First Teaching and adaptive teaching strategies through high quality professional development for all staff.</p>	<p>Professional development is strategically planned based on the school's self evaluation and aligned with the School Improvement Plan objectives.</p> <p>Weekly instructional Coaching is used to improve the quality of teaching (Step Lab)</p> <p>Add EEF – QFT link Step Lab link</p>	1-4
<p>Continue to prioritise early reading through consistent and effective phonic instruction across EYFS and KS1 extending to catch up support for any pupils in Y3.</p>	<p>Phonics approaches have a strong evidence base demonstrating a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Add EEF Phonics toolkit link</p>	2

<p>Subscription to the ELS phonics scheme</p> <p>Ensure regular CPD for all staff delivering daily phonics/keep up interventions.</p> <p>Subject leader release time to ensure scheme is delivered with fidelity and to ensure assessment information is maximised.</p>		
<p>Enhance teaching and learning in mathematics to maximise progress for all.</p> <p>Ensure effective use of adaptive teaching and targeted keep up approaches/interventions.</p> <p>Introduction of daily fluency to improve pupils Fluency so that they can apply strategies with automaticity (including visits to New Ford)</p> <p>Subject leader release time to ensure that new approaches linked to QFT in maths, Fluency and multiplication are embedded.</p>		2

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide 1:1 targeted interventions in reading and maths (including early reading and phonics) and writing both in and out of class delivered by teaching assistants. This will be</p>	<p>Educaiton Endowment Foundations Toolkit. Teacher assistant interventions.</p>	1

supported by high-quality CPD to ensure interventions are implemented effectively.		
1:1 tutoring delivering bespoke interventions to targeted pupils.	One to One Tuition – EEF: Research supports tutoring as an effective way to help children improve academically. Children who receive high quality tutoring may make more progress in their learning than children who do not receive this; this could be as much as 4-5 months' extra progress over the course of a year	2

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide whole school staff training through the virtual school on relational and restorative practices including the implementation of strategies.	Both targeted interventions and universal approaches have positive overall effects: https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools	
Social, emotional and mental health (SEMH) approaches are embedded into routine practices, supported by ongoing professional development including emotion coaching, well being and restorative approaches to behaviour/school culture. ELSA, Lego Therapy, Peripatetch music will be provided for identified children who will benefit from support.	Both targeted interventions and universal approaches have positive overall effects: https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools	

Provide physical activity, play and increased engagement during play and lunchtime through the OPAL project. Regularly review and encourage participation in extra curricular activities and trips to provide students with additional opportunities for enrichment and engagement.	Education endowment foundation physical activity link OPAL link Youthsports trust	4,5
Delivery of parents workshops and in class 'Learn with Me' session each term on early reading and phonics; writing and maths.	The EEF have found levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.	1
Funded school trips and subsidised residential trips	The EEF found extra-curricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.	1 and 3
Access to breakfast club	The EEF have found there is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	1 and 3
Access to extra-curricular after school clubs	The EEF found extra-curricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.	1 and 3
VIP education to manage and promote good attendance	The EEF found poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.	

Total budgeted cost: £19,005

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 2024 to 2025 academic year.

2024-2025 Pupil Outcomes:

- 66% of disadvantaged children achieved a GLD in EYFS
- 100% of disadvantaged children achieved the phonics screening check in Year
- 100% of disadvantaged children achieved the end of KS1 expected or above in reading, writing and maths

Teaching for 2024-25

Activity	Impact
Implementation of ELS Phonic Scheme	Our teaching and learning review recommended a change in schemes to better support the lowest 20% of learners. ELS was purchased and staff trained ready for implementation in September 2024.

Targeted academic support for 2022-25

Activity	Impact
1:1 tutoring delivering bespoke interventions to targeted pupils	Children making good progress in relation to their starting points. Clear support strategies in place for transition to Middle School. Record keeping is accurate and bespoke and evidences good progress for all pupils. The impact of this is seen in lessons and class work.

Data – See Appendix for teacher assessment and remaining year group (non-statutory data point) information.

Reception

Reception Attainment	National GLD 2022 – 2023	School GLD 2022 – 2023	School GLD 2023 - 2024	School GLD 2024 - 2025
GLD	67.7%	84% (10/12 pupils)	93% (13/14 pupils)	79% (11/14 pupils)

Year 2 *Not compulsory from 2024*

Year 2 Attainment	National EXS 2022 – 2023	School EXS 2022 - 2023	School EXS 2023 – 2024	School EXS 2024 – 2025	National GDS 2022 - 2023	School GDS 2022 - 2023	School GDS 2023 - 2024	School GDS 2024 - 2025
Reading	68%	100% (18/18 pupils)	90% (9/10 pupils)	91%	19%	39% (7/18 pupils)	20% (2/10 pupils)	9%
Writing	60%	78% (14/18 pupils)	40% (4/10 pupils)	82%	8%	11% (2/18 pupils)	0% (0/10 pupils)	0%
Maths	70%	89% (16/18 pupils)	80% (8/10 pupils)	82%	16%	11% (2/18 pupils)	20% (2/10 pupils)	36%

Phonics

	National 2022 – 2023	School Outcome 2022-23	School Outcome 2023 - 2024	School Outcome 2024 - 2025
Year 1	79%	82% (9/11 pupils)	93% (13/14)	100% (11/11 pupils)
Year 2		100% (2/2)	50% (1/2)	100% (1/1 pupil)

Year 4 Multiplication Tables Check

	National 2023-24 (25 marks)	School Outcome 2023-24 (25 Marks)	School Outcome	School Outcome 2024-25 (25 Marks)	School Outcome

			2023 - 2024 (20 Marks+)		2024 - 2025 (20 Marks+)
Year 4	29%	54% (7/13 pupils)	69% (9/13 pupils)	19% (3/16 pupils)	56% (9/16 pupils)

One PP child completed the Y1 phonics screening test and passed.

Two out of three PP child met the good level of development for EYFS.

Children receiving tutor support made good progress based on their starting point. The focus for some of these children is to achieve GDS. For some, the focus remains to achieve age related expectations.

Attendance for children in receipt of pupil premium (...pupils) averaged at: ...

Wider strategies for 2024-25

Activity	Impact
Delivery of parents workshops on early reading and phonics	Strong phonics screening pass-rate.
Funded school trips and subsidised residential trips	Access for all to wider curriculum opportunities, broadening experiences and cultural capital.
Access to breakfast club	Accessed by pupils and providing a settled start to the day.
Access to extra-curricular after school clubs	Access for all to wider curriculum opportunities, broadening experiences and cultural capital.

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
ELS Phonic Scheme	Oxford Owl
TT Rockstars	Number Sense
Progressive Sports	Progressive Sport
Forest School	Forestry Commission
Stoke's Speaks Out	Staffordshire County Council

