



## Leintwardine Endowed CE Primary School

### Pupil Premium Strategy Statement 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	79
Proportion (%) of pupil premium eligible pupils	29%
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> )	2022/23-2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Nicola Gorry
Pupil premium lead	Nicola Gorry
Governor / Trustee lead	David Willis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£ 30300

# Part A: Pupil premium strategy plan

## Statement of intent

*At Leintwardine, we encourage all our children to develop high aspiration, creativity and a love of learning. We are live by our Christian Values to enable all members of our school community to 'Let Their Light Shine'*

*Our vision is*

To be kind so that every child will:

- **achieve their potential**
- **become independent**
- **connect with the community and Environment**
- **demonstrate resilience**

Funding of PP children helps us to meet individual needs, irrespective of background or the challenges faced. 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.so that all children make good progress and achieve high attainment across all subject areas.

Our strategy also ensures that all children are fully included in the life and activities of the school, have the same aspiration and expectations as other pupils not receiving PP.

The school uses its Pupil Premium money in different ways depending on the needs of individual children and their families. Other children in school may benefit too to support wider inclusion needs. As a school, we are responsive to common challenges and individual needs. The approaches that we have adopted help all children to excel both academically and socially. We ensure that they are effective by –

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

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and less support at home than their peers. This negatively impacts their development as readers.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5-9% lower than for non-disadvantaged pupils with lateness being an issue for a significant number of the families.

## 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
1	Improved oracy skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2	Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 85% of disadvantaged pupils met the expected standard.
3	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
4	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• The overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers</li> </ul>

## 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: £3700

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2	£500
<p>Embedding a whole school approach to develop vocabulary and understanding ( including Oracy following Ofsted 2023)</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access to CPD.</p>	<p>The use of curriculum keys, and a vocabulary rich reading programme 'Hooked on Books' which enable a love and understanding of reading and books. A word of the week practice to be embedded and higher aspirational vocabulary being used across the curriculum</p> <p><a href="#">EEF Improving Literacy guidance KS2</a></p> <p><a href="#">EEF Literacy Guidance KS I</a></p>	1,2,3	£1000
<p>Purchase of books (including phonics) to support new reading scheme (Twinkl) and approach (Book Talk) and to ensure that all children have access to quality literature from the school library</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2	£1000
<p>Professional Development</p>	<p>Training for all staff in the use of Philosophy 4 Children to ensure effective use.</p>		£1200

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

Budgeted cost: £22600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention sessions to support disruption to learning for all PP children.</i>	Additional staffing for vulnerable and low achieving PP children	All PP children
Additional staffing cover to enable small group teaching	Maths and English Interventions will be put in place during the second half of the spring term and the first half of the summer term to ensure that any gaps in learning are considered prior to assessment periods.	Year 6 children where gaps in knowledge are identified

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures	Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures  There will be initiatives to ensure that parents are supported in getting children to school for the start of the school day.  Water bottles, book bags and uniform funded other clothing if necessary. Washing Machine to be in school for the washing of kit and uniform when necessary.	As needed	£1500
Provide funding to increase inclusion on school trips and other enrichment opportunities.	PP children have their trips (for e.g. swimming) and other enrichment opportunities subsidised to ensure equal access.	All PP children	£2500

**Total budgeted cost: £ 4000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25

Data from tests and assessments suggest that, the progress and attainment of the school's disadvantaged pupils in 2024/25 was below national due to a small cohort and the needs of the children within this.

Absence among disadvantaged pupils was fractionally lower than their peers in 2024/25 although there were a considerable number of lates for these children with 93% lates in compariaon to 31% for non PP children.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher. This is particularly acute for PP children.

These results mean that I some areas we are at present on course to achieve the outcomes that we set out to achieve by 2025/26 e.g. attendance, but that other areas still need work. As stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Jane Considine Book Talk	Jane Considine
Accelerated Reader	Renlearn
Tales Toolkit	Tales Toolkit
P4C	Thoughtful (Sphere)