

Leigh Stationers' Primary Academy



Pupil Premium Strategy 2024-27

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	2.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Rebecca England
Pupil premium lead	Rebecca England
Governor / Trustee lead	Mike Gore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,400
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£7,400

Part A: Pupil premium strategy plan

Statement of intent

At Eastcote we work together with parents and the wider community to support, challenge and inspire children through a creative and engaging curriculum. Pupils are encouraged to take responsibility and ownership of their learning, empowering them to become independent inquirers. As a result, children are curious and excited about learning and develop a love of it. They leave ready to embrace life confidently, and flourish in our diverse world as caring internationally minded citizens. Our intention is that we use the Pupil Premium Grant to enhance provision and opportunity linked to our core values.

Core Values

Our core values are [Aspire](#), [Learn](#), [Laugh](#), [Love](#).

[Aspire](#) - to be the best people we can be and to do the best we can,

[Learn](#) - both intellectually and morally,

[Laugh](#) - as often as possible- everyday!

[Love](#) - one another as a community.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	50% of children in EYFS, KS1 and KS2 who are PPG are also on SEN register
2	Our pupil premium children lack a wealth of cultural capital experiences which limits their ability to explore their imagination or peak their curiosity. A lack of pre-school exposure to high quality literature leads to poor early literacy skills and comprehension levels.
3	Pupils lack resilience when faced with a challenge in learning. Negative mind set.

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
Pupils show more resilience	Pupils show more persistence and positive attitude to problem solving.
All PPG children are attaining and or progressing at the expected level	Children in receipt of Pupil Premium grant will attain expected outcomes for their year groups and or have made good progress from their starting points.
Children will have gained cultural capital through a broader experience of the arts and sport	Children will have experience dance, theatre, music and art from real-life experiences and expert teaching.
SEN issues in accessing learning are addressed.	Pupil's confidence and self-esteem will increase. Key pupils will show more positive behaviour and attitude to learning.

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: **£2,222**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early intervention of speech and language in Nursery Evidence shows early intervention is most effective and speech and language is crucial for learning and self-confidence	Early intervention of speech and language in Nursery Evidence shows early intervention is most effective and speech and language is crucial for learning and self-confidence. EEF -Nuffield Early Language intervention	1 and 3
Purchase of a DfE validated Systematic Synthetic Phonics programme 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	2
Additional phonics intervention in Y1	Evidence shows early intervention is most effective and speech and language is crucial for learning and self-confidence.	2

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

Budgeted cost: **£3600**

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.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</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>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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>	2

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

Budgeted cost: **£2,578**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA provision Specific TAs trained in ELSA to deliver emotional support and supervised</p>	<p>Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.</p>	1, 2 and 3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding</p>	All

	aside to respond quickly to needs that have not yet been identified.	
Theatre Company in school partly funded by PACE	Arts participation is shown by the EEF to have a 2-month impact on learning.	2
After school Clubs A range of sports and activities clubs are available. These have been planned around the context of the school and in discussion with the pupils and their needs.	Sports participation is shown by the EEF to have a 2-month impact on learning.	2
Cultural Capital Opportunities. Funding of trips, experiences and clubs for all PPG children including Year 6 residential.	Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them.	2

Total budgeted cost: £8,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Pupil Premium Grant (PPG) has significantly enhanced the educational opportunities available to our disadvantaged pupils. Thanks to this funding, PPG children have engaged in experiences such as attending sports events, participating in residential outings, and embarking on various educational visits.

Our analysis of the previous academic year's performance indicates that all disadvantaged pupils across the school have made expected progress from their starting points, drawing on both national assessment data and our internal summative and formative assessments. Furthermore, children with Special Educational Needs (SEN) have successfully met the targets established in their personalised plans.

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

Programme	Provider
NELI	White Rose Maths Infinity and Fluency Bee
Literacy Shed / Spelling Shed	Nessy – Reading and Spelling

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Additional activity

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

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

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 also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

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.