

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery 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	NCEA William Leech C of E Primary School
Number of pupils in school	134 (2YO to Y6) 2024-25
Proportion (%) of pupil premium eligible pupils	61.7% (66/107 pupils) 2024-25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	
Pupil premium lead	Amy Thompson
Governor / Trustee lead	Liz Dunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024-25: £96,200
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2024-25: £96,200

Part A: Pupil premium strategy plan

Statement of intent

At William Leech C of E Primary School our intention is for **all** pupils to enjoy 'life in all its fullness' and let their light shine. We aim to support the needs of all vulnerable pupils, regardless of whether they are disadvantaged or not. In order to achieve this we aim for all children to make good progress from their starting points across all areas of the curriculum. We also aim to remove barriers so that all children have equal access to opportunities, experiences and activities.

We encourage **all** children to be good communicators and aim to develop vocabulary and communication skills across all areas of the curriculum. This is particularly important for our disadvantaged pupils who have lower starting points in communication than non-disadvantaged children.

We want **all** children to be active and inquisitive readers and place high importance on all children having access to a wide range of reading materials. We aim for all children to be fluent readers by the end of Key Stage 1 in order that they can develop their interests independently across the curriculum through use of our classroom Enquiry books and our school library.

In mathematics we aim to challenge **all** children through problem solving activities and encourage them to explore their reasoning behind different methods. Our aim is for children of all backgrounds to develop resilience to allow them to access and relish challenges.

Our strategy is based on high-quality teaching and assessment, where knowledge gaps are identified quickly and strategies enable children to catch up to age related expectations. In addition to this strategy in classrooms, additional small group and individual catch up work will be provided for identified pupils. Further support for children to improve emotional wellbeing and remove barriers for engagement will also be in place to ensure that all children are able to fully engage in all areas of school life.

Challenges

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

Challenge number	Detail of challenge
1	Absence rates are currently higher than that recorded nationally. Nationally in state funded primary schools, absence for the Autumn and Spring terms was 5.4% in 2023-24.

2	Pupils struggle to apply knowledge to new content, in numeracy this means standards in reasoning are disproportionately low when compared with arithmetic.
3	Despite an increasing number of children passing the phonics screen in KS1, standards in KS2 reading are lower than previously achieved, meaning a greater number of pupils entering key stage 3 having not achieved the expected standard when leaving primary school.
4	When children join William Leech primary, many are below age related expectations and have poor language, communication and social skills. A higher than average number receive support from SALT.
5	Social and emotional wellbeing requires more support than in previous years. Disadvantaged children are more likely to require this support.
6	Disadvantaged children are less likely to attend enrichment opportunities due to their emotional wellbeing or lack of appropriate clothing/equipment.

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
Absence rates will reduce, comparable to national benchmarks for both disadvantaged and non-disadvantaged pupils.	<p>The rate of absence for disadvantaged pupils will reduce based on termly analysis in 2024-25, with the long term aim of being no more than 6% by 2026-27.</p> <p>Rate of absence for academic year 2023-24 was 7.9%.</p> <p>The gap between disadvantaged pupils and their peers will reduce to 1% by 2026-27.</p> <p>The gap between disadvantaged pupils and their peers for academic year 2023-24 was 2.3%.</p>
Pupils build resilience and experience a greater range of reasoning activities, based on a range of CPD opportunities for staff and work with the NCETM North East Maths Hub. As a result attainment in reasoning will increase, particularly for disadvantaged pupils.	<p>End of KS2 assessments will show 66.7% of disadvantaged pupils achieving the expected standard in maths for the 2024-25 assessments, with 0% achieving GDS.</p> <p>Children will develop a range of strategies to approach reasoning and problem solving activities, including use of concrete resources.</p>

	Parents and carers will be offered parent workshops with a focus on building resilience through reasoning and problem solving activities.
Improved reading attainment, in particular for disadvantaged pupils in KS2.	End of KS2 assessments will show 66.7% of disadvantaged pupils achieving the expected standard in reading for the 2024-25 assessments, with 11.1% achieving GDS. Attainment at both expected standard and GDS will increase by 2027.
Pupils who have difficulties in speech, language and communication will receive additional support to make as much progress as possible. A whole school priority of Oracy will lead to increased opportunities for speaking and listening for all children.	Pupils with speech, language and communication difficulties will be identified as early as possible and a clear, bespoke strategy implemented. Oracy is a priority for teaching staff. Specific planned opportunities are in place for children to participate in regular speaking and listening activities. The school literacy lead is participating in the 'North of the Tyne' Voice 21 project in 2024-25.
Pupils who require support in social and emotional wellbeing will have access to individual and small group interventions. Thrive will be used as a whole school approach to improve pupil wellbeing.	Sustained high levels of wellbeing shown in wellbeing pupil voice. Pupils identified as requiring support for social and emotional wellbeing have undertaken an individual Thrive assessment and bespoke intervention is in place. Pupils identified for individual and small group interventions will be clearly identified in the intervention timetable.
Increased numbers of disadvantaged pupils engaging in enrichment activities.	100% of disadvantaged pupils will take part in enrichment activities, including after school and lunch time activities. Pupil voice which includes disadvantaged pupils will inform the extra-curricular offer.

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 for 2024-25: £17,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focusing on reasoning & enabling strategies for all year groups, from early years to year 6.</p>	<p>‘The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective’</p> <p>‘These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.’</p> <p>Link to evidence</p> <p>‘It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.’</p> <p>Link to evidence</p>	<p>2</p>
<p>Development of numeracy concrete resources to enable pupils to access reasoning and problem solving skills and support understanding.</p>	<p>‘Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.’</p> <p>Link to evidence</p>	<p>2</p>
<p>Continued development of Accelerated Reader book stock, Enquiry classroom books and school library in order to raise attainment in reading for Key Stage 1 and 2 children.</p> <p>Book stock used alongside Leicester Model to teach reading comprehension skills.</p>	<p>‘Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> • prediction (based on text content and context); • questioning; • clarifying; • summarising; and • activating prior knowledge. <p>Texts should be carefully selected to support the teaching of these strategies.’</p> <p>Link to evidence</p>	<p>3</p>

A whole school Oracy priority will increase opportunities for speaking and listening across the curriculum.	'Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.' Link to evidence	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost for 2024-25: £39,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and individual catch up sessions for target children.	'Small group tuition has an average impact of four months' additional progress over the course of a year.' Link to evidence	2, 3
Homework for upper key stage 2 pupils to support in school teaching and the transition to secondary school.	'Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.' Link to evidence	2, 3
SALT TA employed by William Leech primary school to provide one to one and small group intervention.	'Language provides the foundation of thinking and learning and should be prioritised.' Link to evidence	4

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

Budgeted cost for 2024-25: £38,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and class reward systems in place for good or improving attendance. Monthly reviews of attendance, working	'Attendance is the essential foundation to positive outcomes for all pupils including their safeguarding and welfare and should therefore be seen as everyone's responsibility in school.' Link to evidence	1

alongside LA EWO to support families and raise the profile of attendance with the children and parents/carers.		
ELSA/Thrive TA employed by William Leech primary school to provide one to one and small group intervention. Thrive Lead will work with teaching staff to complete whole class Thrive assessments and write action plans.	<p>‘Establish school-wide norms, expectations and routines that support children’s social and emotional development.’</p> <p>Link to evidence</p>	5
<p>Pupil voice will be used to inform the enrichment offer. Priority places will be given to disadvantaged children.</p> <p>The need for additional clothing/equipment will be kept to a minimum or provided by the school and costs will be subsidised.</p>	<p>‘Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.’</p> <p>Link to evidence</p> <p>‘There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.’</p> <p>Link to evidence</p>	6

Total budgeted cost for 2024-25: £96,200

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 2023-24 academic year.

Academic year 2023-24:

- The attendance gap between disadvantaged children and their peers decreased by 2.6% between 2022-23 and 2023-24.
- At the end of KS2, 60% of disadvantaged children achieved EXS+ in Maths. 0% achieved GDS.
- At the end of KS2, 60% of disadvantaged children achieved EXS+ in Reading. 0% achieved GDS.
- At the end of KS2, 70% of disadvantaged children achieved EXS+ in Writing. 0% achieved GDS.
- In Year 1 67% of disadvantaged pupils achieved the expected standard in the phonics screen.
- In Year 2 100% of disadvantaged pupils achieved the expected standard in the phonics screen.
- In Year 3 100% of disadvantaged pupils achieved the expected standard in the phonics screen.
- Small group tutoring has led to a number of children making significant progress and closing their attainment gap, particularly in phonics.
- The NCETM mastering number programme is well established for children in Reception and Years 1-3 and children use stem sentences when answering reasoning questions.
- Concrete resources are available for all children to support them with reasoning activities.
- Disadvantaged children are given priority when selecting children for intervention or small group tutoring.
- All classrooms have discussion guidelines in place. Children can describe what good listening looks like. Specific oracy activities are part of enquiry lesson planning.
- The school cultural offer pledge is on the school website and shared with parents and carers in school newsletters. Disadvantaged children are prioritised for activities, experiences and visits.
- 100% of disadvantaged pupils took part in at least two enrichment activities, including enrichment educational visits, after school activities, lunch time activities, sports festivals and young leadership training.

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
N/A	N/A

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?	

