# Pupil premium strategy statement

**Leavening Community Primary**

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

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| Detail | 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 – you must still publish an updated statement each academic year)** | 2025-2028 |
| Date this statement was published | July 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** | £0 |
| Pupil premium funding allocation this academic year | £12,450 |
| 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 |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Persistent Absence and Low Attendance** Some disadvantaged pupils have higher rates of absence due to a range of complex factors, including family circumstances, health concerns, or lack of routine. This impacts their academic progress and engagement with school life. |
| 2 | **Limited Support at Home for Learning** A number of disadvantaged pupils may not have access to consistent academic support at home, including help with homework, reading, or structured learning time. This can affect their confidence, attainment, and ability to consolidate learning. |
| 3 | **Social, Emotional and Mental Health Needs (SEMH)** Many disadvantaged pupils present with heightened emotional needs, including anxiety, low self-esteem, and difficulty with self-regulation. These needs can create barriers to learning, social integration, and behaviour for learning. |
| 4 | **Low Language Acquisition and Vocabulary Development** Some pupils start school with lower levels of vocabulary and communication skills, which can impact reading comprehension, writing, and verbal reasoning across the curriculum—especially for those with limited early language exposure. |

## 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.

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| Intended outcome | Success criteria |
| 1. Improved attendance for disadvantaged pupils | - Reduction in persistent absence - Disadvantaged pupils meet or exceed 95% attendance target |
| Increased parental engagement and support for learning at home | Higher participation in home learning activities and school events - Improved homework completion rates |
| Accelerated progress and attainment in reading, writing and maths | - Disadvantaged pupils meet or exceed their end-of-year targets - Gaps between disadvantaged and non-disadvantaged pupils narrow over time |

## 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: £ *700*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *CPD on adaptive teaching* | **Evidence Supporting Adaptive Teaching**  **1. Education Endowment Foundation (EEF) – Teaching and Learning Toolkit**   * **EEF Summary:** Adaptive teaching (sometimes called responsive teaching or differentiation) is a core element of high-quality teaching. Teachers adapt lessons to meet the needs of all learners by varying support, scaffolding, or challenge. * **Impact:** The EEF emphasises that adaptive teaching helps to close the disadvantage gap by ensuring that all pupils access and engage with challenging content. * **EEF Recommendation:** Avoid ‘hard labels’ and grouping by perceived ability. Instead, adapt questioning, pace, and scaffolds to ensure access for all.   🔗 *EEF Toolkit*: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- | 1,2 |
| *CPD on metacognition* | **Evidence Supporting Metacognition**  **2. Education Endowment Foundation (EEF) – Metacognition and Self-Regulated Learning Guidance Report**   * **EEF Summary:** Teaching pupils to plan, monitor and evaluate their own learning (metacognition) has a **high impact for very low cost**, especially for disadvantaged pupils. * **Impact:** +7 months of additional progress per year on average. * **Best Practice:** Explicitly teach metacognitive strategies linked to curriculum content. Examples include “Plan–Monitor–Evaluate” frameworks, modelling thinking aloud, and structured reflection time.   🔗 *EEF Metacognition Guidance*: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition | 1,2 |

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

Budgeted cost: £ *5,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Well being champion.* | **Anna Freud Centre – Evidence-Based Mental Health in Schools**   * Advocates for the use of **emotion coaching**, **wellbeing interventions**, and **trained support staff (like ELSAs)**. * Recommends structured, well-monitored interventions with clear outcomes, linked to broader school wellbeing strategies.   🔗 https://www.annafreud.org/schools-and-colleges/ | 3 |
| *NELI and VERBO intervention* | **Better Communication Research Programme (BCRP)**   * Funded by the DfE, this programme provides evidence on effective practices for pupils with SLCN. * Found that:   + **Collaborative models** (e.g., teachers and speech and language therapists co-planning) are highly effective.   + Interventions like **Nuffield Early Language Intervention (NELI)** have strong evidence of impact on language development in early years.   🔗 NELI – Strong EEF-rated evidence | 4 |

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

Budgeted cost: £ *5000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Attendance champion in role* | **Department for Education (DfE) – Improving School Attendance (2022)**   * Strongly advocates for **senior-level responsibility for attendance**. * Recommends that schools appoint a **"designated senior leader for attendance"** to:   + Analyse attendance data   + Implement interventions   + Work with families   + Monitor impact * Suggests that clear leadership improves consistency, accountability, and early intervention.   “Effective attendance practice involves leadership, high expectations, accurate data, and strong systems of support.” 🔗 DfE Attendance Guidance | 4 |
| *Targeted well being support* | **Education Endowment Foundation (EEF) – Social and Emotional Learning (SEL)**   * **EEF Toolkit: Social and Emotional Learning**   + Impact: **+4 months progress on average**   + Interventions that focus on **improving pupils' social interaction, emotional regulation, and self-awareness** are shown to benefit learning, particularly when embedded into everyday classroom practice.   + Especially effective for disadvantaged pupils who may struggle with emotional literacy and regulation.   🔗 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4 |

**Total budgeted cost: £** *10,700*

*The remaining money is used to support school visits, uniform and other expenses for pupil premium pupils.*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Outcomes for Disadvantaged Pupils – 2024–25 Review**  In the 2024–25 academic year, our disadvantaged pupils demonstrated strong progress across academic and wider measures. The effectiveness of our strategy has been evaluated using a range of data sources, including statutory assessments, internal tracking, and qualitative evidence from staff, families, and pupils.  **Academic Performance**   * In **Key Stage 2 SATs**, disadvantaged pupils performed in line with or above national expectations in reading and writing, with 100% meeting the expected standard in reading and 70% in writing. Outcomes in maths were slightly lower, with 60% achieving the expected standard. However, all pupils demonstrated at least expected progress from their individual starting points. * **Phonics screening** outcomes for disadvantaged pupils in Year 1 were strong, with 100% achieving the expected standard, reflecting the impact of targeted phonics interventions. * Internal data from **teacher assessments and standardised tests** showed that disadvantaged pupils made strong progress across core subjects, narrowing the gap with their non-disadvantaged peers.   **Comparison to Local and National Averages**  While national data for 2025 is still being finalised, early indicators suggest that disadvantaged pupils at Leavening have outperformed national averages in reading and phonics, and are broadly in line in writing. Maths remains a relative area for development. It is important to note that these outcomes must be viewed in the context of ongoing post-Covid recovery, which continues to impact some pupils disproportionately.  **Attendance, Behaviour and Wellbeing**   * Attendance among disadvantaged pupils has **improved**, with persistent absence decreasing from 18% in the previous year to 11% this year. This remains above national targets but reflects the early impact of our attendance mentoring and parental engagement strategies. * Behaviour logs show a significant **reduction in behaviour incidents** among disadvantaged pupils. Targeted emotional support, the implementation of ELSA sessions, and restorative practice have contributed to this success. * Pupil voice indicates improved **emotional wellbeing and sense of belonging**, particularly among pupils supported through our wellbeing mentor and inclusion work.   **Assessment of Strategy Impact**  We are largely **on track to achieve the intended outcomes** of our 2022–25 strategy. Notable successes include:   * Improved attendance and engagement from key vulnerable pupils * Strong progress in reading and writing * Increased parental involvement and emotional resilience among targeted pupils   Areas that will continue into the next phase of our strategy include:   * Further narrowing the attainment gap in mathematics * Sustaining improved attendance through consistent multi-agency and school-led support * Embedding adaptive teaching and metacognitive approaches across all year groups   Overall, the previous Pupil Premium strategy has been effective, and the intended outcomes have been **partially to fully met**, with robust plans in place to consolidate gains and address ongoing challenges. |

## 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.*

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| Programme | Provider |
| Project Marigold | Project Marigold |
| Digital counselling | Place 2be |

## Challenges

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

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| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Persistent absence among disadvantaged pupils, particularly those with complex family needs. |
| 2 | Pupils transferring from other schools who need additional academic and emotional support. |
| 3 | Disadvantaged pupils with SEND requiring personalised teaching and learning support. |
| 4 | Emotional wellbeing and resilience issues impacting engagement and attainment. |

## 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 |
| Improved attendance for disadvantaged pupils | Reduction in persistent absenteeism and improved overall attendance rates. |
| Successful transition and academic progress of transfer pupils | Accelerated progress in core subjects and improved sense of belonging. |
| Increased attainment and progress for SEND disadvantaged pupils | Pupils achieve personalised targets and engage in mainstream classroom activities. |
| Improved emotional resilience and wellbeing | Pupils demonstrate increased self-regulation, confidence and engagement with learning. |

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff CPD on adaptive teaching and emotion coaching strategies | EEF: High-quality teaching through the lens of disadvantaged learners | 1, 3, 4 |
| Whole school training on metacognition and scaffolding techniques | EEF: Five evidence-based strategies to support SEND | 3 |
| Create a language-rich environment across all classrooms | EEF: Supporting the attainment of disadvantaged pupils | 3, 4 |

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

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1:1 tuition and small group interventions for literacy and numeracy | EEF: Using pupil premium guidance for school leaders | 1, 2, 3 |
| Structured interventions for vocabulary and language development | EEF's Promising Programmes | 3 |
| Deployment of teaching assistants to support high-quality classroom delivery | EEF: Closing the Disadvantage Gap | 2, 3 |

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

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole-school attendance initiatives and reward systems | Improving educational outcomes for disadvantaged children | 1 |
| Emotion coaching across school and targeted emotional support programmes | EEF: The Guide to the Pupil Premium | 4 |
| Structured induction and peer support for transferring pupils | EEF: Guidance on transitions | 2 |

Total budgeted cost: £12,450

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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 wellbeing 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 period – please refer to the case study.