# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022-25 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

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| Detail | Data |
| School name | Leavening Community Primary |
| Number of pupils in school | 48 |
| Proportion (%) of pupil premium eligible pupils | 22 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2025-2028 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2028 |
| Statement authorised by | Sian Mitchell |
| Pupil premium lead | Sian Mitchell |
| Governor / Trustee lead | James Robinson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £12,450 |
| 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** | £ 12,450 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all of our pupils make good progress and have high aspirations of themselves and achieve their potential, 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.  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 National Tutoring Programme 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 |

# 1.

# Challenges- Persistent Absence

**Introduction**

At Leavening Community Primary, addressing persistent absence among disadvantaged pupils is crucial for ensuring that all students can thrive academically and socially. Given the school's commitment to inclusivity and high-quality education, it is essential to implement effective strategies that not only encourage attendance but also foster a sense of belonging and community among pupils. Below are tailored strategies across three tiers that align with the school's context, vision, and values.

**Tier 1 – High quality teaching**

**Build a positive school culture**: Foster an environment where pupils feel valued and included, which can significantly enhance their motivation to attend school. This includes celebrating achievements and creating a welcoming atmosphere. [Source](https://www.worthit.org.uk/blog/pupil-absence)

**Effective communication with families**: Establish regular communication channels with parents to discuss attendance and the importance of school. This can include newsletters, phone calls, and parent-teacher meetings to build partnerships and encourage attendance. [Source](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance)

**Utilise data for early intervention**: Implement a system for monitoring attendance data to identify at-risk pupils early. This proactive approach allows for timely interventions before attendance issues escalate. [Source](https://www.eisquare.co.uk/blogs/data-strategies-to-boost-school-attendance)

**Engage pupils in their learning**: Use engaging and interactive teaching methods that cater to diverse learning styles, ensuring that all pupils find value in their education and are motivated to attend. [Source](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance)

**Tier 2 - Targeted academic support**

**Tailored interventions for at-risk pupils**: Develop specific support plans for pupils identified as at risk of persistent absence, focusing on their individual needs and barriers to attendance. This could include mentoring or additional academic support. [Source](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance)

**Parental involvement programmes**: Create initiatives that encourage parental engagement in their child's education, such as workshops or family learning events that highlight the importance of regular attendance. [Source](https://www.worthit.org.uk/blog/pupil-absence)

**Support for returning pupils**: Implement a structured reintegration plan for pupils returning after a period of absence, ensuring they feel welcomed and supported in catching up with missed work. [Source](https://www.worthit.org.uk/blog/pupil-absence)

**Utilise attendance and family liaison officers**: Employ dedicated staff to work closely with families to address barriers to attendance and provide support where needed. [Source](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance)

**Tier 3 - Wider strategies**

**Community partnerships**: Collaborate with local organisations and services to provide additional support for families facing challenges that may affect attendance, such as housing or health issues. [Source](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance)

**Promote a culture of belonging**: Create programmes that foster a sense of community and belonging among pupils, such as buddy systems or peer mentoring, which can help reduce feelings of isolation and encourage attendance. [Source](https://www.worthit.org.uk/blog/pupil-absence)

**Celebrate attendance achievements**: Recognise and reward good attendance through school-wide initiatives, such as attendance awards or special events, to motivate pupils and families to prioritise school attendance. [Source](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance)

**Implement flexible attendance policies**: Consider flexible attendance policies that accommodate the unique needs of families in the rural community, such as allowing for remote learning options when necessary. [Source](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance)

**Conclusion**

By implementing these evidence-based strategies, Leavening Community Primary can effectively address the barrier of persistent absence among disadvantaged pupils. These approaches not only align with the school's vision of inclusivity and high aspirations but also foster a supportive environment where every pupil can thrive. Through collaboration with families and the community, the school can create a culture that values attendance and encourages all pupils to engage fully in their education.

**2. Pupils transferring from other schools**

**Introduction**

At Leavening Community Primary, we recognise the unique challenges faced by pupils transferring from other schools, particularly those who are disadvantaged. With a diverse pupil population and a commitment to inclusivity, it is essential to implement effective strategies that support these pupils in their transition. By focusing on high-quality teaching, targeted academic support, and wider strategies, we can help ensure that all pupils feel welcomed, valued, and ready to succeed.

**Tier 1 – High quality teaching**

**Implement a structured induction programme** that includes familiarisation with the school environment, staff introductions, and peer buddy systems to help new pupils feel comfortable and supported. This aligns with the guidance from the Education Endowment Foundation (EEF) on effective transitions ([EEF Guidance](https://assets.publishing.service.gov.uk/media/67ed419b98b3bac1ec299bc5/Using_pupil_premium_guidance_for_school_leaders.pdf)).

**Utilise formative assessment techniques** to identify the prior knowledge and skills of transferring pupils, allowing teachers to tailor their instruction to meet individual needs. This can include pre-assessments and ongoing feedback to ensure pupils are progressing effectively ([Molina et al., 2018](https://discovery.ucl.ac.uk/10063360/1/Molina%2C%20Pushparatnam%2C%20Rimm-Kaufman%2C%20%26%20Wong%20%282018%29%20Evidence-Based%20Teaching-%20Effective%20teaching%20practices%20in%20primary%20school%20classrooms.pdf)).

**Create a welcoming classroom environment** that promotes positive relationships and encourages open communication. This can be achieved through team-building activities and regular check-ins with new pupils to address any concerns they may have ([Walker, 2016](https://core.ac.uk/download/511369207.pdf)).

**Tier 2 - Targeted academic support**

**Provide one-to-one or small group tutoring** focused on core subjects to help transferring pupils catch up with their peers. This targeted support can be particularly beneficial for those who may have gaps in their learning due to previous educational disruptions ([EEF Guidance](https://assets.publishing.service.gov.uk/media/67ed419b98b3bac1ec299bc5/Using_pupil_premium_guidance_for_school_leaders.pdf)).

**Implement peer tutoring programmes** where older or more experienced pupils support new pupils in their learning. This not only aids academic progress but also fosters social connections and a sense of belonging ([EEF Guidance](https://assets.publishing.service.gov.uk/media/67ed419b98b3bac1ec299bc5/Using_pupil_premium_guidance_for_school_leaders.pdf)).

**Utilise targeted interventions for language development** and literacy, especially for pupils who may struggle with communication or have English as an additional language. This can include structured reading programmes and vocabulary-building activities ([EEF Guidance](https://assets.publishing.service.gov.uk/media/67ed419b98b3bac1ec299bc5/Using_pupil_premium_guidance_for_school_leaders.pdf)).

**Tier 3 - Wider strategies**

**Engage with parents and families** to provide support during the transition process. This can include workshops on how to help their children adjust to a new school environment and regular communication to keep parents informed about their child's progress ([Mentally Healthy Schools](https://www.mentallyhealthyschools.org.uk/factors-that-impact-mental-health/school-based-risk-factors/transitions/)).

**Create a transition coordinator role** to oversee the integration of new pupils, ensuring they receive the necessary support and resources. This person can act as a liaison between the school, parents, and external support services ([Walker, 2016](https://core.ac.uk/download/511369207.pdf)).

**Foster a culture of inclusivity and belonging** by organising school-wide events that encourage interaction among pupils, such as team-building activities, sports days, and community service projects. This helps new pupils form connections and feel part of the school community ([EEF Guidance](https://assets.publishing.service.gov.uk/media/67ed419b98b3bac1ec299bc5/Using_pupil_premium_guidance_for_school_leaders.pdf)).

**Conclusion**

By implementing these strategies tailored to the needs of transferring pupils, Leavening Community Primary can enhance the educational experience for all students, particularly those who are disadvantaged. Our commitment to high-quality teaching, targeted support, and fostering a welcoming school environment aligns with our vision of "Together We Can," ensuring that every pupil has the opportunity to thrive and succeed.

# Pupils with SEND

**Introduction**

At Leavening Community Primary, we recognise the challenges faced by disadvantaged pupils, particularly those receiving Free School Meals (FSM) who are also on the SEND register for cognition and learning. Our commitment to providing high-quality education aligns with our vision of inclusivity and support for all pupils. By implementing targeted strategies across three tiers—high-quality teaching, targeted academic support, and wider strategies—we can effectively address these barriers and enhance the educational experience for our disadvantaged pupils.

**Tier 1 – High quality teaching**

**Implement high-quality teaching practises**: Ensure that all teachers are trained in effective pedagogical strategies that cater to diverse learning needs, particularly for pupils with SEND. This includes scaffolding techniques and differentiated instruction to meet individual learning requirements. [Supporting the attainment of disadvantaged pupils](https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

**Use formative assessment effectively**: Regularly assess pupils' understanding through formative assessments to tailor instruction and provide immediate feedback, helping pupils retain knowledge and improve learning outcomes. [EEF Blog: Five evidence-based strategies to support SEND](https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send)

**Create a language-rich environment**: Foster vocabulary development by integrating subject-specific vocabulary into daily lessons and encouraging its use in discussions and written work. This supports both comprehension and expression for all pupils, especially those with SEND. [High-quality teaching through the lens of disadvantaged learners](https://researchschool.org.uk/norfolk/news/high-quality-teaching-through-the-lens-of-our-disadvantaged-learners-where-do-we-start)

**Encourage collaborative learning**: Utilise group work and peer tutoring to promote social interaction and learning among pupils, allowing them to learn from each other and build confidence in their abilities. [What are the most effective ways to support disadvantaged pupils](https://www.stwcc.co.uk/attachments/download.asp?file=453&type=pdf)

**Tier 2 - Targeted academic support**

**One-to-one and small group tuition**: Provide targeted support through one-to-one or small group sessions focusing on specific areas of need, such as literacy and numeracy, to help disadvantaged pupils catch up with their peers. [Using pupil premium guidance for school leaders](https://assets.publishing.service.gov.uk/media/67ed419b98b3bac1ec299bc5/Using_pupil_premium_guidance_for_school_leaders.pdf)

**Deploy teaching assistants effectively**: Train teaching assistants to deliver structured interventions and support high-quality teaching within the classroom, ensuring they complement the work of the class teacher rather than replace it. [Closing the Disadvantage Gap: Intervention Strategies](https://www.ase.org.uk/sites/default/files/Closing%20the%20Disadvantage%20Gap%20%28EEF%20Toolkit%29%20ASE%20IIS.pdf)

**Utilise targeted interventions for language development**: Implement specific interventions aimed at improving language skills, particularly for pupils with SEND, to enhance their communication and comprehension abilities. [EEF's Promising Programmes](https://assets.publishing.service.gov.uk/media/67ed419b98b3bac1ec299bc5/Using_pupil_premium_guidance_for_school_leaders.pdf)

**Feedback and metacognitive strategies**: Provide clear, actionable feedback that encourages pupils to reflect on their learning and develop self-regulation skills, which can be particularly beneficial for disadvantaged pupils. [Closing the Disadvantage Gap: Intervention Strategies](https://www.ase.org.uk/sites/default/files/Closing%20the%20Disadvantage%20Gap%20%28EEF%20Toolkit%29%20ASE%20IIS.pdf)

**Tier 3 - Wider strategies**

**Enhance parental engagement**: Work closely with families to understand their challenges and provide support, ensuring they are involved in their child's education and aware of the importance of regular attendance. [We prioritise understanding our pupils' key barriers to learning](https://teaching.blog.gov.uk/2023/07/17/we-prioritise-understanding-our-pupils-key-barriers-to-learning-and-it-makes-a-big-difference/)

**Implement social and emotional support programmes**: Establish programmes that address the social and emotional needs of pupils, helping them develop resilience and coping strategies, which can positively impact their academic performance. [The EEF Guide to the Pupil Premium](https://www.hallamfields.org.uk/media/vlnpfsnh/eef-guidance.pdf)

**Promote a culture of attendance**: Create initiatives that celebrate good attendance and provide support for families struggling with attendance issues, ensuring that all pupils feel valued and motivated to attend school regularly. [Improving educational outcomes for disadvantaged children](https://publications.parliament.uk/pa/cm5901/cmselect/cmpubacc/365/report.html)

**Provide access to extracurricular activities**: Ensure that disadvantaged pupils have opportunities to participate in extracurricular activities, which can enhance their social skills, confidence, and overall school experience. [10 Tips for Effective use of Pupil Premium](https://www.governmentevents.co.uk/10-tips-for-effective-use-of-pupil-premium-to-support-more-able-disadvantaged-learners/)

**Conclusion**

By implementing these strategies across the three tiers, Leavening Community Primary can effectively address the barriers faced by disadvantaged pupils, particularly those on the SEND register. Our commitment to high-quality teaching, targeted academic support, and wider strategies will help ensure that all pupils have the opportunity to thrive and succeed in their educational journey. Together, we can create an inclusive and supportive environment that fosters growth and achievement for every pupil.

**Emotional Support**

**Introduction**

At Leavening Community Primary, we recognise the importance of supporting our disadvantaged pupils, particularly those in receipt of Free School Meals (FSM), who often face emotional challenges that can hinder their learning. As a small rural primary school with a commitment to inclusivity and high-quality education, we aim to implement effective strategies that align with our vision of "Together We Can." By focusing on emotional coaching and tailored support, we can help these pupils thrive both academically and socially.

**Tier 1 – High quality teaching**

Implement **emotion coaching** techniques in the classroom to help pupils understand and regulate their emotions. This involves teaching them to identify their feelings and respond appropriately, fostering a supportive learning environment. [Source](https://www.oneeducation.co.uk/wp-content/uploads/2024/09/Chapter-4.3.8-Emotion-coaching-approaches.pdf)

Utilise **adaptive teaching strategies** that cater to the specific needs of vulnerable pupils. This includes live marking, scaffolding, and differentiated instruction to ensure all pupils can access the curriculum effectively. [Source](https://teaching.blog.gov.uk/2024/12/02/focus-five-a-high-impact-low-cost-response-to-disadvantage/)

Foster a **language-rich environment** by encouraging the use of emotional vocabulary during lessons. This helps pupils articulate their feelings and enhances their communication skills. [Source](https://www.sec-ed.co.uk/sites/default/files/SecEd%20Ideas%20to%20support%20your%20vulnerable%20learners%20March%202024.pdf)

Incorporate **reflective listening** techniques where teachers echo back what pupils say to validate their feelings and ensure understanding. This builds trust and encourages open communication. [Source](https://www.sec-ed.co.uk/sites/default/files/SecEd%20Ideas%20to%20support%20your%20vulnerable%20learners%20March%202024.pdf)

**Tier 2 - Targeted academic support**

Provide **small group interventions** focused on emotional regulation and academic support. This can include sessions led by the school’s wellbeing champion to address specific emotional needs while reinforcing academic skills. [Source](https://warwick.ac.uk/fac/soc/cte/professionaldevelopment/trn/community/article_134_5800_pdf_100.pdf)

Implement **mentoring programmes** where staff or older pupils support disadvantaged pupils in both emotional and academic areas. This can help build resilience and improve self-esteem. [Source](https://www.coopersedge.gloucs.sch.uk/gloucs/primary/coopersedge/site/pages/send/emotioncoaching)

Use **targeted feedback** strategies that focus on emotional and academic growth, ensuring that pupils understand their progress and areas for improvement. This can be integrated into regular assessments and check-ins. [Source](https://teaching.blog.gov.uk/2024/12/02/focus-five-a-high-impact-low-cost-response-to-disadvantage/)

**Tier 3 - Wider strategies**

Develop partnerships with local mental health services to provide **workshops for parents and staff** on emotional coaching and supporting vulnerable pupils. This can enhance the home-school connection and provide a consistent approach to emotional wellbeing. [Source](https://www.gloucestershire.gov.uk/education-and-learning/educational-psychology-service-eps/information-for-schools-parents-and-professionals/supporting-children-and-young-people-experiencing-barriers-in-school-attendance/ideas-and-resources-for-supporting-children-and-young-people-and-parentscarers/)

Create a **school-wide emotional wellbeing initiative** that includes regular training for staff on emotional coaching techniques and the importance of emotional literacy in the classroom. This can help create a cohesive approach to supporting all pupils. [Source](https://warwick.ac.uk/fac/soc/cte/professionaldevelopment/trn/community/article_134_5800_pdf_100.pdf)

Organise **community events** that promote emotional wellbeing and resilience, such as family workshops or community days focused on mental health awareness. This can help reduce stigma and encourage open discussions about emotions. [Source](https://www.gloucestershire.gov.uk/education-and-learning/educational-psychology-service-eps/information-for-schools-parents-and-professionals/supporting-children-and-young-people-experiencing-barriers-in-school-attendance/ideas-and-resources-for-supporting-children-and-young-people-and-parentscarers/)

**Conclusion**

By implementing these strategies across the three tiers, Leavening Community Primary can effectively address the emotional coaching needs of our disadvantaged pupils. This approach aligns with our commitment to inclusivity and high-quality education, ensuring that all pupils have the support they need to thrive both academically and emotionally. Together, we can create a nurturing environment where every pupil feels valued and empowered to reach their full potential.

# 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 to 2024 academic years.

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| The relational and restorative approach to school life and focus on developing an engaging curriculum enabled pupils to start engaging in classroom-based learning once again. The focus on well being enabled all pupils to access the accredited ‘Relax Kids’ programme to support their resilience and behaviours for re-engagement.  For our disadvantaged and more vulnerable pupils, an allocated 1:1 mentor has been assigned to develop emotional health and well-being and academic tutoring.  Progress for all pupils involved has been good across both core and foundation subjects. All pupils have met their personal attainment targets.  Attendance has improved over the duration of the two year- please refer to the case study. |