

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024/2025 academic year) 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	Old Leake Primary Academy
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	35.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025/2026
Date this statement was published	September 2024
Date on which it will be reviewed	December 2024, April 2025, July 2025
Statement authorised by	Vicki Hardwick
Pupil premium lead	Vicki Hardwick
Governor / Trustee lead	C & S Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,258
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,258

Part A: Pupil premium strategy plan

Statement of intent

We aim for all disadvantaged pupils to achieve their full potential socially, emotionally and academically and achieve academically inline with their peers, which increases life chances and opportunities. We are continually developing a curriculum which will provide what we believe will support every pupil in our academy to succeed and thrive in today's society, especially our most vulnerable learners.

Our disadvantaged strategy identifies the challenges that this group of pupils face and provides clear strategies to overcome and support these. The whole staff team have a shared vision that all pupils, whatever their background and situation, will have their needs met and have access to an inclusive, knowledge and skills filled curriculum.

Our strategies aim to provide:

- Quality first teaching & learning for all pupils.
- Rigorous data analysis and monitoring to ensure early intervention.
- For there to be no significant gap between the achievement and progress of all pupils in reading, writing and maths.
- Good progress and outcomes for all pupils from their individual starting points.
- A range of CPD for all staff that positively impacts on provision, attainment, progress, pastoral and behaviour and attitudes for all children in the academy.
- High quality, modern teaching and learning resources, including ICT.
- 1-1 support and intervention where required.
- A range of experiences and enrichment opportunities, including Young Voices and school trips.
- Opportunity to develop life skills to support their future success through a curriculum which is both relevant, progressive and interactive.
- A strong sense of community, collaboration and respect – within the academy and beyond the school environment.
- A strong partnership between parents and the academy team.
- A strong partnership between our academy and outside agencies with knowledgeable staff who can signpost parents confidently.

The details of the plan are outlined below.

Challenges

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

Challenge number	Detail of challenge
1	Pupils require additional support to achieve their potential – academically and socially.
2	Our pupil premium group of pupils (and families) often have other complex needs and challenges – we use the term 'multiple disadvantage' to describe this. The impact of having significant and multiple disadvantages is clear for this large group of pupils.
3	Our data shows that progress made for some disadvantage pupils was below expected in reading, writing and maths. We aim for all pupils to leave our academy ready for the next stage of their learning journey. This includes pupils with Special educational needs.

	37% of our children on the special educational needs register are also in receipt of pupil premium making the children doubly disadvantaged. Cohort specific data shows that in some cohorts this statistic is even higher.
4	Our attendance data is broadly inline with national data but the pupil premium data is lower than their peers so remains a focus, particularly for pupils of multiple disadvantage.
5	Gap in the experiences of PP chn in the wider world with non-PP chn, which can impact on aspiration, self esteem and confidence.

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
PP pupils to make good progress and diminish/close the attainment gap from their starting point.	<ul style="list-style-type: none"> - Internal data and pupils' learning outcomes reflect the strong progress that they have made. - Target setting discussions with teachers sets ambitious targets for pupils. - Termly pupil progress and intervention planning meetings to have impacted on the focused provision for pupils. - Pupils to be well supported in all lessons and receive a range of additional support to diminish/close the attainment gap. - Quality first teaching to be good or better and pupils have made strong progress – evidenced in their books and through pupil discussions. - A range of interventions to be used to support the specific needs of pupils, including: phonics, 1:1 reading, PiXL, Little Wandle. - Parents to feel well supported in being able to work with their children at home and confident enough if they are unsure, to ask.
Pupils will develop knowledge, skills and experiences that will support their future lives - providing them with self-belief and ambitious aspirations.	<ul style="list-style-type: none"> - Pupils to benefit from a well sequenced curriculum that focuses on key knowledge and skills. This is remembered and will support their future ambitions. - Pupils to enjoy a range of experiences that have enhanced their learning and promoted a greater awareness of their locality and the wider world. - Pupils to have an increased ambitions for the future and can verbalise these, linking to their awareness of the skills they will require. - Pupils voice has a fair representation within pupil forums such as the school council or within community projects.

<p>Pupils are well supported academically, socially and emotionally – resulting in being ready for the next stage of their learning journey.</p>	<ul style="list-style-type: none"> - Pupils to have self-belief and desire to achieve. - Pupils to enjoy a range of teaching styles and manipulatives to help them along their learning journey. - Pupils to be sociable and interact positively with others. - Pupils to benefit from the emotional support that they have received and can use the strategies taught to self-regulate and remain calm. - Pupils to be aware of their strengths and areas of focus – this helps them to be independent in their continued emotional development. - Continuous and timely CPD for all staff.
<p>Pupils to have good attendance and punctuality.</p>	<ul style="list-style-type: none"> - Pupils to have reached the national benchmark of 96% - as a cohort and individual. - Where attendance is a challenge, for support to be offered and, as a result, improvement made. - Parents to be engaged with the Academy and understand the importance of strong attendance.

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: £96,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maintain a teaching structure of one year group classes which supports disadvantaged pupils within the academy with their quality first teaching and smaller class sizes and offers classroom support.</p>	<p>Targeted, teacher lead intervention groups within classrooms. High quality modelling. Cost: £53,565</p>	<p>1,2,3,5</p>
<p>To have a robust CPD strategy for all teachers and support staff.</p>	<p>Cost: £3,000</p>	<p>1,2,3,4,5</p>
<p>To release Senco from class to focus on</p>	<p>EEF and research based methods for teaching and learning.</p>	<p>1,2,3,4,5</p>

supporting teachers with the disadvantaged/doubly disadvantaged pupils to include an attendance focus.	£40,002	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maximise progress for all in phonics, reading and maths – ensuring children are reading regularly both at home and school. - The use of Pixl therapies and other bespoke interventions.	EEF £2500	1,2,3,5

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

Budgeted cost: £3,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer free access to our breakfast club to ensure a positive start to the day.	Magic Breakfast based on research EEF +2 Cost: £600	3,4
To ensure attendance for all disadvantaged pupils is 96% and above.	EEF	4
To provide opportunities such as swimming for all year groups, uniform and help towards a school trips for all pupil premium families.	Cost:£2,591	5, 1

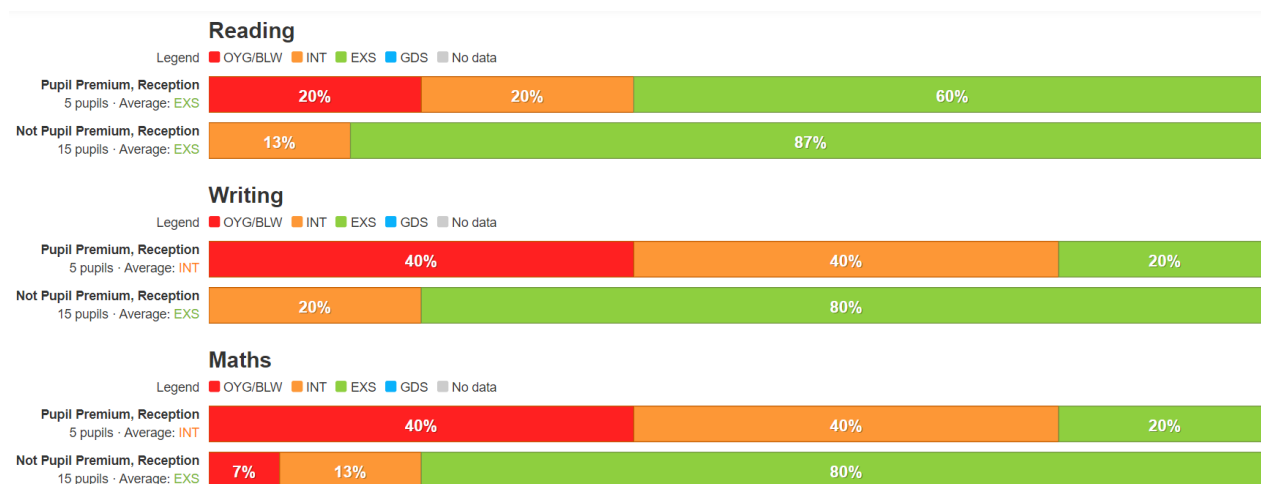
Total budgeted cost: £102,258

Part B: Review of outcomes in the previous academic year

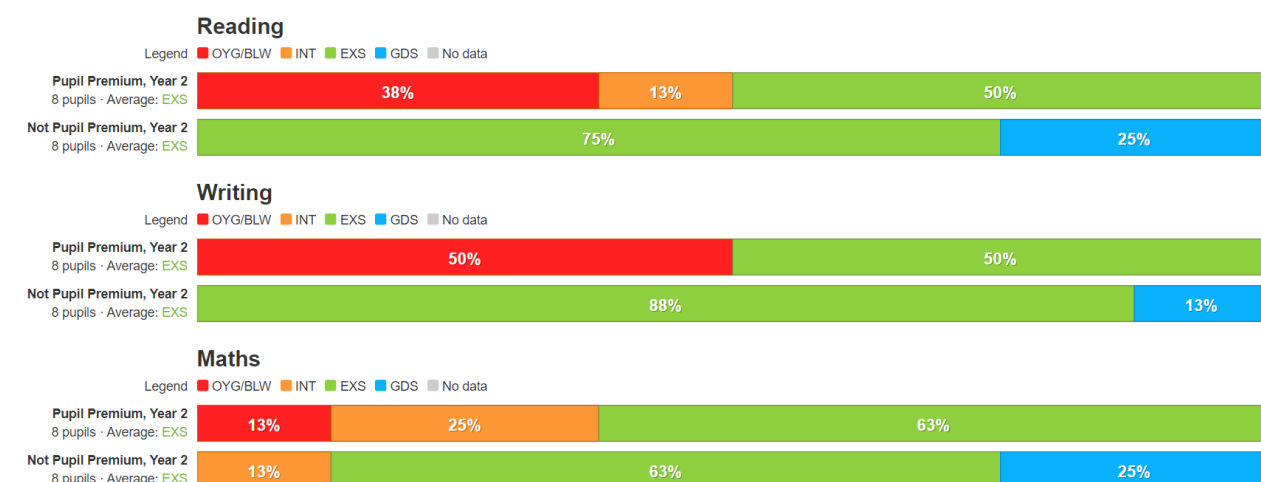
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023/24 academic year.

Reception data shows that non pupil premium children are significantly out performing their pupil premium peers. However, it is worth noting that 80% of the pupil premium pupils from the reception cohort were multiple disadvantaged pupils.



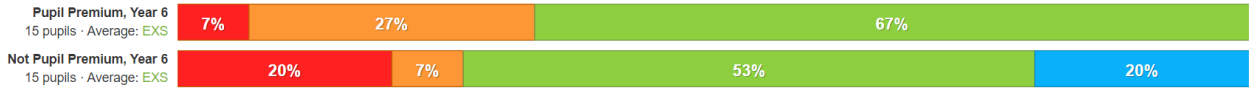
In year two, the gap between our pupil premium and non-pupil premium pupils has diminished slightly since the year before. 50% of the pupil premium children have multiple disadvantage.



In year six our external data shows that in reading disadvantaged pupils did not attain as highly in as their peers. Our internal data however shows that pupil premium children are out performing their peers in writing and maths.

Reading

Legend OYG/BLW INT EXS GDS No data



Writing

Legend OYG/BLW INT EXS GDS No data



Maths

Legend OYG/BLW INT EXS GDS No data



Internal data analysis shows us clearly that pupils who are have multiple disadvantages need to be our focus this year. Pupils who are just pupil premium children are performing broadly inline with their peers but multiple barrier children need to be a focus.

Analysis of funding used 2023/2024:

	Expected income:	Actual income received:
Pupil Premium	£101,785	£100,591
Recovery premium	£9,280	£9,606
Carry forward	£0	£0
Total:	£111,065	£110,197
	Expected expenditure.	Actual expenditure.
Teaching	£70,904.16	£79,935
Targeted academic support	£25,591.84	£24,205
Wider strategies	£14,569	£14,845