

Pupil premium strategy statement – Leconfield 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 the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | 131 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| 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) | 2024 / 2025, 2025/2026 2026/2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Katie Tracey |
| Pupil premium lead | Megan Sellar |
| Governor / Trustee lead | Morag Sinclair |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £27270 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £47220 |

Part A: Pupil premium strategy plan

Statement of intent

At Leconfield Primary School, our intention is that all pupils, irrespective of their background, feel happy, safe and welcome at Leconfield and 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 this and to ensure that those who are already high attainers, make progress and are challenged.

We will consider the challenges faced by vulnerable pupils, including for many of our disadvantaged children the language barrier in which the children face. We want to ensure that the needs of all disadvantaged pupils are supported to ensure they are happy, confident learners who make progress.

At the heart of our approach is high-quality teaching, with a focus on supporting the disadvantaged children in order to close the gap between themselves and their peers. We also ensure that non-disadvantaged pupils have the highest quality teaching and learning opportunities available to them. Our aim is that all children will make good or better progress through high quality teaching and learning and that this is sustained throughout the plan.

Our strategy will consider whether targeted academic support is required for the disadvantaged pupils to ensure that they are making good progress. We also continue to support the wellbeing of all of our disadvantaged pupils, ensuring that they have the same opportunities as their peers and that their wellbeing is of top priority.

In our approach we will respond to common challenges and individual needs, working with the families to support the child at both home and school. The approaches we have adopted complement each other to help pupils achieve their full potential. To ensure they are effective we will:

- Ensure that all disadvantaged children are challenged in the work which they are set and complete.
- Use teacher assessments, pupil progress meetings and assessment data, as well as intervention information to act early and intervene as quickly as possible.
- Adopt a whole school approach, in which all staff have the needs of disadvantaged pupils at the forefront of their thinking, in order to raise expectations and standards.

Our strategy also includes the service pupils, who are an integral part of our school community. Our intent is that all service pupils will receive the highest possible education

outcomes and will make progress in line with their peers. We will also support our service pupils pastorally and ensure that the transitory life is as stable as it can possibly be.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped language skills and vocabulary gaps among many disadvantaged pupils. These are more evident in Key Stage 2 as pupils begin to use a more diverse range of words and vocabulary. |
| 2 | Assessments identified that disadvantaged pupils did not make as much progress as their peers in reading. Across the school in end of year assessments. 60% of disadvantaged children made between 0 and 1 point of progress. 2024/25 40% of disadvantaged pupils made greater than one Hodder progress score. 2023/2024 2024 / 25 assessments - 67% of disadvantaged pupils made between 0 - 1 point of progress. 19% made greater than one point of progress. |
| 3 | Assessments identified that disadvantaged pupils are not achieving as well in the end of year outcomes as their peers. 2023/24 - Across the school 53% of disadvantaged pupils were Working towards the expected standard in reading last year with only 47% of disadvantaged pupils were working at the Expected standard in Reading 2024/2025 - Across the school 33% of disadvantaged pupils were Working towards the expected standard in reading last year with 52% of disadvantaged pupils working at the Expected standard in Reading and 14% of disadvantaged pupils working at a greater depth. |
| 4 | Our attendance data 2023 / 24 identified that 72% of disadvantaged pupils had an attendance of above 90% consistently for the whole year. 28 % (5 children - 3 families) had an attendance of just below 90%, however not below 85% for the school year. Our attendance data 2024 / 25 identified that 14% of disadvantaged pupils had an attendance of 90% or above. The other 86% of disadvantaged pupils had an attendance of 95% or above. |
| 5 | Assessments, observations and discussions with pupils and families have identified some social and emotional issues for many pupils. Families feel |

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| | that they would find it helpful to have support with providing uniform and trips so that disadvantaged pupils have the same opportunities as their peers |
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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 |
|--|--|
| Ensure that pupils have a language rich curriculum and are able to communicate effectively with their peers. Pupils use high quality language in their everyday spoken conversations. | Observations and individual work with children show that they are using high quality language in everyday spoken conversations. This will also be seen in English work, through book looks, lesson observations and how pupils communicate with each other. |
| Improve progress in reading of disadvantaged pupils across all year groups. | End of Year outcomes show that 75% of disadvantaged pupils have made better than 1 point of progress each year. |
| Improve attainment in reading of all disadvantaged pupils in all year groups. | End of Year outcomes to have 75% of disadvantaged pupils working at Age Related Expectations in reading. |
| Improve and sustain attendance of all disadvantaged pupils, with pupils having an attendance of 90% consistently throughout the year. | Sustained attendance of disadvantaged pupils of 90% by 2026/27 Attendance of all disadvantaged pupils to be 90% or more each year. |
| Pupils feel safe in their social and emotional well being and know that school is a place in which they can talk about their feelings and emotions in order to be successful learners. Pupils know that they have the same opportunities as their peers and do not feel at a disadvantage. | Sustained high levels of wellbeing by 2026/27 demonstrated by: Data from student voice, student and parent surveys and teacher observations Increase in participation in enrichment activities, particularly among disadvantaged pupils |

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: **£10525**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of Literacy Shed to improve the spelling of all pupils and to also improve the spoken word, language and vocabulary used in the classroom.</p> | <p>A recommendation of the EEF - Improving Literacy was to: Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. • Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> | <p>1,2</p> |
| <p>Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD</p> | <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>1,2</p> |
| <p>Renew RWI subscription and also support from RWI advisor to secure stronger phonics teaching for all pupils.</p> | <p>Renew RWI to secure stronger phonics teaching for all pupils. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p> | <p>1,2,3</p> |

| | | |
|--|--|--|
| <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</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: Oral language interventions Teaching and Learning Toolkit EEF</p> | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£24195**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons, in order to raise attainment and progress for disadvantaged pupils.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p> | <p>2,3</p> |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be as part of the RWI Intervention programme.</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: Phonics - Teaching and Learning Toolkit - EEF</p> | <p>2,3</p> |
| <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills. Focus on EAL pupils.</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: Oral language interventions Teaching and Learning Toolkit EEF</p> | <p>1</p> |

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

Budgeted cost: **£8500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <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 work with the EWO to ensure that attendance is the best it can be.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>4,5</p> |
| <p>Release time for Teaching Assistant to deliver ELSA sessions to disadvantaged children.</p> | <p>It has been found that pupils who have ELSA support feel a lot calmer in school and are able to access the curriculum feeling happy and content.</p> | <p>4,5</p> |
| <p>Provide all disadvantaged pupils with school uniform each year and also subsidise the cost of school trips and also residential visits for Year 6.</p> | <p>EEF research says: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> | <p>4,5</p> |

Total budgeted cost: £43220

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year 2024/25, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

In Maths all disadvantaged pupils throughout the school made good or better progress. 67% of disadvantaged pupils were working at the expected standard or greater than this.

In Reading 86% disadvantaged pupils throughout the school made good or better progress. 14% of disadvantaged pupils made less than expected progress.

66% of disadvantaged pupils were working at the expected standard or greater than this.

The Key Stage 2 results showed that 75% of disadvantaged pupils (4 pupils in cohort) achieved the expected standard in Reading, Writing and Maths.

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 have experienced disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils differently). One of our disadvantaged children did not sit the SATs as he was working at a Pre-Key Stage level and had SEND needs.

The data demonstrates that disadvantaged pupils, achieve in line with their peers.

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

Our attendance data 2024 / 25 identified that 14% of disadvantaged pupils had an attendance of 90% or above. The other 86% of disadvantaged pupils had an attendance of 95% or above. In our school Ofsted October 2024, it was highlighted that the behaviour of all pupils, including those who were disadvantaged was very good. Surveys have found the disadvantaged pupils enjoy attending school and feel that they are supported and belong to the Leconfield family.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the focus on maths and also reading has had a really positive impact on the outcomes of maths throughout school, on both attainment and also progress. Disadvantaged pupils are also happy at school and feel very much part of our Leconfield School family, they know that their wellbeing and happiness is of the utmost importance to us and always know that they can speak to adults in school if they have any worries or concerns.

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.

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.

| Programme | Provider |
|----------------------------------|--------------------------------|
| Read Write Inc Phonics | Ruth Miskin - Read, write, Inc |
| Lexia Core 5 | Lexia |
| Times Tables Rock Stars | Maths Circle |
| Literacy Shed+ and Spelling Shed | Literacy shed. |

Service pupil premium funding spending: £4000

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

In the last academic year, we spent our Service Pupil Premium on Teaching Assistant support, this was used to provide intervention in reading, Phonics, Maths, writing and handwriting to ensure that service pupils are working in line with their non-service peers.

We also have the introduction of the Therapy dog. This is specifically targeted for Service children and impacting on their well being, by giving them time and support from the dog. One of our Teaching Assistants spends time with the children and the dog, she then uses this to support her ELSA work.

We have also assigned a Teaching Assistant to do morning check ins with children, these are service pupils who have been identified as needing a little reassurance and emotional support in the mornings. We tailor this around the needs of the children and feedback from parents.

Release time has also been provided for staff to spend with and support parents and children, this includes making phone calls to new schools and assessing pupils on entry to make sure that all transitions are as smooth as possible.

Release time for the Service Pupil Champion has been used to take part in a Festival of Friends project which has been run by the Local Authority to upskill staff in their knowledge of Service pupils and improve the provision which the school has in place for the service pupils.

The Service Pupil champion also attends Local Authority training for working with Service Pupils and spends time with the Service pupils. The Service pupils have this year created their own school council called the Mini Militaries and through this the children are working with staff to improve the offer which all service pupils have in school from the voice of the children.

The Service Pupil champion has also introduced Passports for children who leave the school and created forms to assist with deployment and postings in order to give the pupils the best support which they can have.

The impact of that spending on service pupil premium eligible pupils

Service pupils are performing above their non-service peers in KS2 SATS.

In Reading 83% of service pupils achieved EXS or above compared to 63% of non-service pupils.

In Maths 83% of service pupils achieved EXS or above compared to 72% of non-service pupils.

In GPS 66% of service pupils achieved EXS or above compared to 63% of non-service pupils.

In writing the Service pupils were slightly lower than non-service pupils. With 66% of Service pupils working at EXS or greater compared to 72% of non-service pupils.

This will therefore be a focus for the next year.

Many service pupils have received ELSA to support their emotional well being. This has been tailored towards their individual needs.

Service pupils had the chance to represent the school at the Festival of Friends celebration. The children experienced speaking in front of a room of very important guests and also had the chance to show others their achievements this year, such as the booklet which they have created for new children who come to the school.

In Pupil voice surveys, Service pupils felt happy and welcomed at Leconfield. They felt that they were part of a family and loved the sense of community and how everyone, regardless of if they are from a Service family or not, have the same opportunities.

Further information

Additional Activity

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

A curriculum designed with the disadvantaged children in mind, so that all children, regardless of their background or circumstances receive the best quality curriculum possible, which provides them with opportunities to question, challenge and explore through hands-on and first hand experiences.

The introduction of VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary), from Year 2 onwards. Using the Literacy Shed resources we aim to improve the quality of the reading which pupils are offered and upskill them. A text is explored in great depth and different areas of reading are worked on, based on the needs of the children. Teachers are able to adapt the focus of their teaching, depending on which area children need more understanding and practise of. Both informal assessments and formal assessments are used to establish these areas and then teachers plan accordingly.

Through our Literacy Shed subscription we also aim to develop pupils' sentence skills. Writing is an area in which Disadvantaged pupils did not score as well, therefore by using the Sentence Shed resources we are really working on developing basic sentence skills, to ensure that all pupils are competent writers.

Support from the Community development worker from DST Leconfield, working on social and emotional skills in order to support both disadvantaged and non-disadvantaged pupils. The Community development worker is also running Drawing and Talking sessions. This is available to Service Pupils and helps to support the emotional wellbeing of the service pupils. This is a 12 week programme which is delivered each week and is used to give extra support to what is already given.

A wide range of high quality extra curricular activities, which are available to children 3 nights of the week. These clubs include: Art Club, Wellbeing Club, Craft club and a wide range of sports clubs. The aim of these clubs is to boost wellbeing, behaviour, attendance and aspirations. Disadvantaged pupils will be encouraged and supported to participate.

Disadvantaged pupils have access to Arithmagicians which is a programme used to support fluency of key facts in the four main operations.

All pupils have access to technology in the classroom in the form of Chromebooks, these devices give pupils the latest technology in which to use and also which supports their learning and helps to develop and acquire new skills.

As a school we deliver ELSA sessions, which may be used with disadvantaged pupils, to support emotional well being and ensure that pupils feel safe and secure.

Planning, Implementation, and Evaluation

In planning our new pupil premium strategy, we evaluated the previous year's activity and looked at the impact which this has had on our disadvantaged pupils. We also worked with each disadvantaged child individually in order to collate their views about school and how their time at school could be even better.

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.