



Lepton CE Primary Academy

Pupil Premium Strategy

2024 – 2027



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	Lepton CE Primary Academy
NUMBER OF PUPILS IN SCHOOL	158
PROPORTION OF PUPIL PREMIUM ELIBILBLE PUPILS	19% (30 children)
PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR	£1,480
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	2024-2027
DATE THIS STATEMENT WAS PUBLISHED	First published: December 2024
DATE ON WHICH IT WILL BE REVIEWED	August 2025
STATEMENT AUTHORISED BY	Tom Burns, Executive Headteacher
PUPIL PREMIUM LEAD	Andrew Moylan Assistant Head Teacher
GOVERNOR / TRUSTEE LEAD	

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£44,400
RECOVERY PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£0
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>	£44,400

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

The aim of Lepton CE Primary Academy is to use the pupil premium funding to help us improve and sustain higher attainment for our disadvantaged pupils that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well; fluency and comprehension of reading, access to mathematics and social and emotional wellbeing. Our approach will be responsive to both common challenges and our pupils' individual needs. Our monitoring will be robust, using diagnostic testing rather than assumptions about the impact of disadvantage.

Our expectation at Lepton is that all pupils, irrespective of background or challenges they face, become engaged, inspired and motivated citizens, who are strong readers and mathematicians with high aspirations to attain and achieve.

We have adopted approaches, which complement each other to help pupils excel. We will ensure that:

- Disadvantaged pupils are challenged in the work that they're set
- Early identification of challenges is seen, which leads to effective intervention
- All staff take responsibility for the outcomes of our disadvantaged pupils and high expectations are set

CHALLENGES

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

Challenge Number	Detail of Challenge
1	<p>Internal monitoring and assessments show some disadvantaged pupils attain less well in their reading fluency and comprehension.</p> <p>2023-2024 end of year assessments: For Year 2 34% pupil premium (PP) pupils attained the expected standard in maths versus 85% of non-PP. In Year 3 it was 20% for PP and 76% for non-PP. Year 5 had 71% of PP children achieve the expected standard compared to 93% of non-PP.</p> <p>challenges vary from pupil to pupil. There are areas of need in phonetic knowledge, fluency and comprehension. Of the 16 pupils that need to close the gap, ten find phonetically decoding a challenge. For the remaining six, comprehension, in particular inference, is the challenge.</p>
2	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>2023-2024 end of year assessments: In Year 2 67% of PP children achieved the expected standard whilst 85% of non-PP did. For Year 3, 20% of PP met the expected standard versus 76% of non-PP. In Year 5 57% of PP children achieved the expected standard versus 100% of non-PP. Of the 15 pupils that need to close the attainment gap, nine find reasoning and problem-solving type</p>

	questions challenging. Especially those that involve more than one step. The other six pupils find place value and arithmetic a challenge.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. There are a range of factors that contribute to this including home life, bereavement, fleeing war zones and emotional immaturity. As a result, pupils struggle to regulate their emotions which has a negative impact on their behavior (four pupils). Three pupils find communication a challenge and two struggle with their emotions and low mood.

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 Outcomes	Success Criteria
All disadvantaged pupils to be fluent, confident readers.	Statutory assessments and teacher assessments will show an increase in disadvantaged pupils' attainment in reading with the attainment of disadvantaged pupils being in line with that of national standards.
All disadvantaged pupils to be confident mathematicians.	Statutory assessments and teacher assessments will show an increase in disadvantaged pupils' attainment in mathematics with the attainment of disadvantaged pupils being in line with that of national standards.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing to be demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations. Pupils will be able to regulate their emotions and behaviour and they will be able to communicate with peers and adults.

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:	£19,000	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that pupils have access to quality first teaching at all points of the school day through in house CPD focusing in on early career teachers.	All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those who are disadvantaged and takes account of developments in pedagogy. This will impact upon attainment and progress for all pupils across school: 1. High-quality teaching EEF	1, 2
Licence of a DfE validated Systematic Synthetic Phonics programme Little Wandle 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: Phonics Teaching and Learning Toolkit EEF	1
Standardised diagnostic assessments (Little Wandle/NFER) to identify individual need for both teaching and learning and intervention.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: EEF Blog: Learning recovery and the role of diagnostic... EEF (educationendowmentfoundation.org.uk)	1, 2
Enhancement of our maths teaching in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance, specifically making links to prior learning, in school and to access Trust resources and CPD	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: Mathematics guidance: key stages 1 and 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2

(including teaching reasoning and problem solving) and deliver this to staff.		
Providing teachers with access to Classroom Secrets and White Rose Maths as a bank of resources to teach reasoning and problem solving effectively.	Where resources have been purchased by, it was recognised by schools that they had an important role to play in supporting curriculum delivery: https://www.gov.uk/government/publications/curriculum-support-resources-in-schools	2

TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support structured interventions)		
Budgeted cost:	£15,400	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Class teachers and subject leads to identify specific areas of focus and explain to tutor (Dan Martin). Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Teaching and Learning Toolkit EEF	1, 2
Purchase of licences for Times Tables Rock Stars, Purple Mash and Sumdog. This will allow pupils to work on areas of development in school and at home.	It has been shown that the use of technology can support learning: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019	1, 2

<p>Purchase of licence for and delivery of Little Wandle ‘Rapid Catch Up’ to improve attainment of both fluency and comprehension in reading.</p>	<p>Studies in have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics#:~:text=Using%20a%20systematic%20approach%20hat,necessary%20linguistic%20knowledge%20and%20understanding</p>	<p>1</p>
<p>Wide range of school interventions in house, delivered during the school day and some before school for Y6 Maths booster groups. This will focus on specific areas of need identified by class teachers and maths lead.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maths-counts</p>	<p>2</p>
<p>Small group and one to one intervention to promote self-regulation and executive function for pupils identified as being in need.</p>	<p>Evidence shows that educators can implement approaches that benefit young children’s self-regulation and/or executive function. The EEF’s Early Years Toolkit finds that self-regulation approaches may also be effective in promoting successful learning:</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function</p>	<p>3</p>

WIDER STRATEGIES

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

<p>Budgeted cost:</p>	<p>£10,000</p>	
<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge number(s) addressed</p>
<p>Rise and Shine breakfast club for identified disadvantaged</p>	<p>Breakfast clubs can improve children’s readiness to learn, increase concentration, and improve wellbeing and behaviour:</p>	<p>1, 2, 3</p>

<p>children to provide a nurturing environment in which to start the day.</p>	<p>https://educationhub.blog.gov.uk/2022/11/24/how-we-are-ensuring-thousands-of-children-receive-a-healthy-nutritious-breakfast/ EEF statement: re-publication of the evaluation of school... EEF (educationendowmentfoundation.org.uk)</p>	
<p>CPD for staff on social and emotional learning (SEL), specifically responsible decision-making, self-management, and relationship skills, to improve pupil resilience and emotional wellbeing.</p>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year and help pupils manage their emotions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3</p>
<p>Establish improved links with parents and the wider community. Regular newsletters, use of Instagram and inviting parents in for information events, reading mornings and events suggested by parents through parent surveys.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3</p>
<p>Purchasing of books that will interest pupils and inspire them to love reading.</p>	<p>Studies have shown that, as part of wider reading strategies, ensuring that texts are matched appropriately to ability and interest reading fluency and comprehension can be improved: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1</p>

Subsidise educational visits to ensure all pupils receive a rich and varied curriculum.	It has been shown that participation challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning#:~:text=Through%20participation%20in%20these%20challenging,%2C%20self%2Dconfidence%20and%20motivation.	3
Contingency fund set aside for acute issues.	Resources not yet identified. Our experience tells us it is important to be responsive.	All

TOTAL BUDGETED COST:	£44,400
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PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on pupils in the academic year.

Intended outcome 1 (All disadvantaged pupils to leave Lepton as strong and fluent readers.)

2021 – 2022:

Little Wandle was purchased with all members of EYFS and KS1 trained to deliver the scheme. The Early Reading Lead attended both Trust and LA training and has monitored the delivery of the new scheme. 80% of PP children passed the phonics test VS that of 71% non PP. This shows that PP outperformed their peers within the phonics screening test at the end of Year 1.
At the end of Yr2, 100% of PP children passed the phonics retake VS that of 96% of non PP children.

At the end of KS1, the internal teacher assessment shows that 50% of PP children reached EXS or above VS 86% of non PP children. Although this cohort has 8 children more, this gap is an increase of that from the 2020-21 data and needs to be addressed. This will be done by CPD for the class teachers within comprehension and also very specific use of the NTP funding.

At the end of KS2, the SATS scores show that 60% of PP children achieved the EXS, 20% did not with 40% being disapplied due to their complex additional needs. This is a difference of 1 child not achieving the standard against their peers. This is an increase on the previous year. The national figure was 62%.

2022-23 update:

Year 1 overall pass rate for phonics was 95%. For pupil premium children it was 85% (6 out of 7 children). There were no pupil PP year 2 retakes due to school leavers.

At the end of KS1, the internal teacher assessment shows that 75% (3/4) of PP children reached EXS or above VS 85% of non-PP children. This is an improvement on last year.

At the end of KS2 67% of pupils achieved EXS. This is a 7% increase on last year but still lower than the 81% of non PP children that achieved ECS.

2023-24 update:

Overall phonics pass rate for year 1 was 92%
PP: 75% (3 out of 4 children)
Non-PP: 95% (19 out of 20 pupils)
Year 2 resit: PP 100% (1 out of 1). No non-PP resits.

For year 1 this is a lower than the previous year.

End of KS1 teacher assessment

PP: 43% (3 out of 7)
Non-PP: 79% (12 out of 14)

This is a decline on last year.

End of KS2

PP: 100% (3 out of 3)
Non-PP: 80% (24 out of 30)

This is an improvement on last year.

Whilst there has been a positive improvement for KS2 there is still work needed to be done for KS1.

Intended outcome 2 (Attendance of disadvantaged pupils to be at least in line with all other children.)

2021 to 2022:

The whole school attendance was 95.4% for the academic year. The attendance of PP children was 94%. This is an increase in 1% from the previous year. There were 4 children who had an attendance <92% (1 child with a parent, who had a terminal illness, 1 child with a sibling, who had significant mental health issues). Class teachers did discuss attendance with the other 2 families and concerns were passed on the LA attendance officer. All PP children were invited to Rise and Shine Club and of the 4 children with an attendance <92%, only 1 accepted the offer to attend.

2022-23 update:

Whole school attendance was 95.5% for the academic year. PP attendance was 94.04%. All pupil premium children were invited to Rise and Shine. Parents/carers were spoken to with regards to pupils with low attendance.

2023-24 update:

Whole school: 95.22%

PP: 93.65%

Non-PP: 95.72%

Meetings have been held for persistent absence and support put in place.

Intended outcome 3 (Improved spelling accuracy for disadvantaged pupils)

2021 to 2022:

Internal data shows that children are largely in line with their peers with regards to a standardised spelling score. An addition of Nessy Reading and Spelling is being used this year and a decision will be made as to which measure of progress is best to use: a continuation of the standardised scores or the internal Nessy assessment data.

2022-23 update:

KS1 data shows that 65 % of non-pupil premium pupils achieved age expected versus 50% for PP. This was two out of four children and includes one disappplied pupil with complex need. At KS2 75% of PP achieved age expected versus 80% on non PP.

2023-24 update:

KS1

PP: 43% (3 out of 7)

Non-PP: 86% (12 out of 14)

KS2

PP: 100% (3 out of 3)

Non-PP: 83% (25 out of 30)

An increase in both from when the plan started (37% vs 67% overall) but still a wide gap.

Intended outcome 4 (Disadvantaged pupils at Lepton will speak positively about education and show high expectations of themselves)

2021 to 2022:

Internal monitoring by the Governing Body showed that our disadvantaged children expressed thoughts and feelings towards school in line with that of the non-disadvantaged pupils. The DfE mental health grant has been sought and ongoing training will be achieved by the Mental Health Lead.

2022-23 update:

Pupil voice shows that disadvantaged pupils can discuss their school life in the same way that non-disadvantaged pupils can. Wellness Warriors are in their second year of operation and have received training in supporting all pupils.

2023-24 update:

Wellness warriors established and running well. Disadvantaged pupils express that they feel the same way about school as non-disadvantaged when questioned through pupil voice.

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

Programme	Provider
Salford Reading Test	Hodder Education
SWST	GL Assessment

SERVICE PUPIL PREMIUM FUNDING (OPTIONAL)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

FURTHER INFORMATION (OPTIONAL)

In planning our new pupil premium strategy, we evaluated what activity undertaken in previous years had had the degree of impact that we had expected, whilst also discussing the activities that did not see the desired outcome.

We evaluated practice across school and identified that quality first teaching is the most important factor in allowing disadvantaged pupils to attain well. We reviewed our core teaching practices to ensure that access to all the curriculum could be seen.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach.

