

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	New Leake Primary School
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	38.2%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rachael Cotton Executive Headteacher
Pupil premium lead	Natalie Hill Interim Executive Deputy Headteacher
Governor / Trustee lead	Lesya Seal Vulnerable Pupil Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£19,240

## Part A: Pupil premium strategy plan

### Statement of intent

At New Leake Primary School we have high expectations for all pupils in our school, and believe that with high quality teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individual needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, and who are not eligible for the Pupil Premium.

School leaders across our federation are committed to ensuring that all of our disadvantaged pupils, including those who are more able, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by each financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data and made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to weaker emotional literacy and social deficit caused by isolation during lockdown. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 36% of pupils (54% of whom are disadvantaged) currently require additional support with social and emotional needs, with 62% (63% of whom are disadvantaged) receiving small group interventions.</p>
4	<p>Our attendance data indicates that as a group, attendance among disadvantaged pupils has been similar to non-disadvantaged pupils over the last two years. However, more recently due to the poor attendance of a small number of persistent absentees, the overall attendance of disadvantaged pupils has begun to fall.</p> <p>20-30% of disadvantaged pupils have been 'persistently absent' compared to 0-7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment amongst disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged continuing to be less than 1%</li> </ul> <p>the percentage of all pupils who are persistently absent continuing to be below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</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: £ 6,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NFER standardised assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Education Endowment Foundation recommends use of standardised tests as used in our school such NFER. The reliability of NFER assessments is mentioned in the recently published <a href="#">EEF: A systematic review of standardised measures of attainment in literacy, mathematics mathematics, and science</a></p>	1, 2, 3
<p>Continue subscription to RWI Phonics school portal to ensure the continued implementation of the school's chosen <a href="#">DfE validated Systemic Synthetic Phonics programme</a></p> <p>We will continue to fund Phonic Lead release time to monitor</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>and embed RWI Phonics across the federation alongside the Witham St Hughes English Hub team as our federated school is a Wave 3 Partner School.</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 Mastering Number training).</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: <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2
<p>Purchase of resources and materials to implement a consistent approach to the teaching of writing across the school – Jane Considine ‘The Write Stuff’. Training for staff on how to adopt the chosen approaches.</p>	<p><a href="#">Evidence from Education Endowment Foundation – Teaching and Learning Toolkit</a></p> <p><a href="#">TDT research (drawing on Sutton Trust 2014)</a></p> <p><a href="#">Excellent teaching is the most important lever schools have to improve outcomes for their pupils (EEF)</a></p>	1, 2, 3
<p>Continuing to assess oral language and early literacy skills and embed use of the NELI intervention for children who are identified as having</p>	<p>Evidence taken from <a href="#">Nuffield Early Literacy Intervention (NELI) EEF Evaluation Report</a> demonstrates that children who received the NELI programme made the equivalent of three additional months’ progress in language skills, on average, compared to children who did not receive NELI. Children who received the NELI</p>	1, 2, 3

<p>below average language skills.</p>	<p>programme made the equivalent of two additional months' progress in early word reading, on average, compared to children who did not receive NELI, in addition to four additional months' progress in language skills (as measured by the digital application LanguageScreen). Children who received the NELI programme with English as an additional language (EAL) made the equivalent of three additional months' progress in language skills compared to EAL children who did not receive NELI.</p>	
<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><a href="#">EEF Social and Emotional Learning</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional RWI Phonics Fast Track Tutoring targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our</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>1, 2</p>

federated school who are working with the Witham St Hughes English Hub as a Wave 3 Partner School.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Facilitating school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3

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

Budgeted cost: £ 2,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum focus on, and teaching assistant time allocated to, the social and emotional learning and wellbeing of pupils.	Evidence from the <a href="#">EEF's Teaching and Learning Toolkit</a> suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year.	3
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

develop and implement new procedures and appointing attendance/support officers to improve attendance.		
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**Total budgeted cost: £ 19,240**

## 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 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

At the end of KS2, in Reading disadvantaged pupils achieved better than their non-disadvantaged peers. 37.5% of disadvantaged pupils achieved the expected standard in reading, compared with 33% of non-disadvantaged pupils. Similarly, in Maths proportionally more disadvantaged pupils achieved the expected standard than their non-disadvantaged peers.

In the Phonics Screening Check, 50% of pupils achieved the standard. With a very small cohort of four children (and only one disadvantaged pupil) it isn't possible to draw meaningful conclusions from the comparison between the performance of disadvantaged and non-disadvantaged pupils.

In 2023-24, the attendance of disadvantaged pupils was 91.8% which is in line with the national average for this group (91.8%). The attendance of non-disadvantaged pupils was 96.15% which is above with national average (94.3%). Persistent Absenteeism in the disadvantaged group has reduced to 16.67% from 22.5% when the pupil premium strategy began. While the percentage of persistent absenteeism remains higher for disadvantaged pupils than their non-disadvantaged peers, there has been a significant reduction in the difference between the two groups – in 2023-24 the difference was 8.98% (16.67% dis, 7.69% non-dis) compared with 15.79% (21.05% dis, 5.26% non-dis) when the strategy began.

### 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
Accelerated Reader	Renaissance

White Rose Maths	Trinity MAT
Read, Write, Inc Phonics – new version	Oxford Owl - Ruth Miskin
Power Maths	Pearson
1 Decision	1 Decision
The Write Stuff	Jane Considine
Hooked on Books	Jane Considine