

# Pupil premium strategy statement – Leeming and Londonderry Community Primary School 2025

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	1/25 (4%)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024/2025 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mike White (Exec HT)
Pupil premium lead	Emma McLellan
Governor / Trustee lead	Andrea Offord

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£700
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£4,986 (including school's own funding)

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives are:

- To ensure that all children are competent readers.
- To ensure that all children are competent writers.
- To ensure that all disadvantaged pupils make nationally expected academic progress.
- To ensure that all children have the opportunity to experience residential visits and curriculum enhancements with no or minimal need for additional financial commitment from parents.
- To ensure all learners have daily regulation opportunities to allow for the best possible learning outcomes.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Provide CPD for all staff across the school to improve subject knowledge for the teaching of reading.
- Provide CPD for staff across the school to improve subject knowledge for the teaching and moderation of writing.
- To provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach in all areas of the curriculum.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residential ensuring children are not financially disadvantaged.
- Implement sensory circuits intervention to allow for self-regulation and preparation for the school day ahead.

What are the key principles of your strategy plan?

- That teaching and learning meets the needs of all pupils.
- To provide quality first teaching for children eligible for the pupil premium grant, ensuring that these children achieve at least age-related expectations.
- To provide challenge for the more able disadvantaged learners to meet their full potential.
- That all learners, irrespective of financial barriers, have access to an appropriate electronic device for their learning.
- To provide targeted and effective support for SEND pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for the Pupil Premium grant are not meeting ARE in writing.
2	Pupils eligible for the Pupil Premium grant are not meeting ARE in maths.
3	Some children find it difficult to access learning due to their social and emotional needs.
4	Financial constraints are a barrier to some extracurricular activities.
5	Children need to develop a bank of learning behaviours to support lifelong learning.

## 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
In writing, pupils make good progress from their starting point.	The Write Stuff scheme for writing is embedded, and clear progress can be seen in book and reflected in individuals' data.
In maths, pupils make good progress from their starting point.	Quality first teaching, along with targeted maths interventions meet the needs of individuals.
Children are regulated and can access high quality learning within a classroom setting.	The LEUVEN scales will improve and more regulated within lessons.
All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.	All disadvantaged pupils experience residential visits, trips and curriculum enhancements (including the use of a laptop or iPad) without the need for additional financial commitment for parents/carers.
Staff and children will be confident when using Building Learning Power within each lesson.	Evidence of each of the learning muscles being used on a regular basis.

## 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: £795

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for staff in the planning, delivery and moderation of writing.	<p>Providing CPD for staff to support the teaching of writing will enable a consistent and accurate approach.</p> <p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF – Effective Professional Development, Summary of Recommendations)</i></p>	1
Building Learning Power Programme CPD for staff to improve confidence and effective delivery.	<p>Building Learning Power provides a platform to encourage pupils to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive. These skills are taught explicitly by class teachers. Continued appropriate CPD will ensure staff are confident when delivering this program to pupils.</p> <p><i>Students who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable. They do better in their tests and external examinations. And they are easier and more satisfying to teach.</i></p> <p><i>Building Learning Power</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</u></a></p>	5

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

Budgeted cost: £2,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group bespoke interventions.	<p>Bespoke small groups targeted support through a range of interventions to ensure gaps in the curriculum can be addressed to support low attaining pupils or those falling behind.</p> <p>An AI program (Doodle) is available to support learners in mathematics.</p>	2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £973

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential and trip subsidy.	All pupils are given the opportunity to access trips and residential throughout the year and will not be hindered by financial constraints.	4
Wrap around care support.	<p>A wrap around care club supports social interaction and developing self-regulation.</p> <p><i>Physical activity has important benefits in terms of health, wellbeing and physical development. There is a small positive impact of physical activity on academic attainment (+2 month).</i></p> <p><a href="#">Physical activity   EEF</a></p> <p><i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i></p> <p><a href="#">Social and emotional learning   EEF</a></p>	3
Individualised Social and emotional learning on a weekly basis.	<p>A Thrive intervention supports learners to develop self-regulation strategies and self-esteem.</p> <p>Individualised social and emotional sessions using the resource: A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma (1:1 book).</p> <p>Social and Emotional Learning EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3

**Total budgeted cost: £4108 (+£878 service pupils)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Intended Outcome 1:** In writing, pupils make good progress from their starting point.

**Success Criteria:** The Write Stuff scheme for writing is embedded, and clear progress can be seen in book and reflected in individuals' data.

**Impact for 2024/ 2025 academic year:** Writing outcomes show that expected standard in writing has not been achieved, yet evidence in books shows that from their starting point, progress has been made.

**Reflection:** Spelling and ability to form coherent sentences has improved which in turn has improved their self-esteem and confidence.

**Intended Outcome 2:** In reading, pupils make good progress from their starting point.

**Success Criteria:** Hooked on Books is embedded, and clear progress can be seen in book and reflected in the data.

**Impact for 2024/ 2025 academic year:** There has been an increase in standardised scores in reading of +24 (from 73 to 97). Additionally, there has been a notable increase in confidence and reading fluency over the academic year.

**Reflection:** Data shows that Hooked on Books and quality first teaching has supported progress in reading from their starting point.

**Intended Outcome 3:** In maths, pupils make good progress from their starting point.

**Success Criteria:** Quality first teaching, along with targeted maths interventions meet the needs of individuals.

**Impact for 2024/ 2025 academic year:** There has been an increase in standardised score from 78 to 89 (+11). Times Table Rock Star data also shows an increase in data from 19/25 to a pass mark of 25/25.

**Reflection:** Although expected standard was not achieved, regular intervention and quality first teaching in mathematics has improved outcomes from their starting points. Speed and timetable recall has improved and confidence in ability has developed.

**Intended Outcome 4:** Pupils are supported to self-regulate to ensure they are ready to learn.

**Success Criteria:** Pupils are engaged in lessons and are able to self-regulate when necessary.

**Impact for 2024/ 2025 academic year:** The Leuven Scale data demonstrates that there has been an improvement in both well being and confidence. Encouraging pupils to self-regulate and also attend the Sensory Circuits intervention before school has supported pupils to develop their own strategies for self-regulation and also ensured they are ready to learn upon entering the classroom.

**Reflection:** There has been an improvement in the Leuven Scales (1-5) and pupils are regulated before school and have strategies for self-regulation both inside and outside of the classroom environment.

**Intended Outcome 5:** All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.

**Success Criteria:** All disadvantaged pupils experience residential visits, trips and curriculum enhancements (including the use of a laptop or iPad) without the need for additional financial commitment for parents/carers.

**Impact for 2024/ 2025 academic year:** 100% of those eligible for the funding experienced a rich curriculum without financial constraints.

**Reflection:** A residential visit to Peat Rigg and Eureka was funded to remove any financial barriers. A laptop was also provided to support learning both inside and outside of the classroom.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

Bespoke catch up interventions were undertaken as required in maths and English.

**The impact of that spending on service pupil premium eligible pupils**

Pupils are meeting ARE.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*