

# Pupil Premium Strategy Statement – Leonard Stanley C of E Primary School

**Our Vision: Loving and Learning together, for life, as Jesus taught us**

**This strategy reflects our commitment to nurturing every child, especially those facing disadvantage, in line with our Christian ethos. We aim to provide inclusive, high-quality education that empowers all pupils to flourish academically, socially, and spiritually.**

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                                              | 181                                                                                                                 |
| Proportion (%) of pupil premium eligible pupils                         | 18%                                                                                                                 |
| Academic year/years that our current pupil premium strategy plan covers | 2024 - 2025<br>2025 - 2026<br>2026 - 2027<br><b>NB: The aims cover 3 years; the funding overview is for 2025-26</b> |
| Date this statement was published                                       | September 2025                                                                                                      |
| Date on which it will be reviewed                                       | July 2026                                                                                                           |
| Statement authorised by                                                 | Andrew Milner                                                                                                       |
| Pupil premium lead                                                      | Sarah Howard                                                                                                        |
| Governor / Trustee lead                                                 | Rob Skelton                                                                                                         |

## Funding overview

| Detail | Amount |
|--------|--------|
|--------|--------|

|                                                                                               |               |
|-----------------------------------------------------------------------------------------------|---------------|
| Pupil premium funding allocation this academic year                                           | £46930        |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0            |
| <b>Total budget for this academic year</b>                                                    | <b>£46930</b> |

## Part A: Pupil Premium strategy plan

### Statement of Intent

**At Leonard Stanley C of E Primary School, our pupil premium strategy is rooted in our Christian vision. We are committed to loving and learning together, for life, as Jesus taught us. We aim to remove barriers to learning and ensure every disadvantaged pupil receives the support they need to thrive. Our strategy promotes equity, resilience, and aspiration, enabling all children to achieve their full potential.**

Our intention at Leonard Stanley Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject area.

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 attainment gap and at the same time benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupil' attainment will be sustained and improved alongside progress for their disadvantaged peers. Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectation of what they can achieve. Our approach will be responsive to common challenges and individual needs, rooted in a robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

### Challenges

**We have identified key challenges to achievement among our disadvantaged pupils, including gaps in literacy and numeracy, limited access to enrichment opportunities, and social-emotional needs. Our strategy addresses these challenges through targeted support and inclusive practices.**

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                   |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Low attainment and progress rates made by some pupil premium/disadvantaged children                                                                                                                                                                                   |
| 2                | Children's speech and language needs have a huge impact on their ability to communicate with adults and their peers. Their ability to access the curriculum is impacted, if they are unable to speak or have enough of a developed vocabulary to express their ideas. |
| 3                | Some children and their families can have social and emotional difficulties including medical and mental health issues                                                                                                                                                |
| 4                | We have identified social and emotional issues for some pupils and the lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils.                                                                                                   |

## Intended Outcomes

**By the end of our strategy plan, we aim for disadvantaged pupils to:**

- **Achieve age-related expectations in core subjects.**
- **Develop confidence, resilience, and a love of learning.**
- **Access enrichment opportunities that broaden their horizons.**
- **Benefit from strong pastoral support aligned with our Christian values.**

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                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quality First Teaching has an impact on all learners in the classroom and ensures gaps are closed                                                                               | High quality training will be put in place to ensure gaps close in children's learning. The training will be bespoke and ensure it is delivered at the right place and time for all staff. Staff feel confident to meet the needs of all learners in their classrooms |
| Speech, Language and Oracy will not be a barrier to learning and impact progress<br>Children will increasingly be able to verbally express their ideas                          | Children will increasingly be able to verbally express their ideas<br>Children will have greater understanding of word meanings, which they will explore through discussion and reading extensively                                                                   |
| To achieve and sustain improved wellbeing - therefore ensuring pupils are in the best place for learning - for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student and parent surveys and teacher observations.</li> </ul>                                                          |

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                   | <ul style="list-style-type: none"> <li>• pupil ability to be able to talk about mental health and wellbeing – what it is and strategies for maintaining positive wellbeing.</li> <li>• fewer referrals to TEAAs/ELSA, through an understanding and addressing of emotional and wellbeing need at wholeschool level.</li> <li>• a significant improvement in individual pupil's ability to regulate their emotions.</li> </ul> |
| Pupil Premium children have access to wider opportunities regardless of family income and personal circumstances. | Pupil Premium children will be provided with an enriching school learning experience.                                                                                                                                                                                                                                                                                                                                         |

## Activity in This Academic Year

**Our pupil premium funding will be used to:**

- Enhance teaching quality and curriculum access.
- Provide targeted academic interventions.
- Support wider strategies including pastoral care, enrichment, and family engagement.

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £30417

| Activity                        | Evidence that supports this approach                                                                                                                                                                       | Challenge number(s) addressed |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>TAs to support in class.</i> | Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Investing in professional development for teaching assistants to | 1                             |
| <i>Structured interventions</i> |                                                                                                                                                                                                            | 2                             |

|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <i>delivered by teaching assistants (with CPD provided where appropriate): Precision Teaching, Literacy Gold</i>              | deliver structured interventions can be a cost-effective approach to improving learner outcomes.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>                                                                            |   |
| <i>Enhancement of our maths teaching and curriculum – ensuring that consistence runs throughout school - White rose maths</i> | White Rose Maths is a comprehensive and adaptable mathematics curriculum and teaching approach. It emphasizes a comprehensive understanding of mathematics and aims to develop pupils' fluency, reasoning and problem-solving skills.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a> | 1 |
| <i>Total - £30417</i>                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |

## Targeted academic support

Budgeted cost: £ 1900

| Activity                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Literacy gold subscription</i> | <a href="https://literacygold.co.uk/Results">https://literacygold.co.uk/Results</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1                             |
| <i>Send provision (EP)</i>        | <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support?utm_source=/support-for-schools/school-planning-support/2-targeted-academic-support&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=targeted%20academic%20support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support?utm_source=/support-for-schools/school-planning-support/2-targeted-academic-support&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=targeted%20academic%20support</a> | 1                             |

## Wider strategies

Budgeted cost:613

| Activity                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Family Support Worker to support Parents with home issues - (sleeping, healthy eating, anxiety management)</i><br><i>FSW x2 day per week</i> | Increasing relationships with parents, students and staff can lead to increased attendance.<br>Providing early intervention when attendance is slipping can halt the persistent attendance.<br><br><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>                                                                                                                                                                                                                                                                                                 | 3                             |
| OOSC                                                                                                                                            | Ensures children have a positive start to each day.<br>Enables children to play in a safe environment after school.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast</a> | 4                             |
| <i>Support disadvantaged pupils in accessing clubs, trips and groups as part of an extended curriculum</i><br><br><i>Trips/Y6 Residential</i>   | To ensure that all children have access to trips, enrichment and residential experiences.<br><br>Supporting families and children to attend school enables them to access learning and improves future outcomes<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>                                                                                                                                                                                                                                         | 4                             |
| <i>Milk</i>                                                                                                                                     | To supply milk to PP children – children are receiving a healthy drink                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3                             |
| <i>Total - £14613</i>                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |

## Part B: Review of the Previous Academic Year

**Our review of 2024–2025 shows progress in academic outcomes and well-being for disadvantaged pupils. We continue to refine our approach to ensure every child is supported in line with our vision.**

| Measure                                                                                                                                                         | Activity                                                                                                                                             | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |        |        |        |        |        |        |         |     |     |     |     |     |     |         |     |     |     |     |    |     |       |     |     |     |     |    |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|---------|-----|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|----|-----|-------|-----|-----|-----|-----|----|-----|
| Pupil Premium children will actively engage in their learning, they will make progress against their year-start baselines                                       | TA support in class. Class teacher support for small groups rotated with TA support – quality first teaching (based on the most vulnerable cohorts). | <div>Pupil Premium Data – % of pupils EXS or higher – July 2024</div> <table><tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td><td>Year 6</td></tr><tr><td>Reading</td><td>33%</td><td>80%</td><td>85%</td><td>50%</td><td>28%</td><td>80%</td></tr><tr><td>Writing</td><td>33%</td><td>80%</td><td>43%</td><td>16%</td><td>0%</td><td>60%</td></tr><tr><td>Maths</td><td>33%</td><td>80%</td><td>43%</td><td>16%</td><td>0%</td><td>60%</td></tr></table>                                                                          |        | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Reading | 33% | 80% | 85% | 50% | 28% | 80% | Writing | 33% | 80% | 43% | 16% | 0% | 60% | Maths | 33% | 80% | 43% | 16% | 0% | 60% |
|                                                                                                                                                                 | Year 1                                                                                                                                               | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 3 | Year 4 | Year 5 | Year 6 |        |        |        |         |     |     |     |     |     |     |         |     |     |     |     |    |     |       |     |     |     |     |    |     |
| Reading                                                                                                                                                         | 33%                                                                                                                                                  | 80%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 85%    | 50%    | 28%    | 80%    |        |        |        |         |     |     |     |     |     |     |         |     |     |     |     |    |     |       |     |     |     |     |    |     |
| Writing                                                                                                                                                         | 33%                                                                                                                                                  | 80%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 43%    | 16%    | 0%     | 60%    |        |        |        |         |     |     |     |     |     |     |         |     |     |     |     |    |     |       |     |     |     |     |    |     |
| Maths                                                                                                                                                           | 33%                                                                                                                                                  | 80%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 43%    | 16%    | 0%     | 60%    |        |        |        |         |     |     |     |     |     |     |         |     |     |     |     |    |     |       |     |     |     |     |    |     |
| Family worker to support families with issues at home and/or school.                                                                                            | Family worker appointed to work weekly directly from school.                                                                                         | Family worker appointed to work weekly directly from school x1 day per week. Families/parents feel very well supported. FSW has provided termly (x3) reports for Headteacher. This will now be 2 days per week due to the high level of need in school.                                                                                                                                                                                                                                                                                                                   |        |        |        |        |        |        |        |         |     |     |     |     |     |     |         |     |     |     |     |    |     |       |     |     |     |     |    |     |
| <div>The children will be provided with an enriching afterschool learning experience.</div> <div>Children will maintain a healthy diet – drink milk daily</div> | <div>Children will attend Breakfast club and after school club</div> <div>We will pay for school milk</div>                                          | <div>Targeted children have attended OOSC.</div> <div>Children have had access to milk to maintain a healthy diet.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |        |        |        |        |        |        |         |     |     |     |     |     |     |         |     |     |     |     |    |     |       |     |     |     |     |    |     |
| The children will take part in extra-curricular activities/Y6 residential                                                                                       | <div>Swimming/music lessons/school visits</div> <div>Swimming</div> <div>Bikeability</div> <div>Y6 residential</div>                                 | <div>Targeted children have had music lessons, Bikeability, swimming, afterschool activities.</div> <div>The children feel the same as their peers, which boosts their self-esteem.</div> <div>5 Pupil Premium children attended the Y6 residential – 50% funded with PP money. This allowed them to feel part of the class, giving them a shared experience with their peers, increasing their sense of belonging and inclusion. It also supported their social development, confidence, and resilience, which are crucial as they transition to secondary school.</div> |        |        |        |        |        |        |        |         |     |     |     |     |     |     |         |     |     |     |     |    |     |       |     |     |     |     |    |     |

|                                                                                                                                                           |                                                                                                                                         |                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                           |                                                                                                                                         |                                                                                                                                                                                                                                           |
| To promote Maths across all year groups (Year R-Year 6)<br>To enable children to recap and ensure essential skills are revisited to strengthen retention. | Purchase White Rose Maths Premium Resources for class teachers and pupils which will enhance the maths teaching and learning in school. | White Rose Maths has been purchased for all teaching staff, providing high-quality resources to support both planning and classroom teaching. Staff have found it valuable and would like its use to continue into the next academic year |
| To promote the learning of phonics/spelling across all year groups (for selected children)                                                                | Purchase Literacy Gold                                                                                                                  | 66%% of PP children passed the Phonics screening (Y1)<br>87.5% of non-PP children passed the Phonics screening (Y1)<br>0% of PP children passed the Y2 Phonics retake (1 child)<br>80% on non-PP children passed the Y2 Phonics retake    |
| Behaviour issues/Learning difficulties have been identified and a plan to support these is in place.                                                      | Purchase Educational Psychology time                                                                                                    | Educational Psychologist (EP) observations and reports have been instrumental in successfully securing a special school placement for one child and supporting the EHCP application process for another.                                  |

### KS2 SATs Data – Summer 2025

| Reading                               | Writing                               | Maths                        | GPS                                   |
|---------------------------------------|---------------------------------------|------------------------------|---------------------------------------|
| 1 pupil was disapplied (20%)          | 1 pupil was disapplied (20%)          | 1 pupil was disapplied (20%) | 1 pupil was disapplied (20%)          |
| 20% PP pupils EXS<br>60% PP pupil GDS | 40% PP pupils EXS<br>20% PP pupil GDS | 60% PP pupils EXS            | 60% PP pupils EXS<br>20% PP pupil GDS |