

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	294
Proportion (%) of pupil premium eligible pupils	40.8%
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 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Board
Pupil premium lead	Chris Taylor
Governor / Trustee lead	Simon Butterworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184, 450
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£184, 450

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	Speech, language and communication 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.
2	Closing the Gaps 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.
3	Social, emotional and mental health A high percentage of pupils who have had Adverse Childhood Experiences and as a consequence struggle to regulate their emotions. A high percentage of pupils are neurodivergent and as a result struggle to regulate their emotions and actions.
4	Attendance and punctuality 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.

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	An annual increase in the percentage of pupils meeting the phonics screening check resulting in results at least in line with national averages. 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.
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.	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. 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.

Continue to use Red Rose Mathematics to support teachers in providing Quality First Teaching through a sequenced curriculum which utilises effective models and images	The percentage of pupils meeting expectations in mathematics at the end of Key Stage Two to be above national averages each year. The percentage of Pupil Premium pupils meeting expectations in mathematics to continue to be inline with the national overall average.
Pupils are able to self-regulate and manage emotions in appropriate way.	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. 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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance rates demonstrated by the overall absence rate for all pupils being no more than 5%. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. Percentage of pupils classified a persistent absent to be less than the national average.

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: £131,813

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to be confident in planning, teaching and assessing a sequenced teaching programme for handwriting with a focus on: • Ensure pupils form letters correctly • Ensure pupils have correct posture for writing and use pencil and paper • Daily lessons in addition to phonics • Small steps which are cumulative, allow time for consolidation and revisiting as required • Demonstrated by teacher	early-years-getting-ready-to-write.pdf The writing framework – July 2025 – DfE Preparing Literacy Guidance 2018.pdf Literacy KS1 Guidance Report 2020.pdf EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Active-Ingredients-Summary.pdf?v=1635355218	1
Monitor the active ingredients of the St Leonard's approach to handwriting (as set out on the Implementation Plan for Handwriting)		1,2
Teachers to be confident in planning, teaching and assessing a sequenced teaching programme for spelling with a focus on: - Phonics (From EYFS onwards) - Orthography (From Year 2 onwards)	The writing framework – July 2025 – DfE Literacy KS1 Guidance Report 2020.pdf EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	2

- Morphology including use of morpheme matrices (From Year 2 onwards) - Etymology (UKS2) Teaching to include (See implementation plan for more details): - Specific teaching of new spellings with reference to the phonics/orthography/morphology/etymology as appropriate - Specific teaching of common exception/tricky words - Time for independent practice - Additional supported practice before independent practice for those at risk of falling behind - Dictations to enable low stakes assessment - Encouragement, acknowledgement and feedback for pupils to apply their learning within writing	https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/implementation/EEF-Active-Ingredients-Summary.pdf?v=1635355218	
Monitor the active ingredients of the St Leonard's approach to spelling (as set out on the Implementation Plan for Spelling)		2
Continue to monitor the active ingredients of the Phonics, Fluency and Immersion approach (as set out in the relevant Implementation Plans)		3
Review the objectives within the two-year Literacy cycle to ensure that learning for all pupils in Literacy is effectively sequenced. Ensure teachers are adapting plans using age-appropriate objectives.	Sharing good teaching practice - Teaching Expertise (Co-construction approach)	1
KS teams to be supported by external teaching consultant to ensure that planning in Literacy is correctly sequenced.		1, 2
Daily Fluency sessions using the Numbersense Times table fluency programme.	NSM Impact Report 2024.pdf Research Principles informing NSM Number Facts® Number Sense Maths	2
High quality teaching using Red Rose resources	Red Rose Mastery Maths - Lancashire Professional Development Service	2
Continue to use My Happy Mind+ resources to support teaching and learning in PSHE and to support children understanding of themselves		1,3

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

Budgeted cost: £25,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up interventions to be implemented for pupils at risk of not remaining on track. Ensure that the targeted grapheme/phoneme correspondence are	EEF Cognitive Sciences in the Classroom July 2021	1, 2

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. Rapid Catch Up interventions for pupils who are identified as falling behind. 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.	Independent Review of the Teaching of Early Reading Jim Rose 2006 The Reading Framework Jan 2022 Literacy EEF (educationendowmentfoundation.org.uk)	
Continue to ensure that strategies, such as pre-teaching and/or intervention in specific skills, are used to enable pupils to keep up with the expectations of the Red Rose scheme and achieve mastery.	The impact of a pre-teaching intervention in mathematics MT26213.pdf	2

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

Budgeted cost: £27,509

Activity	Evidence that supports this approach	Challenge number(s) addressed
Organise Parent Reading workshops and Phonics Workshops.	Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2
Times table Rockstars celebration days – Children to dress up as Rock Stars and compete in Times Table Rockstar competitions Pupils to access Times table Rock Star at home for regular practice	About us - Times Tables Rock Stars	2
Attendance and Wellbeing Team to promote high attendance through: - 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, Freeflow counselling 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. Engage with RISE. - 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 - Fixed Penalty notices for unauthorised absence - Introduction of Free Breakfast Club	Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)	3, 4

Total budgeted cost: £184,450

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 mainstream pupils meeting the phonics screening check at the end of Year One in 2026 was 82% (above national average). 86% of the Pupil Premium pupils met the standards of the phonics screening check, again above the national average for pupil premium children.

The percentage of pupils meeting end of Key Stage One expectations in Reading in July 26 was 68%. The percentage of Pupil Premium pupils was 69% broadly in line (and slightly higher than) with pupils who aren't pupil premium at 66%. 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. This is a 15% increase compared to the comparable data last year.

Next steps:

- To continue 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 2025-26, 47.5% of the Year 6 mainstream cohort at Padiham St Leonard's were classified as disadvantaged. The percentage of pupils meeting the expected standard in Reading, Writing and Maths was 75%. The percentage of disadvantaged pupils meeting the expected standard in Reading, Writing and Maths was 68% (19 pupils). This is lower than the comparisons in each subject are:

	At Padiham St Leonard's CE	
	Disadvantaged	Overall
Reading Test	69	75
Writing Teacher Assessment	63	82
GPS test	68	80
Reading, Writing and Mathematics combined	68	75

This data demonstrates the good progress these children are making. The percentage of mainstream children meeting the end of KS2 expectations was inline or higher than the expected national average in all individual subjects and reading, writing and maths combined.

The SATs progress score was +4.76 for Reading, highlighting the added value as children come through school.

Next steps:

- To continue to implement our school approach to teaching Fluency, building on pupils accurate decoding skills.
- To ensure spelling and handwriting is taught systematically and pupils develop automaticity in writing key words.

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

The percentage of mainstream pupils meeting end of Key Stage One expectations in Mathematics in July 26 was 74%. 77% of the Pupil Premium pupils met expectations – a 10% increase on the year before.

The average score for pupils in Year 4 undertaking the multiplication check was 20.7 (compared to a score nationally of 21.0). This is over 2 points higher than the last academic year (18.1). Pupil Premium children scored 16.7 on average last in 24-25. In 25-26, the average for a pupil premium child was 19.8. Over a 3 point difference.

At the end of Key Stage 2, 88% of pupils met the expectations which is significantly above the national average with a +5.24 progress score.

	At Padiham St Leonard's CE	
	Disadvantaged	Overall
Mathematics test	71	88

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 and multiplication tables.

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 supporting children, particularly in the classes where they work.

During the year, the attendance team have worked tirelessly to address pupil absence. Whilst percentage attendance has improved slightly in all areas in comparison to the previous year, 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.

St Leonard's has joined the RISE team and we would look to see an impact on attendance as a result.

	All Pupils	FSM pupils	Nationally
Attendance	93.5%	89.3%	96.3%
Persistently absent	13.8%	18.9%	12.6%

Next steps:

- Continue to implement the guidance from 'Working Together to Improve School Attendance 2024' including working closely with families to provide support and where required issuing fines for unauthorised absence.

Externally provided programmes

Programme	Provider
Little Wandle Phonics	Wandle Learning Trust
Red Rose Mathematics	Lancashire Advisory Service
Times Table Fluency	Number Sense
Times Table Rockstars	Maths Circle
My Happy Mind	myHappyMind
Counselling	Freeflow Counselling