



# Leechpool Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Leechpool Primary
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027 The aims cover 3 years but we have focused on funding overview for one.
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Mrs Nicola Davenport
Pupil premium lead	Miss Emma Payne
Governor / Trustee lead	Mrs Kirstie Beange

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,540 plus £12,850 for Pupil Premium Plus
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£59,390</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- Leechpool school is a 2-form entry primary school with 417 pupils, 42 FSM and 47 Pupil Premium, with an additional 2 pupils who we have identified as Disadvantaged. Deprivation levels are average and due to changes in legislation fewer children have FSM, ability on entry is judged as below average with a large number of pupils are identified with speech and language needs.
- The school is a LA primary school and is a member of the Horsham School Partnership (Horsham School Partnership) with actively links with other schools in the surrounding area e.g. Millais Teaching Alliance, it also links for SEND support with local schools and work with subject leaders across the locality. The school works as part of a triad with two other Ofsted Outstanding/good schools. Reading/Writing across the curriculum is a locality focus for all schools.
- In the last Ofsted report, the school was judged to be Requires Improvement.
- Common barriers to learning for our disadvantaged pupils can include less support at home, weaker language and communication skills, attendance and punctuality issues. There may be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our intention is that all pupils, irrespective of their background or the challenges they face, attend school daily, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our ultimate objectives for all of our pupils, including disadvantaged pupils are:

- To continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, by attending school daily
- For all disadvantaged pupils to be challenged in the work they are set and to make or exceed national expected progress rates
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

## Challenges

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

Challenge number	Detail of challenge
1	Enhance reading skills and influence reading for pleasure, with a key focus on developing a robust systematic reading approach for Key Stage 2.
2	High level of SALT and additional learning needs identified on entry in EYFS.
3	Assessments, observations and discussions with pupils indicate some underdeveloped oral language skills and vocabulary gaps.
4	Continue to develop well-being opportunities to support social, emotional and mental health needs.
5	Our attendance data for the whole schools remains above National average but 33% of our disadvantaged pupils were persistently absent last academic year, despite best endeavours of the school. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/2027 show that more than 85% of disadvantaged pupils met the expected standard. KS1 Pupils will achieve national average progress scores in KS1 Reading and 95% of pupils will achieve the Year 1 phonics screening.
Early identification of pupils on arrival at Leechpool with SALT needs and referral to appropriate agency.	Targeted support identified and carried out with clear impact of this support evident.
Improved oral 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.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being by 2026/2027 demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations. Pupils will feel happy and safe in school (with key identified trusted adults for all pupils) and will be able to develop their own strategies for when they feel worried or sad.
To achieve and sustain improved attendance for our disadvantaged pupils.	Sustained high attendance by 2026/2027 demonstrated by the percentage of pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 10%.

## 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: £6,849.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure new diagnostic assessments are interpreted and administered correctly and impactful feedback is given.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.  <a href="#">Feedback   EEF</a>	1, 2, 3
Embedding Oracy (Voice 21) activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   EEF</a>	1, 2, 3
Embedding 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:  <a href="#">Phonics   EEF</a>	1, 2
We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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="#">Mastery learning   EEF</a>	3
Improve the quality of social and emotional (SEL) learning. SEL	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	4

approaches will be embedded into routine educational practices and supported by professional development and training for staff.	performance, attitudes, behaviour and relationships with peers):  <a href="#">Social and emotional learning   EEF</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition and interventions delivered in addition to class lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   EEF</a>  <a href="#">Feedback   EEF</a>	1, 2, 3, 4,
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   EEF</a>  <a href="#">Small group tuition   EEF</a>	1, 3
NELI intervention for EYFS and some KS1 pupils.	The Nuffield Early Language Intervention Reception (NELI-R) is designed to improve the language skills of pupils aged four to five and involves scripted individual and small group language teaching sessions delivered by school staff, usually teaching assistants (TAs)  <a href="#">Nuffield Early Language Intervention (NELI) - Reception   EEF</a>	2

Ensuring key pupils read regularly to an adult or buddy in school, ensuring we have books/kindles that grab their interests.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.  <a href="#">Reading comprehension strategies   EEF</a>	1
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF</a>	4, 5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance /support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">Working together to improve school attendance - GOV.UK</a>	5

Leechpool Enrichment Programme to include:  Bespoke Life Skills Forest Skills	More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.  <a href="#">Outdoor adventure learning   EEF</a>  <a href="#">Physical activity   EEF</a>	3, 4
Homework Club  Breakfast Club	EEF evidence 'providing a range of clubs targeting key pupils as 'on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.'	1, 3, 4, 5
Digital Support  Nessy Reading and Writing CPOMS Cubbie	EEF Evidence 'using Technology for students, where learners use programmes or applications designed for problem solving or open-ended learning; Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching,'	1, 3
Learning Mentors	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.  <a href="#">Mentoring   EEF</a>	4
Subsidised trips for all pupils  Stimulating extended learning experiences help develop imagination and language development.	As a school will feel it is vital to support our community with the cost of school trips to ensure pupils benefit from community cultural capital enrichment activities such as school trips. Some of our households have very little opportunity to have family days out and go beyond their immediate surroundings.	4, 5
Ensure children identified have access to professional counselling services including	EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or	4



<p>bereavement support if needed.</p> <p>Cost of play therapist and resourcing of new room to support pupil needs</p>	<p>cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	
<p>Cost of uniform for vulnerable families and community support through food / toy provision</p>		4

**Total budgeted cost: £** £59,541.00

## Part B: Review of outcomes in the previous academic year 2023 - 2024

### Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Progress 2023-2024	Reading – expected and above	Writing – expected and above	Maths – expected and above
Whole school	81%	74%	83%
Non Pupil Premium	84%	78%	84%
Pupil Premium	60%	50%	71%

To help us gauge the performance of our disadvantaged pupils we then compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Leechpool Data compared to National data for KS2 results pupils in 2023/2024:

KS2 Results 2024	Reading		Writing		Maths		RWM		GPS*	
	School %	NAT %	School %	NAT %	School %	NAT %	School %	NAT %	School %	NAT %
% Pupils at EXS+	72	74	80	72	58	73	45	61	62	72
% Pupils Higher Level of Achievement	20	28	20	12	12	23	8	7	22	31
Average Scaled Score	104	105	N/A	N/A	102	104	N/A	N/A	103	105

National data for disadvantaged pupils 2023/2024:

Percentage of pupils meeting the expected standard in reading, writing and maths (combined)

**61%**

up from 60% in 2023

Percentage of pupils meeting the higher standard in reading, writing and maths (combined)

**8%**

unchanged since 2023

Disadvantage gap index

**3.12**

down from 3.21 in 2023

[Help](#)

Percentage of pupils meeting the expected standard in reading

**74%**

up from 73% in 2023

Percentage of pupils meeting the expected standard in writing TA

**72%**

up from 71% in 2023

Percentage of pupils meeting the expected standard in maths

**73%**

unchanged since 2023

<b>Progress 2023-2024 KS2 results</b>	<b>Reading – expected and above</b>	<b>Writing – expected and above</b>	<b>Maths – expected and above</b>
<b>Non Pupil Premium</b>	88%	85%	89%
<b>Pupil Premium</b>	67%	77%	67%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the persistent absence of disadvantaged pupils at Leechpool was higher than local and national data.

<b>Persistent Absence 2023- 2024</b>	<b>Leechpool</b>	<b>FFT South East schools data</b>	<b>FFT National data</b>
<b>FSM6 pupils</b>	33%	30%	29%
<b>Non FSM6 pupils</b>	4%	10%	11%

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and through identified support, we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

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

*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*

<b>Programme</b>	<b>Provider</b>

## 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 second senior mental health lead, to further develop the provision at Leechpool, 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. 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 triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils. We also worked with schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

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.