

Pupil premium strategy statement – Padiham St Leonard’s CE VA Primary

This statement details our school’s use of pupil premium (and recovery 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	334
Proportion (%) of pupil premium eligible pupils	41.9%
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)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil premium lead	Beverly Holmes
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,600
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£177,600

Part A: Pupil premium strategy plan

Statement of intent

At Padiham St Leonard's CE VA Primary School, justice is our priority. Therefore, we aim to ensure that our teaching and learning meets the needs of **all** pupils and enables them to reach their God-given potential.

Our trust deed states that our school should be used 'as a school for the poor inhabitants of the township of Padiham and neighbourhood and this school should always be in union with the National Society'. We are therefore dedicated to ensuring that pupils who belong to vulnerable groups receive the appropriate provision to meet their needs whatever their funding.

The pupil premium will be used to provide additional support to improve the progress and raise standards of achievement for these pupils. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers. In addition, it will be used to address social disadvantage and enrich the children's lives.

We want **all** our pupils to develop **FRUITS**:

- **Faith** - develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. **(John 1:12)**
- **Relationships** - flourish through strong relationships with themselves, each other, creation and God. **(Luke 10:27)**
- **Uniqueness** - have the self-confidence to understand their uniqueness and God-given purpose to become the person God created them to be. **(Matthew 10:30)**
- **Intellect** – develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment. **(Proverbs 3:13)**
- **Treat themselves and others with dignity and respect** maintaining a healthy body and thriving community. **(1 Peter 2:17)**
- **Salvation** – have a recognition that we need to seek forgiveness through Jesus to become friends with God. **(Ephesians 2: 8-9)**

At the heart of our Pupil Premium Strategy we want to provide 'hands on', interactive learning experiences which encourage pupils to enjoy learning and aspire to discover more about the world around them and how they can become good stewards of God's creation. We aim for all pupils to have a rich experience whilst developing core reading, writing and mathematical skills which support learning across the curriculum.

During the 3-year plan we will work to:

- Continue to embed the systematic phonics teaching ensuring quick identification of children at risk of falling behind and address this through rigorous intervention
- Embed high quality teaching of reading fluency to develop accurate readers who read at an appropriate speed and with effective prosody
- Continue to raise attainment in reading, writing and mathematics throughout the school.
- Support pupils to regulate their emotions and control their actions.
- Maintain high standards of attendance, behaviour and conduct throughout the school day.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, language and communication</p> <p>On average, pupils enter the EYFS with language and listening skills well below their developmental age and stage. This lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting, impacting on early reading and fluency.</p>
2	<p>Closing the Gaps</p> <p>For reading, writing, maths, internal assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. We want to continue to increase the percentage of disadvantaged pupils meeting expectations by the end of Key Stage Two.</p>
3	<p>Social, emotional and mental health</p> <p>A high percentage of pupils who have had Adverse Childhood Experiences and as a consequence struggle to regulate their emotions.</p> <p>A high percentage of pupils are neurodivergent and as a result struggle to regulate their emotions and actions.</p>
4	<p>Attendance and punctuality</p> <p>Our attendance data over the last 2 years indicate that the gap in attendance among disadvantaged pupils has widened and is below non-disadvantaged pupils. It remains well below national expectations of at least 97%. Our assessments and observations indicate that absenteeism/late arrival is negatively impacting disadvantaged pupils' progress.</p>

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
Continued rigorous use of Little Wandle to result in an increase in the percentage of pupils meeting the expectations of the Year One phonics screening check	<p>An annual increase in the percentage of pupils meeting the phonics screening check resulting in results at least in line with national averages by 2027.</p> <p>A decrease in the gap between the percentage of Pupil Premium pupils meeting the expectations of the phonics screening check and the overall national average.</p>
A focus on developing Fluency (accuracy, speed and prosody) from Year 2 – 4 to increase the percentage of readers able to read fluently, with good comprehension and with a love of reading by the end of Key Stage Two.	<p>The percentage of pupils meeting expectations in reading at the end of Key Stage Two to be at least inline with national averages each year.</p> <p>The gap between the percentage of Pupil Premium pupils meeting expectations in reading and the national overall average to reduce and these pupils to attain at least as well as these pupils nationally.</p>

Continue to use Red Rose Mathematics to support teachers in providing Quality First Teaching through a sequenced curriculum which utilises effective models and images	<p>The percentage of pupils meeting expectations in mathematics at the end of Key Stage Two to be above national averages each year.</p> <p>The percentage of Pupil Premium pupils meeting expectations in mathematics to continue to be inline with the national overall average.</p>
Pupils are able to self-regulate and manage emotions in appropriate way.	<p>MyHappyMind along with in house mental health programmes such as ELSA, Drawing and Talking and support from pastoral team results in improved behaviour, reflected in a reduction in the number of incidents recorded on CPOMs and exclusions.</p> <p>An Autism-friendly environment and appropriate adaptive strategies in place to enable neurodivergent pupils to manage their emotions and make good progress in their IEP targets.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 5%.</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.</p> <p>Percentage of pupils classified a persistent absent to be less than the national average.</p>

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: £145,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All new EYFS/KS1 staff to be trained in Little Wandle approach.</p> <p>Monitor the active ingredients of the Phonics approach (as set out on the Implementation Plan for Phonics)</p>	<p>EEF Toolkit – phonics</p> <p>The reading Framework Jan 2022</p> <p>OFSTED Bold Beginnings 2017</p>	1
<p>All relevant staff to be trained in Little Wandle Fluency.</p> <p>Purchase Little Wandle Fluency Books</p> <p>Monitor the active ingredients of Fluency to ensure a consistent approach to developing fluent readers with good comprehension skills in Year 2-4 through guided reading sessions (as set out on the Implementation Plan for Fluency)</p>	<p>Reading Fluency Resource 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Reading Fluency Glossary 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Active-Ingredients-Summary.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,2
<p>Monitor the active ingredients to ensure a consistent approach to teaching reading in Year 5 – 6 (Fluency to Immersion)</p>	<p>The Reading House EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2

	EEF-Active-Ingredients-Summary.pdf (d2tic4wvo1iusb.cloudfront.net)	
Use of high-quality texts for each unit of work. Purchase appropriate books and ensure these texts are integrated into learning. Inform parents of the relevant texts on the Half Termly Knowledge Organisers.	What We Know Works - Choosing & Using Quality Texts.pdf (clpe.org.uk)	2
Ensure effective adaptive teaching is in place to meet the needs of pupils with SEND	Understanding Adaptive Teaching v11 (d2tic4wvo1iusb.cloudfront.net)	3
All staff new to the new group to observe another member of staff teaching phonics and be observed by their class teacher (and given appropriate feedback)	Sharing good teaching practice - Teaching Expertise (Co-construction approach)	1
All staff in Year 2 to 4 to observe a Fluency lesson in another class, give feedback to celebrate what is already working and discuss further approaches to explore.		1, 2
Use of additional Teacher Assistants to provide 1:1 support or small group work in developing specific skills through interventions in literacy and mathematics lessons	New EEF Guidance Report - Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	2
Use of myHappymind resources to support pupils learning about metacognition and self-regulation	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Home - myHappymind	3, 4

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

Budgeted cost: £23,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Keep up interventions to be implemented for pupils at risk of not remaining on track. Ensure that the targeted grapheme/phoneme correspondence are targeted throughout the day by pupils wearing grapheme stickers/badges. Ensure all staff are aware of the gaps in knowledge and work to address these throughout the day.</p> <p>Rapid Catch Up interventions for pupils who are identified as falling behind.</p> <p>Half termly feedback from the Early Reading Lead for EYFS and Year One teachers using analysis of assessments to identify progress and actions for any pupils not on track.</p>	<p>EEF Cognitive Sciences in the Classroom July 2021</p> <p>Independent Review of the Teaching of Early Reading Jim Rose 2006</p> <p>The Reading Framework Jan 2022</p> <p>Literacy EEF (educationendowmentfoundation.org.uk)</p>	1, 2

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

Budgeted cost: £46,926

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Little Wandle Reading Books and Big Cat Books to supplement home reading scheme	EEF Toolkit – phonics The reading Framework Jan 2022 OFSTED Bold Beginnings 2017 Reading for Pleasure 2012	1, 2
Organise Parent Reading workshops and Reading café sessions.	Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2
Attendance and Wellbeing Team to promote high attendance through: <ul style="list-style-type: none"> - CAF/ TAF process with vulnerable families- allowing them to access key services - Bespoke and intensive support for the most vulnerable pupils in school including support through EBSA, ELSA, Drawing and Talking and other programmes - Attendance monitoring and meetings when needed. - Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. - Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings - Increased links with PAST team, SEND team and Health Professionals - Introduction of fines for unauthorised absence 	Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)	3, 4

Total budgeted cost: £216,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1: KS1 pupils to be able to apply phonics within their reading.

The percentage of pupils meeting the phonics screening check at the end of Year One in 2024 was 66% (compared to a previous National average of 79%). The percentage of Pupil Premium pupils in this cohort was 50% (compared to a national average of 25.9%). 63% of the Pupil Premium pupils met the standards of the phonics screening check compared with 67% of similar pupils nationally in 2023. The percentage of pupils meeting end of Key Stage One expectations in Reading in July 24 was 62% (compared to a previous national average of 71%). The percentage of Pupil Premium pupils was 40%. 53% of the Pupil Premium pupils met expectations compared to 54% of similar pupils nationally in 2023.

These results indicate that progress has been made in supporting pupils to apply their phonics to their reading, but the school will continue to strengthen this.

Next steps:

- To ensure rigorous Keep Up and Catch Up programmes are in place. (See implementation plan for Phonics)

Intended Outcome 2: KS2 pupils to read with fluency and understanding

In 2023-24, 44% of the Year 6 cohort at Padiham St Leonard's were classified as disadvantaged (in comparison to 31% nationally).

The percentage of disadvantaged pupils meeting the expected standard in Reading, Writing and Maths was 52.9%. This is lower than the overall average percentage nationally of 61%, but higher than the national average for disadvantaged pupils (45%).

The comparisons in each subject are:

	Percentage of pupils achieving the expected standard			
	At Padiham St Leonard's CE		Nationally	
	Disadvantaged	Overall	Disadvantaged	Overall
Reading Test	53	69	62	74
Writing Teacher Assessment	65	80	58	72
Reading, Writing and Mathematics combined	53	69	45	61

This data demonstrates the good progress these children are making. A higher percentage of both disadvantaged and non-disadvantaged children reached end of Key Stage 2 expectations than their counterparts nationally in writing, mathematics and in all the subjects combined. The school will continue to develop our approach to reading to support children in becoming fluent readers.

Next steps:

- To develop and implement a school approach to teaching Fluency, building on pupils accurate decoding skills. (See Fluency Implementation plan)

Intended Outcome 3: KS1 and lower KS2 pupils to develop fluency and understanding when manipulating number.

The percentage of pupils meeting end of Key Stage One expectations in Mathematics in July 24 was 75% (compared to a previous national average of 71%). 68% of the Pupil Premium pupils met expectations compared to 56% of similar pupils nationally in 2023.

The average score for pupils in Year 4 undertaking the multiplication check was 20.0 (compared to a score nationally of 20.2). The average score for Pupil Premium pupils is 17.6 (compared to 18.3 for Pupil Premium children nationally.)

At the end of Key Stage 2, 82% of pupils met the expectations compared with 73% nationally. 71% of the Pupil Premium pupils met the expectations in mathematics in comparison to 59% of similar pupils nationally.

	Percentage of pupils achieving the expected standard			
	At Padiham St Leonard's CE		Nationally	
	Disadvantaged	Overall	Disadvantaged	Overall
Mathematics test	71	82	59	73

This data demonstrates that pupils are making good progress in mathematics and their ability to use their knowledge of the number system to solve arithmetic and reasoning problems.

Next steps:

- School should continue to support pupils in developing quick recall of number facts.

Intended Outcome 4: All pupils to demonstrate high levels of engagement and ability to work collaboratively when solving problems across the curriculum.

The wellbeing team has been further strengthened with additional Teacher Assistants who have completed Drawing and Talking training. These are now supporting children, particularly in the classes where they work.

During the year, the attendance team have worked tirelessly to address pupil absence. In spite of the involvement of other services, attendance is still below national averages and continues to be lower for pupils entitled to Pupil Premium.

	All Pupils	FSM pupils	Non-FSM pupils	Nationally
Attendance	92.3%	88.6%	95.3%	94.5%
Authorised Absence	5.4%	7.3%	3.8%	3.9%
Unauthorised absence	2.3%	4.1%	0.9%	1.6%
Persistently absent	27.7%	40.8%	7.4%	15%
Severely Absent	2.2%	4.0%	0.7%	

Next steps:

- Implement the guidance from 'Working Together to Improve School Attendance 2024' including fines for unauthorised absence.

Externally provided programmes

Programme	Provider
Little Wandle Phonics	Wandle Learning Trust
Red Rose Mathematics	Lancashire Advisory Service
Emotion Works	Emotion Works
Behaviour Wall, Functional Fluency	Steve Russell – Beyond Behaviour
My Happy Mind	myHappymind