

Pupil premium strategy statement – Leeming and Londonderry 2024

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	Leeming and Londonderry Community Primary School
Proportion (%) of pupil premium eligible pupils	4% (1/25)
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)	2024/2025
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	£2,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£

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 residentials 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 reading.
3	Pupils eligible for the Pupil Premium grant are not meeting ARE in maths.
4	Due to SEND needs, pupils eligible for the Pupil Premium grant are arriving at school dysregulated.
5	Children struggle to access a wider curriculum due to financial constraints.

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 reading, pupils make good progress from their starting point.	Hooked on Books is embedded, and clear progress can be seen in book and reflected in the data.
In maths, pupils make good progress from their starting point.	Quality first teaching, along with targeted maths interventions meet the needs of individuals.
Pupils are supported to self-regulate to ensure they are ready to learn.	Pupils are engaged in lessons and are able to self-regulate when necessary.
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.

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: £ 741

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD across the school to support teachers in the moderation and assessment of writing.	<p>Staff CPD to support the moderation process of writing will enable a consistent and accurate outcome for those eligible for the Pupil Premium grant.</p> <p><i>Sharing evidence of learning and working with others to establish clear, consistent and trustworthy evidence supports a collaborative approach to learning and teaching. Moderation aligns teachers' viewpoints and hence increases the accuracy of assessment decisions that teachers make. Moderation provides a platform to qualify judgements, discuss doubts and, generally, improve one's understanding of where a pupil is at. Together we're stronger.</i></p> <p>How to make the moderation of writing a positive experience (pobble.com)</p>	1
CPD for teachers to support the delivery of reading (Hooked on Books).	<p>Teachers to become highly skilled in the delivery of Jane Considine's 'Hooked on Books' programme of study.</p> <p><i>EEF - Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality.</i></p>	2
CPD course to support teachers' development of AFL strategies for maths, ensuring targeted intervention.	<p>Staff to continue to implement AFL strategies to support learners, address misconceptions and support pupils' confidence.</p> <p><i>EEF - Found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts.</i></p> <p><i>EEF - shows that learners who take part in well-structured and modelled self-assessment are able to better identify what they have done wrong. This enables them to review, edit and improve their work which in turn boosts the learner's confidence and achievement.</i></p>	3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Interventions on a 1:1 basis to address gaps in learning.</p>	<p>Those eligible for the Pupil Premium grant will receive structured interventions in the form of 1:1 support. The focus of these sessions will be to consolidate prior learning, pre teach and/or upskill pupils for the next session.</p> <p>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 and in small groups.</p> <p>Targeted resources purchased will help to ensure areas of learning are regularly assessed in line with NTS assessments.</p> <p><i>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</i></p> <p><i>EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may</i></p>	<p>1,2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential and trip subsidy.	There will be a subsidy for all residentials, trips and extra curriculum experiences for those eligible.	5
Sensory Circuit intervention with a teaching assistant 4 days a week to support sensory regulation for those with SEND needs.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p><i>Executive function and self-regulation (EF/SR) skills provide critical supports for learning and development, and while we aren't born with these</i></p>	4

	<p><i>skills, we are born with the potential to develop them through interactions and practice.</i></p> <p>EEF blog: Can we fix it? The role of executive functioning... EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost:

£ 2,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There were no disadvantaged learners eligible for the pupil premium grant at the end of the academic year and therefore no data is available to reflect upon the outcome.

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**

n/a

The impact of that spending on service pupil premium eligible pupils

n/a

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.