



Pupil premium strategy statement – St Leonard's Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	239 (including Nursery)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025 to 2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026, June 2027, June 2028
Statement authorised by	Catherine Phillips, Headteacher
Pupil premium lead	Claire Callaghan, Inclusion Lead
Governor / Trustee lead	Carly Colclough, link governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,765 £1,515 per pupil FSM (25 pupils) £2,630 per pupil previously looked after (3 pupils)
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 45,765

Part A: Pupil premium strategy plan

Statement of intent

At St Leonard's our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 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 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.

Challenge number	Detail of challenge
1	<p>There is not a consistent shared understanding and approach to adaptive teaching throughout the curriculum (N-Y6), to ensure vulnerable pupils such as SEND, PP, EAL and the lowest 20% of learners are effectively supported to access learning during writing lessons with increased independence.</p> <p>Aspects of the curriculum have been recently developed to raise ambition, including in mathematics and the foundation subjects. However, there is variation in how well these subjects are being taught. The school should ensure that staff are trained and supported to implement the revised curriculum effectively so that pupils learn more and remember more across all subjects.</p> <p>The school does not check consistently well what pupils know and remember. This means that gaps and misconceptions are not addressed quickly enough, and some pupils move on to work that is too complex before they are ready. The school must ensure that checks on pupils' knowledge and understanding enable gaps to be identified and addressed speedily.</p>
2	Progress and attainment for PP pupils is generally below their non-disadvantaged peers.
3	The school's communication with parents is not consistently timely. This means that some parents do not feel well informed about their child's learning, progress and wider school matters. The school should improve their communication with parents so that parents and carers are well informed and can engage well with life in school.
4	Attendance for vulnerable groups is below target figures
5	The English Curriculum needs embedding so there is a consistency in approach to the teaching of writing across the school and this will improve writing outcomes for all year groups and all groups of pupils, with a focus on disadvantaged 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
<p>Staff will foster a shared understanding and approach to adaptive teaching across (Nursery - Y6), with a focus on ensuring SEND and the lowest 20% of learners are effectively supported to access learning with increased independence.</p> <p>Establish a shared understanding and approach to positive learning behaviours, reducing instances of passive learning across the school (Nursery – Y6)</p>	<ul style="list-style-type: none"> - All staff able to articulate clear definition of adaptive teaching and its purpose - All staff consistently apply agreed adaptive teaching strategies - On-going CPD to reflect on and further develop strategies - All pupils demonstrate increased engagement, participation and independence in lessons - Planning and teaching evidence adaptive strategies specifically for disadvantaged learners such as SEND, PP and lowest 20% of pupils - Attainment and progress data shows measurable improvements from pupil starting points. Attainment and progress data demonstrates improved outcomes specifically for groups e.g. SEND and PP - Evidence of a reduction in the attainment gap between SEND/lowest 20% and their peers due to accelerated progress - Evidence of improved independence in learning tasks and reduced reliance on adult support
<p>Embed the writing curriculum – introduced summer 2025 – to ensure a mastery approach to writing resulting in increased attainment and progress in all year groups, including the introduction of Drawing Club into EYFS</p> <p>To develop pupils’ writing outcomes by strengthening staff subject knowledge in vocabulary, grammar and punctuation and applying this knowledge to the teaching of composition.</p> <p>Create a language-rich environment that supports the development of communication and interaction skills, with a particular focus on closing the gap for those pupils entering with below age-related expectations</p> <p>Embed high-quality adult-child interactions across the Early Years setting, drawing on best practice and research, with a particular focus on enhancing language development and executive functioning</p>	<ul style="list-style-type: none"> - EYFS classrooms and outdoor areas are visibly language rich, including: <ul style="list-style-type: none"> • Visual prompts e.g. widgets • Storytelling maps/prompts e.g. puppets, toys, books, story sacks • Role-play and small-world encouraging imaginative talk and storytelling - Adults consistently model rich vocabulary, correct sentence structure, and conversational turn-taking. - Staff use research-informed strategies such as ShREC to support language development. - Adults identify and respond to early speech, language, and communication needs, and prioritise this through planning for targeted pupils. - Daily routines and planned activities include explicit opportunities for developing communication and interaction (e.g. story time using high-quality texts, singing, circle time, Drawing Club). - Progress in communication and interaction is accelerated for pupils entering below age-related

	<p>expectations through early identification and intervention.</p> <p>EYFS staff understand what constitutes high-quality adult-child interactions, informed by current research and best practice. E.g. Share, Respond, Expand, Conversation (EEF, ShREC).</p> <ul style="list-style-type: none"> - Staff are confident in identifying opportunities to support executive functioning (e.g. working memory, attention control, self-regulation) through interactions. - Daily routines and continuous provision are designed to promote rich adult-child interactions. - Learning environments include prompts and resources that encourage dialogue, decision-making, and collaborative play. - Staff are deployed effectively to maximise interaction opportunities across all areas of provision. - Children make increased progress in prime areas and those entering below age-related expectations make accelerated progress in targeted areas. - Improved outcomes for pupils
<p>Further embed a tiered approach to mental health and wellbeing support in school with a particular focus on the universal offer within the classroom</p> <p>Further embed the role of Leonard’s Link groups in fostering a sense of community and a culture of restorative practice</p>	<ul style="list-style-type: none"> - Staff demonstrate a clear understanding of the tiered approach to mental health and wellbeing. - Staff feel confident in delivering universal wellbeing strategies within classrooms. This includes daily meet and greet, positive behaviour strategies, check-ins, regulation stations, adaptive teaching. - Pupils engage in activities that promote emotional literacy, resilience, and self-regulation. - Pupils report feeling safe, supported, and able to talk about their feelings. This is evidenced in pupil voices and age-appropriate surveys. - Reduction in low-level behaviour incidents linked to emotional dysregulation. - Mental health and wellbeing are visibly prioritised in school policies, displays, assemblies, and routines. - Parents and carers are aware of and support the school’s universal wellbeing offer through use of Class Dojo and Leonard’s Life.

<p>Re-establish systems and routines for monitoring and managing attendance and punctuality resulting in improvements where concerns are identified</p>	<ul style="list-style-type: none"> - Robust and consistent systems for monitoring attendance and punctuality are re-established and understood by staff. - Daily registers are completed accurately and promptly, with follow-up procedures in place for absences and lateness. - Pupils with emerging attendance or punctuality concerns are identified quickly through regular data analysis. - Timely interventions are implemented, including communication with families and personalised support plans. - Overall school attendance improves and meets or exceeds national benchmarks. - Reduction in the number of pupils with persistent absence or frequent lateness. - Designated staff members take ownership of attendance monitoring and follow-up. - Parents understand the importance of good attendance and punctuality and are regularly informed of their child's attendance record. - Positive relationships with families support improved attendance outcomes. - Pupils are motivated to attend regularly and arrive on time. - Progress and achievement of disadvantaged groups improves.
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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: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>NTS (£2500)</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 5,</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>NELI</p> <p>Stoke Speaks Out</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>Improving Literacy in Key Stage 1 and 2 – EEF</p> <p>NELI</p> <p>Stoke Speaks Out</p>	<p>1, 2, 5</p>
<p>Continue use of FFT Phonics in EYFS and KS1 to secure stronger phonics teaching for all pupils.</p> <p>Targeted interventions for KS2 pupils who are not making progress with reading - EPATT</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1, 2, 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>1,2</p>

	Improving Mathematics in Key Stages 1 and 2	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Jigsaw PSHE programme</p> <p>ELSA</p> <p>Restorative and Relational Approach</p>	4

Targeted academic support (for example small group and one-to-one support structured interventions)

Budgeted cost: **£24,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group intervention for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>EPATT</p> <p>FFT</p>	<p>Targeted support for specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Targeted phonics sessions with a focus on disadvantaged pupils who require further phonics support.</p> <p>FFT</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Use of NELI to improve listening, narrative and vocabulary skills for disadvantaged pupils who have</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	1

relatively weak spoken language skills.	Oral language interventions Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on Restorative and Relational Approaches behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>RRP training</p> <p>ELSA</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	3, 4
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Parent Engagement Teaching and Learning Toolkit EEF</p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 45,765

Part B: Review of the Year 1 (2026)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils are outperformed by their non-disadvantaged peers.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that...

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that...

Based on all the information above, the performance of our disadvantaged pupils [did/did not meet] expectations, and we are at present [on course/not on course] to achieve the outcomes we set out to achieve by 2028, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that [*school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year*].

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Part B: Review of the Year 2 (2027)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils are...

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that...

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that...

Based on all the information above, the performance of our disadvantaged pupils [did/did not meet] expectations, and we are at present [on course/not on course] to achieve the outcomes we set out to achieve by 2028, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that [*school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year*].

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Part B: Review of the Year 3 (2028)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils are outperformed by their non-disadvantaged peers.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that...

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that...

Based on all the information above, the performance of our disadvantaged pupils [did/*did not meet*] expectations, and we are at present [*on course/not on course*] to achieve the outcomes we set out to achieve by 2028, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that [*school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year*].

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.