

# 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

### Updated information for academic year 2025-2026

Detail	Data
School name	NCEA William Leech C of E Primary School
Number of pupils in school	134 (2YO to Y6) 2024-25 121 (2YO to Y6) 2025-26
Proportion (%) of pupil premium eligible pupils	61.7% (66/107 pupils) 2024-25 61.2% (63/103) 2025-26
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	December 2024 Updated December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	Heidi Barnes
Governor / Trustee lead	Liz Dunn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024-25: £96,200 2025-26: £92,415
Recovery premium funding allocation this academic year	£0 £0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>2024-25: £96,200</b> 2025-26: £92,415

# Part A: Pupil premium strategy plan

## Statement of intent

At William Leech C of E Primary School, our intention is for every child to enjoy *“life in all its fullness”* and to build one another up to be the best we can be. Our Pupil Premium strategy is designed to ensure that all vulnerable pupils, whether disadvantaged or not, receive the support, opportunities, and relationships they need to thrive academically, socially, and emotionally. We are committed to removing barriers so that every child has equal access to enriching experiences, high-quality learning, and personalised support.

Central to our philosophy is a relational approach to learning, where strong, trusting relationships between pupils, staff, and families form the foundation for success. We recognise that secure, positive relationships increase pupils’ sense of belonging, emotional safety, and readiness to learn. Through consistent relational practice, we aim to ensure pupils feel understood, valued, and supported, enabling them to fully engage with their learning and develop the confidence they need to succeed.

We place a strong emphasis on developing communication and vocabulary, recognising that many disadvantaged pupils have lower starting points in language acquisition. We aim for all pupils to become confident communicators across the curriculum so they can express themselves clearly, engage in meaningful dialogue, and deepen their learning.

Reading is central to success across the curriculum. We want all children to become active, inquisitive readers with access to a wide range of high-quality texts. Our intention is for all pupils to be fluent readers by the end of Key Stage 1 so they can independently explore their interests through classroom enquiry books and our well-resourced school library.

In mathematics, we aim to equip all pupils with resilience, curiosity, and confidence. We encourage children to tackle rich problem-solving tasks, explore their reasoning, and embrace challenge. Our ambition is for children of all backgrounds to enjoy maths, think deeply, and apply their knowledge with independence.

We recognise that early experiences have a significant and lasting impact on children’s development, particularly for disadvantaged pupils. In our Early Years provision, we prioritise high-quality interactions, the development of communication and language, early reading, and secure emotional wellbeing. Through play-based learning, targeted early intervention, and close partnership with families, we work to identify and address gaps at the earliest opportunity. By ensuring children build the essential skills, confidence, and learning behaviours they need from the start of their school journey, we enable them to access the curriculum successfully and thrive as they progress through the school.

Our strategy is rooted in high-quality teaching, responsive assessment, and early identification of gaps in knowledge. Targeted support is provided through both classroom practice and additional small-group or individual interventions to help pupils catch up and keep up with age-related expectations.

Alongside academic provision, we prioritise emotional wellbeing, recognising its impact on learning. Through nurture, relational practice, and wellbeing interventions, we seek to reduce barriers to engagement and ensure that all children feel secure, motivated, and ready to participate fully in school life. We also place high value on providing a strong and inclusive extra-curricular offer, ensuring that disadvantaged pupils have equitable access to clubs, enrichment activities, and wider opportunities that build confidence, broaden interests, and support their personal development.

Through this holistic, relational, and evidence-informed approach, we are committed to ensuring that disadvantaged pupils at William Leech C of E Primary School achieve highly, develop positive learning behaviours, and flourish both personally and academically.

## 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	Through discussions with staff, pupils and families, disadvantaged children are less likely to attend enrichment opportunities due to their emotional wellbeing or socio-economic barriers
7	Inconsistent parental engagement limits disadvantaged pupils' access to learning support at home, impacts attendance, and reduces participation in wider school life.

## 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>Absence rates will reduce, comparable to national benchmarks for both disadvantaged and non-disadvantaged pupils.</p>	<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>Absence for:</p> <p>Spring 1 2025 – Disadvantaged 7.2% Non Dis-advantaged 9.8%</p> <p>Spring 2 2025 – Disadvantaged 6.6% Non Dis-advantaged 9.1%</p> <p>Summer 1 2025 – Disadvantaged 6.7% Non Dis-advantaged 8.9%</p> <p>Summer 2 2025 – Disadvantaged 7.2% Non Dis-advantaged 8.9%</p> <p>Rate of absence for academic year 2023-24 was 7.9%.</p> <p>Rate of absence for academic year 2024-25 was: 6.6%</p> <p>The gap between disadvantaged pupils and their peers will reduce to 1% by 2026-27.</p> <p>Overall absence will reduce by at least 1% by the end of 2025/26</p>
<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>	<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>In 2024/25 KS2 assessments show 44% of disadvantaged pupils received the expected score in Maths 0 % achieving GDS</p> <p>End of KS2 assessments will show 65% of disadvantaged pupils achieving the expected standard in maths for the 2025-26 assessments, with 11.1% achieving GDS.</p> <p>Children will develop a range of strategies to approach reasoning and problem solving activities, including use of concrete resources.</p> <p>On-going into 2025-26</p> <p>Parents and carers will be offered parent workshops with a focus on building resilience through reasoning and problem solving activities.</p> <p>During 2024/25 10 families attended parent workshops to support children's addition and subtraction skills and including problem solving</p>
<p>Improved reading attainment, in particular for disadvantaged pupils in KS2.</p>	<p>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.</p>

	<p>In 2024/25 KS2 assessments show 56% of disadvantaged pupils received the expected standard in reading. 0% achieving GDS</p> <p>End of KS2 assessments will show 66.6% of disadvantaged pupils achieving the expected standard in reading for the 2024-25 assessments, with 11.1% achieving GDS.</p> <p>Attainment at both expected standard and GDS will increase by 2027.</p>
<p>By the end of the Early Years Foundation Stage, a significantly increased proportion of disadvantaged children will achieve a Good Level of Development, particularly in the prime areas of Communication and Language and Personal, Social and Emotional Development, closing the gap with non-disadvantaged peers.</p>	<p>The percentage of Pupil Premium children achieving a Good Level of Development (GLD) increases compared to previous cohorts.</p> <p>In 2024/25 EYFS assessments show 25% of disadvantaged pupils completed Reception with a GLD</p> <p>In 2025/26 at least 50% of disadvantaged pupils will complete Reception with a GLD</p>
<p>Pupils who have difficulties in speech, language and communication will receive additional support to make as much progress as possible.</p> <p>A whole school priority of Oracy will lead to increased opportunities for speaking and listening for all children.</p>	<p>Pupils with speech, language and communication difficulties will be identified as early as possible and a clear, bespoke strategy implemented.</p> <p>Ongoing in 2025-26</p> <p>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.</p> <p>Ongoing in 2025-26</p>
<p>Pupils who require support in social and emotional wellbeing will have access to individual and small group interventions. Thrive principles will be used as a whole school approach to improve pupil wellbeing.</p> <p>A Trauma informed approach to behaviour will be introduced and pupils will be more emotionally "ready to learn"</p>	<p>Sustained high levels of wellbeing shown in wellbeing pupil voice.</p> <p>Pupils identified as requiring support for social and emotional wellbeing have undertaken an individual Thrive assessment and bespoke intervention is in place.</p> <p>Thrive principles are used by all staff to support SEMH and emotional wellbeing.</p> <p>Pupils identified for individual and small group interventions will be clearly identified on the intervention timetable.</p> <p>Pupils will demonstrate improved readiness to learn, shown by:</p> <p>Increased time on task (monitored through observations or teacher logs).</p> <p>Fewer classroom disruptions.</p> <p>Improved self-regulation strategies used independently.</p>

	Pupil surveys will reflect increased feelings of safety, trust in adults, and emotional preparedness for learning.
Increased numbers of disadvantaged pupils engaging in enrichment activities.	<p>100% of disadvantaged pupils will take part in enrichment activities, including after school and lunch time activities.</p> <p>In 2024-2025 100% of disadvantaged pupils took part in at least one enrichment activity, including educational visits, sports festivals and young leadership training.</p> <p>In 2025-2026 100% of disadvantaged will take part in at least two enrichment activity, including educational visits, sports festivals and young leadership training. Participate in extra-curricular clubs will be a priority.</p> <p>Pupil voice which includes disadvantaged pupils will inform the extra-curricular offer.</p> <p>Parents and carers of disadvantaged pupils report improved awareness of enrichment opportunities and fewer barriers to participation.</p>
Increased parental participation in school events and learning workshops, particularly within Early Years.	<p>Autumn term 2025, 41.13% of parents attended parent consultations</p> <p>31% of parents attended send parents meetings</p> <p>10 parents attended a whole school workshop on wellbeing.</p> <p>Attendance registers will show a 10–15% increase in disadvantaged parents attending school events (e.g., workshops, open evenings, Stay &amp; Learn sessions).</p> <p>Parent voice surveys show increased feelings of being welcomed, valued, and supported by the school.</p>

## 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

Budgeted cost for 2025-26: £16,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focusing on reasoning &amp; 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><a href="#">Link to evidence</a></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><a href="#">Link to evidence</a></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><a href="#">Link to evidence</a></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"> <li>• prediction (based on text content and context);</li> <li>• questioning;</li> <li>• clarifying;</li> <li>• summarising; and</li> <li>• activating prior knowledge.</li> </ul> <p>Texts should be carefully selected to support the teaching of these strategies.'</p> <p><a href="#">Link to evidence</a></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.' <a href="#">Link to evidence</a>	4
A whole school approached to trauma informed and relational practise will increase pupil wellbeing, attendance, engagement in lessons and outcomes.	<a href="#">Link to evidence</a>	1, 5, 6

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

Budgeted cost for 2024-25: £39,537

Budgeted cost for 2025-26: £38,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and individual catch up sessions for target children. Particular focus on Early Years, phonics and maths. Additional TA deployed to support during afternoon sessions.	'Small group tuition has an average impact of four months' additional progress over the course of a year.' <a href="#">Link to evidence</a>	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.' <a href="#">Link to evidence</a>	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.' <a href="#">Link to evidence</a>	4

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

Budgeted cost for 2024-25: £38,736

Budgeted cost for 2025-26: £37,476

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual and class reward systems in place for good or improving attendance.</p> <p>Monthly reviews of attendance, working alongside LA EWO to support families and raise the profile of attendance with the children and parents/carers.</p>	<p>'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.'</p> <p><a href="#">Link to evidence</a></p>	1
<p>Introduction of a trauma informed / relational approach to behaviour management.</p> <p>Staff training</p> <p>New policy</p> <p>Staff / parent / pupil voice</p>	<p>Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death'</p> <p><a href="#">Link to evidence 1</a></p> <p><a href="#">Link to evidence 2</a></p>	1,5,6
<p>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>	<p>'Establish school-wide norms, expectations and routines that support children's social and emotional development.'</p> <p><a href="#">Link to evidence</a></p>	5
<p>Pupil voice will be used to inform the enrichment offer. Priority places will be given to</p>	<p>'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</p>	6

<p>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>Y5 children will be provided with a residential which will be fully subsidised.</p>	<p><a href="#">Link to evidence</a></p> <p>‘There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.’</p> <p><a href="#">Link to evidence</a></p>	
<p>We will provide parents with regular opportunities to come into school, informally, drop ins, class workshops, coffee mornings and more formally through stay and play, curriculum workshops.</p>	<p>Parental engagement has a positive impact on average of 4 months’ additional progress.</p> <p><a href="#">Link to evidence</a></p>	7

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

**Total budgeted cost for 2025-26: £92,415**

## 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.

Academic year: 2024/25

The attendance gap between disadvantaged children and their peers decreased by 1.1% between 2023-24 and 2024-25.

At the end of KS2, 44% of disadvantaged pupils achieved the expected standard in Maths. 0 % achieving GDS

At the end of KS2, 56% of disadvantaged pupils achieved the expected standard in reading. 0% achieving GDS

At the end of KS2, 44% of disadvantaged children achieved the expected standard in Writing. 11% achieved GDS.

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. New staff have received support from the Literacy lead. 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?	

