

# Pupil premium strategy statement – Lea Endowed CE Primary 2025- 2026

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	138
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	C Seagrave
Pupil premium lead	C Seagrave /R Bolton
Governor / Trustee lead	A Southword

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,310
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£50,310

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Lea Endowed, we value all our children equally irrespective of their background or the challenges they face. Our staff and governors are fully committed to ensuring that all our children make good progress and achieve high attainment across our bespoke deep and wide curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our overall objectives are intended to support the needs of all children, including those who are vulnerable, regardless of whether they are in receipt of Pupil Premium funding.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The approaches we have adopted complement each other to help children achieve their God-given potential. To ensure our strategies are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### **OUR OVERALL OBJECTIVES ARE:**

**To narrow gaps in attainment between those children eligible for Pupil Premium and other children. Our intention is to ensure all children achieve their full God-given potential.**

12% of our SEND children are in receipt of pupil premium funding. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching.

**Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.**

At Lea Endowed, we believe children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident over recent times, for children on entry to EYFS. We have developed a successful induction programme for our youngest children and their parents. This early intervention helps to remove these barriers sooner in the child's education. Across school, we have seen a noticeable increase in the number of challenges that are impacting negatively on the mental health and wellbeing of our whole school family. Our strategy includes a highly experienced staffing structure, including an external learning mentor who provide nurture and support for our vulnerable children.

**To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.**

Our attendance target for all children is 96%. We know that children learn best when they attend school regularly. 13% of our children in receipt of PP have been tracked as being Persistent Absentees in Autumn term. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning, through a Deep and Wide curriculum every day in school, including access to outdoor learning, through our family learning mentor, access to our nurture TA, and the headteacher actively engages with families to encourage and support good attendance.

## Challenges

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

Challenge number	Detail of challenge
1. <b>Confidence and Resilience</b>	Some disadvantaged pupils demonstrate lower confidence and resilience, which affects their ability to persevere with challenging tasks, engage fully in lessons, and recover from setbacks. This can lead to reduced progress and attainment compared to their peers.
2. <b>Narrowing Gaps</b>	We have a group of pupils in receipt of PP who are not making expected progress, despite interventions
3. <b>Wellbeing &amp; Mental Health</b>	There has been a significant increase in the number of children experiencing poor mental health and wellbeing
4. <b>Attendance</b>	13% of children in receipt of PP currently have attendance which falls below 90%

## 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
Disadvantaged pupils will develop greater confidence and resilience, enabling them to, approach challenging tasks with a positive mindset, persist when faced with difficulties and engage actively in lessons and wider school life.	Increased pupil confidence measured through pupil voice surveys and teacher observations. Reduction in incidents of avoidance or withdrawal from challenging tasks. Positive trend in attainment and progress for targeted pupils.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	All pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.
To ensure the well-being needs of all children in receipt of pupil premium funding are prioritised so they can flourish and reach their full potential.	Children and their families know they are valued and supported. Children receive targeted support and their wellbeing is increasingly secure
To narrow the gap between whole school attendance and pupils in receipt of pupil premium funding.	The proportion of children in receipt of pupil premium classed as persistent absentees is further reduced

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 42,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resilience-Building Activities in Lessons Teachers use strategies like "challenge tasks," scaffolding, and positive reinforcement. Encourage pupils to share strategies for	Nurture groups show a typical acceleration in academic progress and also improves emotional regulation and peer interaction.  EEF emphasises benefits include enhanced self-management and confidence in school life. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1

overcoming difficulties.  Celebration of Effort	<a href="http://www.growthmindsetmaths.com/uploads/2/3/7/7/23776169/teaching_and_learning_toolkit_july_13.pdf">http://www.growthmindsetmaths.com/uploads/2/3/7/7/23776169/teaching_and_learning_toolkit_july_13.pdf</a>	
To further increase the capacity of SENCo to liaise with multi-agencies as well as provide additional support for teachers and parents	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020  Ensure all pupils have access to high quality teaching.  Compliment high quality teaching with small group and one to one interventions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	2 3 4
Keep KS1 cohorts discrete to maximise quality first teaching	EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1 2
Invest heavily in Teaching assistants to enhance teaching and learning outcomes	EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1 2 3
Invest in School Counsellor to provide children with external support for their mental health and wellbeing	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>	3 4
Maintain and enhance the implementation of the curriculum with a focus on the foundation subjects.  Subject Leads to have release time to ensure that opportunities for high quality teaching and learning are maximised	Ensure all pupils have access to high quality teaching.	2

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

Budgeted cost: £3,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs working across school to support teaching and learning alongside delivering	EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1 2

nurture sessions at various times throughout the day to improve resilience and ability to challenge themselves	'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	3
TAs Effective deployment of Teaching Assistants to support key children and year groups/cohorts	EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1 2 3 2
Assessment Leads- Pupil Progress /Tracking Assessment Leads analyse summative assessment data and help identify children who need more targeted intervention	EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a> 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.	1 2

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

Budgeted cost: £7,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Supervision</b> – All staff receive Supervision on at least termly basis to maintain wellbeing and maximise outcomes for children  <b>Kevin</b> – pastoral	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>	2 3   2 3

support from Learning mentor for vulnerable children and families	2 3
<b>Cultural Capital</b> – support disadvantaged children with access to a wider range of life experiences	2 3
<b>Open Door</b> – Encourage relationships between home and school	1 2 3 4
<b>Outdoor Learning-</b> Use of outdoor learning to support key groups of pupils Increase links with <b>SASW / SEND</b> team and Health Professionals	4
<b>Increase Parental Engagement</b> – Offer parenting group sessions working on specific needs identified through Supervision and Staff Meetings <b>CAF/TAF-</b> process with vulnerable families- allowing them to access key services	1 2 3
<b>Transition</b> arrangements into EYFS and end of year	1 2 3 4

<p><b>Attendance Monitoring</b> and meetings - to be a focus item for key pupils through regular monitoring and tracking of vulnerable pupil eg pupil progress meetings</p> <p><b>Enrichment Opportunities</b></p> <p>Encourage participation in extracurricular clubs, sports, and arts to build confidence outside the classroom.</p> <p>Provide funded places for disadvantaged pupils.</p>	<p><a href="http://www.growthmindsetmaths.com/uploads/2/3/7/7/23776169/teaching_and_learning_toolkit_july_13.pdf">http://www.growthmindsetmaths.com/uploads/2/3/7/7/23776169/teaching_and_learning_toolkit_july_13.pdf</a></p>	<p>4</p> <p>1 3</p>
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**Total budgeted cost: £ 50,310**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Throughout 2024-2025, all children's learning and progress was evaluated with daily formative and termly summative assessment for learning, taking place to identify missed learning, addressing gaps, and moving learning forward with a meaningful and targeted whole school approach. Careful transition allowed children to begin the new academic year from their individual starting points to maximum outcomes for all learners.

Comparison Tables for Children in Receipt of Pupil Premium v Children not in Receipt of Pupil Premium for End of Key Stages 2024-2025

#### EYFS GLD

	PP	Non- PP
2024-2025	1 out of 3 33%	13 out of 17 76%

#### KS1 RESULTS

2024-'25	Reading	Writing	Maths
PP (4)	75%	75%	75%
Non-PP (16)	69%	63%	63%

#### KS2 RESULTS

2024-'25	Reading	Writing	Maths	GPS
PP (5)	40%	40%	60%	40%
Non-PP (16)	81%	75%	88%	75%

The most significant gaps were at the end of Year 1 and Year 5. The gap between these 2 groups of children is less apparent at the end of EYFS and end of KS2, however due to our small cohort numbers, these figures should be read with due regard.

We continue to work towards achieving our outcomes. Due to significant numbers of children in this year 2 cohort, who are receiving extensive internal and extensive

support, our intended outcomes, for this group of children, including those children in receipt of PP, are challenging.

Wellbeing and Mental Health is being maintained and enhanced through the continued development of the Mental Health Team and the instalment of a Senior Mental Health Lead.

Attendance is currently above our target of 96%. School are using a wide range of strategies to further improve this for all children.

*“The school maintains a strong focus on securing pupils’ regular attendance. When absence rates increase, the school works closely with families to successfully bring about improvements.” Ofsted Oct 2024*

We are now three years into our SSP and our new scheme is being embedded.

There are still Gaps in the attainment of children in receipt of PP, including those with SEND; this continues to be monitored regularly and interventions are put in place.

## Externally provided programmes

Programme	Provider
Phonics and Early Reading	Little Wandle SSP
Maths Mastery	White Rose Hub
Maths Mastery	NCETM
Teach Computing	National Centre for Computing Education
PNECT	PNE
SCARF Life Bus	CORAM Education
Learning Mentor/Counselling	Momentum Life Performance
Behaviour Management Support	REACH / IEST / CANW/ CFWS/ KEY
Attendance	LCC SASW

## Further information

A significant amount of what we do at Lea Endowed, for our disadvantaged children, are those things that are largely unseen, or go unnoticed, but that make a positive difference to our children and families on a daily basis... making a cup of tea and allowing a struggling parent to unburden themselves, providing toast and a listening ear, for a child who arrives late and without breakfast because of a challenging start in the family home, taking a child for a walk around the school field and allowing a distressed child time to soothe and self-regulate before walking into class.

We strongly maintain that “disadvantaged” is not just something that is measured financially.