



Pupil Premium Strategy Statement

2024-25 (review)

Leyland St James CE Primary School

Our Distinctive Christian Vision:

Our **children** will be deeply rooted in faith, guided by our Christian values in order to succeed and thrive academically, spiritually and personally, knowing that Jesus is with them, every step of their journey.

Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can shine like stars.

Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.

We seek to serve the diverse **community** of which we are a part of.

'Together, we shine like stars as Children of God'

(Philippians 2:15)

Pupil premium strategy statement – Leyland St James CE Primary School

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	202
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-25 (review) 2022-25 (3 year plan)
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr J Atherton
Pupil premium lead	Mr J Atherton
Governor / Trustee lead	Mr A Hammersley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 79580
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 1849
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£81429

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 activities 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication on entry to school
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively affects their development as readers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Significant knowledge gaps leading to pupils falling further behind age-related expectations with mental health and wellbeing in children and parents due to external factors including long term impacts of COVID-19.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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 reading attainment among disadvantaged pupils.	Children in Year 1 achieve 85%+ in the phonics screening check KS1/2 reading outcomes in 2027 show that more than 85% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1/2 maths outcomes in 2027 show that more than 85% of disadvantaged pupils met the expected standard.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. enrichment activities, particularly among disadvantaged pupils</p>	<p>Sustained high levels of wellbeing by 2025 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>Attendance is in line with national average.</p>	<p>Sustained high attendance from 2027 demonstrated by:</p> <ul style="list-style-type: none"> • Overall attendance is at or above national at 96%. • The percentage of all pupils who are persistently absent being below 9% (national average) and the figure among disadvantaged pupils being no more than 9% (national average) higher than their peers. • Attendance officer/ family support worker work closely with families to identify barriers and promote attendance so children want to attend • Early intervention provided to families such as through the Early Help process.

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: £35 429

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. 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>https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-outcome-measures-and-databases/attainment-measures-database</p>	<p>1,2,3,4</p>

<p>Embedding dialogic 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.</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Upkeep of resources, training system and books of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Enhancement of our maths teaching and curriculum The DfE non-statutory guidance has been produced in conjunction with the 3 6 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 Teaching for Mastery training).</p>	<p>National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> <p>https://nnwmathshub.org.uk/get-involved/projects/primary/</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be</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>4,5</p>

embedded into routine educational practices and supported by professional development and training for staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Enhance the attendance, wellbeing and pastoral support of disadvantaged pupils across the school	https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance	5
Enhance the availability of school uniform for pupils who are in urgent need.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	4,5

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

Budgeted cost: £34 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Additional resources from Little Wandle will be bought for catch up/SEND phonics	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
<i>Targeted support for groups of 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.</i>	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and in small groups too: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,4

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

Budgeted cost: £ 12 000

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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	All
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employment of an attendance officer who will be given release time attend the Lancashire attendance project.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Educational Visits costs (residential) subsidised cost for disadvantaged pupils.		4,5
Support emotional health and wellbeing. Employ a family support worker. Work with the local CAMHS outreach service.		4,5
Targeted support for vulnerable children including	https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance	5

<p>travel arrangements, speaking to local services and supporting their wellbeing e.g. morning breakfast club to boost attendance</p>		
<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 aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £81429

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Y1 Phonics – Summer 2025

4 pupils were eligible for pupil premium in Y1.

Care must be taken when analysing small numbers of pupils.

Percentage of children who achieved expected standard of attainment	72%
Percentage of pupil premium children who achieved the expected standard of attainment	50% (2 out of 4 children)

KS1 Attainment – Summer 2025

3 pupils were eligible for pupil premium in Y2.

Care must be taken when analysing small numbers of pupils.

Subject	% of PP children achieving the expected standard +	% of the Y2 cohort achieving the expected standard +
Reading	33% (1 out of 3 children)	73%
Writing	33% (1 out of 3 children)	63%
Maths	33% (1 out of 3 children)	67%

KS2 Attainment – Summer 2025

8 pupils were eligible for pupil premium in Y6.

Care must be taken when analysing small numbers of pupils.

Subject	% of PP children achieving the expected standard +	% of the Y6 cohort achieving the expected standard +
Reading	75% (6 out of 8 children)	85%
Writing	63% (5 out of 8 children)	78%
Maths	75% (6 out of 8 children)	88%

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Pearson
Little Wandle Letters and Sounds	Wandle Learning Trust
Maths No Problem	Maths No Problem
Spelling Shed	Education Shed