



Pupil premium strategy

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Leonard's CE Academy
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	16 (13%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Bowley
Pupil premium lead	Sarah Bowley
Governor / Trustee lead	Samuel Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,015
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of Intent

Our ultimate objectives are:

To narrow the in school gap between disadvantaged pupils and non-disadvantaged pupils by addressing inequalities and raising attainment.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To ensure that ALL pupils are given the support to help them to read fluently and with good understanding to enable them to access the breadth of the curriculum.

To develop confidence in their ability to communicate effectively in a wide range of contexts.

To enable pupils access to a full and extended curriculum.

To offer and support pupils and families to overcome barriers such as attendance difficulties, multiple disadvantages and financial deprivation that can make it difficult to access opportunities offered by the school.

We aim to do this by:

- Ensuring that all pupils have access to high quality first teaching that meets the needs of all.
- Monitoring the progress and attainment of each pupil at least termly.
- Small year group sizes, improving opportunities for high quality first teaching and accelerating progress.
- Allocating a Teaching Assistant to each year group, providing small group work focussed on overcoming gaps in learning.
- 1-1 support (trained Teaching Assistants and qualified and trained Teachers).
- Daily reading and phonics support.
- Additional opportunities for pupils in year 3 and 4 to practise their multiplication tables using Times Tables Rockstars.
- Additional opportunities for pupils in years 1, 2, 3 and 4 to practise number skills on Numbots.
- Additional teaching and learning and/or social communication and emotional and well-being activities by trained members of staff or external professionals/agencies to support barriers to learning.
- Support for payment and involvement in activities and clubs such as sports tournaments, 1:1 Musical tuition, Football club, Karate Club, Dance Club or Wraparound care.
- Providing school uniform.
- Payment towards educational visits including the year 4 residential visit.
- Regularly monitoring attendance and supporting our pupils and families

We recognise that there may be more pupils who are not registered for free school meals that are socially disadvantaged. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis that identifies priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	High levels of PPG grant pupils have been identified as having SEND
2	Some children have complex social and emotional needs.
3	High levels of children do not have a lot of support from home. They are not always heard read frequently and home learning is not completed. This inhibits progress in all curriculum areas.
4	Some children are persistent absentees.
5	Some pupils do not attend extra-curricular opportunities

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
For all children to be able to access the full curriculum and have additional support to accelerate progress in learning.	Pupils will make expected progress or better in reading, writing and maths. Termly assessments and pupil progress meetings will show progress.
Pupils with social and emotional needs are given the support they need to reduce barriers to learning.	Pupils will social and emotional needs make progress as indicated by behaviour records, SEND planning and review, pupil and parent voice. Pupils will make expected progress or better in reading, writing and maths.
For all children to have the opportunity to take part in additional curriculum opportunities- sports, music, trips and visits.	Pupils will take part in a range of extra-curricular activities (eg. MK Dons Football, Rocksteady Music School, Piano tuition and Kingswood Residential) as evidenced by attendance records and club registers. Parents know how to access support to school holiday opportunities.
To improve the attendance of persistent absentees.	There is an improvement in attendance as evidenced by the school attendance register.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3000 (Middle Leadership cover)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching that enables all pupils to achieve. Experienced teachers, small classes with TA support.</p>	<p>Subject leader monitoring indicates that learning is made accessible in a variety of ways.</p> <p>CPD focuses on building teacher knowledge and pedagogical expertise, adaptive teaching, and the purposeful use of assessment.</p> <p>Pupils are given to support they need to help them to succeed; they are given feedback to help them to improve.</p> <p>Regular assessment and monitoring indicates progress and pupils are given timely focused intervention to plug gaps in learning.</p> <p>Teaching assistants support learning in each class for core learning- Maths and English (mornings).</p> <p>Staff in EYFS are trained to support pupils with their development of communication skills to support progress towards meeting Early Learning Goals- speech and language training.</p>	<p>1, 2 and 3</p>
<p>Ongoing CPD for social and emotional intervention</p>	<p>Staff are trained to support pupils with complex social and emotional needs to support and reduce barriers to learning.</p> <p>(Drawing and Talking)</p> <p>Careful monitoring shows progress.</p>	<p>2</p>

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

Budgeted cost: £23,400 – 1.5 hour of TA support daily each class, 1 ELSA 2 hours weekly £1,200, Resources £1300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up/SEND intervention	<p>Pupils are monitored and assessed regularly so that gaps in learning can be identified and 1:1 or small group interventions can be planned tuition. Pupils that require 1:1 or small group intervention receive support from qualified teachers/school based tuition.</p> <p>Teaching Assistants receive training and support to help them to deliver high quality interventions.</p> <p>Pupil progress meetings termly and SEND support meetings termly effectively monitor pupil progress and modifications are made to adjust intervention where necessary.</p>	1 and 3
Social and emotional intervention	Additional TA hours for Lego therapy intervention, Elsa intervention, Restorative conversations	1 and 2
Daily reading, spelling, maths	<p>Pupils are given support to enable progress to be made.</p> <p>Pupil progress meetings termly and SEND support meetings termly effectively monitor pupil progress and modifications are made to adjust intervention where necessary.</p> <p>Lowest 20% of readers are supported daily to make accelerated progress.</p> <p>Read Write Inc, Precision teaching, Numbots, Times Tables Rockstars</p>	1 and 3
External advice to support staff in identifying pupils' needs and recommended strategies/resources to enable them to reach their full potential	The SENDCo and staff recognise that it is necessary to seek external expertise when identifying pupils' needs and in allocating the most appropriate resources/interventions to ensure appropriate adaptations are made. This may be via an SpLD advisory teacher.	1, 2 and 3

Learning resources to support intervention activities	Small group and 1:1 resources and online resources to support intervention activities (eg. ELSA resources, Primary Stars, Nessy Spelling, Talkabout intervention)	1 and 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Payment for children to attend extra-curricular activities	Children can access sessions such Karate, Piano tuition and Rocksteady Music School. This has a positive impact on their mental well-being.	1, 2, 4 and 5
Payment for children to attend school visits	Year 4 pupils attending the Residential visit to support confidence boosting, self-esteem and team building skills before transition to middle school. All pupils are able to attend curriculum visits to give further depth to learning undertaken inside the classroom.	2 and 5
Pupils attend sports festivals and events	Sports Festival registers	2 and 5
Attendance monitoring	Pupils are able to access Kidz Zone to support school attendance. Regular communication and meetings with parents to support barriers to attendance. Attendance awards- stickers Parents are given support and resources to further support learning at home. Liaison with Education Welfare Officer and GRT liaison officer to support with communication with families. The Early Help Assessment process is used where appropriate.	4

Total budgeted cost: £ 31,100

Part B: Review of outcomes in the previous academic year (2024-25)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

For all children to be able to access the full curriculum and have additional support to accelerate progress in learning.

Lesson observations have shown that PPG children are accessing the full curriculum offer and that where needed adaptations are made and resources (including support staff) are used to support learning. Ofsted March 2024 reported that *“Staff make adaptations to activities and the curriculum to help pupils with SEND learn key knowledge. Staff receive regular and varied training that develops their expertise to expertly teach pupils with SEND. The school seeks appropriate advice and guidance from external professionals. All of this ensures that pupils with SEND can access the curriculum alongside their peers successfully. Those pupils who fall behind with reading receive additional support. As a result they are making good progress and catching up.”*

Accelerated progress is being made by pupils from the traveller community (these pupils have had daily targeted phonics and maths support).

Average attainment in comparison to peers is poor due to low starting points and additional SEND needs.

For a very small number of pupils poor attendance has resulted in poor progress.

PPG pupils get off to a good start with their reading pupils achieve well in phonics with 100% of PPG pupils achieving the expected standard by the end of year 2.

At Year 4 PPG pupils achieve an average score of 20.3 for their multiplication tables check.

Pupils with social and emotional needs are given the support they need to reduce barriers to learning.

A small number of pupils are supported through the early help offer. Families have positively engaged in this support.

For a small % of pupils with complex SEMH needs consistent support through pastoral support planning has meant that pupils accessed an increased percentage of classroom time, and that emotional regulation improved throughout the year (as evidenced by behaviour logs). Transition support was well prepared for the move to middle school.

Pupils and parents have received support through CAMHS MHST and Chums. Timely referrals have also meant that pupils have been assessed by community paediatricians to support need.

PPG pupils have accessed social group support, 1:1 ELSA and lego therapy support. The above interventions have been effective in reducing SEMH barriers to learning and supporting social development.

For all children to have the opportunity to take part in additional curriculum opportunities- sports, music, trips and visits.

All PPG pupils have had the opportunity to take part in extra-curricular opportunities this year.

50% of PPG pupils at Year 4 attended the school residential visit this year.

3 PPG pupils have attended weekly music tuition through Rocksteady Music School and 3 have piano/keyboard lessons.

For a small number of our PPG pupils there is parent/pupil anxiety regarding school visits and activities outside of the school setting. However, confidence is building and most of these pupils have now attended sports festivals and school trips.

School visits have been subsidised to ensure that all PPG (FSM) pupils have been able to attend.

All PPG pupils in years 1-4 have taken part in extra-curricular sports activities or after school clubs. School continues to target PPG pupils to access these opportunities.

To improve the attendance of persistent absentees.

Attendance data was above 80% for most pupils from our PPG families.

Attendance data indicates that for some of our persistent absentees who had poor attendance in the Autumn term attendance significantly improved in the Spring and Summer terms.

Ofsted, March 2024 noted that *“The school works hard to build relationships with families and pupils to overcome any barriers to good attendance”*

Promoting good attendance for some of our vulnerable families continues to be an ongoing school development target.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A