

# Pupil premium strategy statement – Chapel St Leonards Primary School

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	108
Proportion (%) of pupil premium eligible pupils	66.1%
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> )	2025, 2026, 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sherri Borrell and LSB
Pupil premium lead	Sherri Borrell
Chapel St Leonards Primary School Local School Board Lead	Matthew Page

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,080
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0



# Part A: Pupil premium strategy plan

## Statement of intent

As a school, we are passionate about providing an ambitious curriculum that is enriched by quality first-hand educational experiences, led by staff who are confident to teach their subjects.

High-Quality Teaching (HQT) is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. HQT 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, it is the intention that disadvantaged pupils' attainment will be improved alongside progress for their non-disadvantaged peers.

In order for our pupils to access the High-Quality Teaching on offer, we realise that as a school we need to ensure that any barriers are removed. Although barriers can be at times specific to certain pupils, we often find that there are many commonalities across our pupils, particularly those who are disadvantaged.

Our approach is responsive to both these common challenges and pupils' individual needs. Identification of these needs is rooted in an in-depth knowledge of our school, its pupils and the wider school community. No assumptions are made about the impact of disadvantage without robust quantitative or qualitative evidence.

We provide targeted interventions, where required, to close the learning gap between disadvantaged pupils and non-disadvantaged pupils and we ensure that all pupils in need of social and emotional support receive the necessary provision from our leadership and pastoral team or outside professionals to allow them to thrive in school. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Ultimate objectives for disadvantaged pupils:

- Achieve high standards in reading, writing, and mathematics, closing attainment gaps with their peers.
- Retain and apply curriculum knowledge confidently across all subjects.
- Develop emotional resilience, self-regulation, and positive wellbeing to enable full engagement in learning.
- Access a broad range of cultural and enrichment experiences to build cultural capital and raise aspirations.

How our current pupil premium strategy works towards these objectives:

- Implement evidence-based teaching strategies, including The Write Stuff for writing and structured retrieval practice, to address gaps in knowledge and improve retention.
- Targeted academic support such as pre-teaching, ELSA sessions, and 1:1 interventions ensures pupils receive timely, personalised help to overcome barriers.
- Wider strategies, including funded trips, Lincolnshire Music Service, and nurture classes, promote wellbeing and cultural enrichment, supporting holistic development.



- Professional development for staff through CPD and coaching ensures consistent, high-quality teaching and effective intervention delivery.

Key principles of our strategy plan:

- Evidence-informed practice: All approaches are grounded in research, including EEF guidance and best practice in SEND and emotional wellbeing.
- Early identification and intervention: We use data and teacher insight to identify gaps and act swiftly to prevent them widening.
- Whole-school approach: High-quality teaching is our priority, supported by targeted interventions and wider strategies for wellbeing and enrichment.

Equity of access:

- Disadvantaged pupils are prioritised for opportunities, resources, and experiences to ensure fairness and inclusion.

Monitoring and impact:

- Regular review cycles ensure interventions are effective and funding delivers measurable improvements in attainment, wellbeing, and engagement.

## Challenges

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

Challenge number	Detail of challenge
1	Eligible for PP pupils may lack life experiences and opportunities for enrichment activities. Observations and conversations with pupils and their families indicate that disadvantaged pupils generally have fewer opportunities to develop cultural capital compared with their peers.
2	Eligible for PP pupils may have a lower emotional literacy level than their peers within school and may not come to school ready to learn.
3	Eligible for PP pupils are at a further disadvantage with their speech and language development as well as social skills.
4	Challenges 2 and 3 often mean that pupils can find expressing themselves difficult and can lead to frustration which can manifest in challenging behaviours
5	Eligible for PP pupils may have barriers in both reading and maths, with gaps in phonics, vocabulary, number fluency and mathematical reasoning limiting their progress towards age-related expectations.
6	Disadvantaged children at Chapel St Leonards generally have more complex family backgrounds. 52% of Pupil Premium children have had social care involvement.



## 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
Academic Outcomes	
<b>Access to High Quality Teaching</b> To ensure high quality teaching and learning in the classroom.	Teaching and learning across the school is good or better. Staff have had access to high quality Professional Development. Staff have access to coaching in order to continually improve practice Quality assurance cycles and outcomes show that the quality of teaching is strong in all classes
<b>Attainment and Progress</b> Increase the percentage of disadvantaged pupils reaching Age Related Expectation (ARE). Ensure that Pupil Premium pupils with SEND make at least the expected progress from their starting point over an academic year.	By 2025/2026: Combined Reading, Writing and Maths outcomes at the end of Key Stage 2 is narrowing year on year with the aspiration of there being no gap by the end of our current strategy plan. Progress scores for pupils eligible for pupil premium are in excess of those seen nationally (above 0) In school, data shows that progress for Pupil Premium children is at least the same as their peers and where there is a gap this is diminishing. Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement.
<b>Opportunities for Wider experiences</b> To ensure that pupils, especially those who are disadvantaged, have a breadth of experiences and the 'cultural capital' required to provide them with the essential knowledge needed to prepare them for their future success.	By 2025/26: There are an increased number of extra-curricular visits, experiences & opportunities available for pupils throughout school. All children, including those who are disadvantaged, access the opportunities available to them as any barriers (i.e. financial) are removed.
<b>Wellbeing of Pupils</b> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
<b>Attendance</b> To sustain high levels of attendance for all pupils, particularly those who are disadvantaged and persistently absent.	Sustained high attendance from 2025/26 demonstrated by: The overall attendance rate for all pupils being in line with or greater than the national average of pupil premium pupils. The attendance gap between disadvantaged pupils and their non disadvantaged peers being no greater than 2%. The percentage of all pupils who are persistently absent is below 19%.



## 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: £ 45,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>High Quality Teaching</b> To ensure high quality teaching and learning in the classroom. To ensure staff have access to high quality CPD.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="#">EEF: High-quality teaching</a>	1
<b>High Quality Teaching</b>	The school utilises the EEF guidance in its deployment of teaching assistants. Support,	1

All classes have a full time TA to support with structured interventions, one to one mentoring and support. Ongoing CPD is targeted at the effective deployment of teaching assistants.	training and coaching is on-going within this area to ensure greatest impact & this is factored into school development planning. <a href="#">EEF Effective TA Deployment</a>	
<b>Attainment and Progress</b> Purchase of Renaissance Star Assessment to ensure that the school has diagnostic standardized assessments in place. Ensure that that data is utilized fully to identify children at risk of falling behind and allow for provision of interventions.  Training for staff to ensure assessments are interpreted accurately.	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  <a href="#">EEF: Assessment and Feedback</a>	2



<p><b>Wellbeing of Pupils</b>          Ensure that staff have the relevant training, confidence and skills, through coaching (e.g. educational psychologist, WTT) and CPD (e.g. Team Teach) to support with a range of needs within a mainstream setting (behavioural and academic).          Many of our disadvantaged pupils present challenging behaviour or barriers to learning due to a range of issues including those that are both environmental and medical.</p>	<p>Ensuring that staff are trained in specific approaches forms part of the recommendations from the EEF:  <a href="#">EEF Behaviour Guidance</a>          Training around trauma informed approaches to managing behaviour a provided using the expertise from the staff team and from external professionals (e.g. Behaviour Outreach Support Service/ Working Together Team/ Educational Psychologists)          Ensure that staff have the range of skills <a href="#">EEF SEND In Mainstream</a></p>	6
<p><b>Phonics</b>          Purchase resources and fund staff training to continue to support the use of the RWI <a href="#">DfE validated Systematic Synthetic Phonics</a> programme to secure stronger phonics teaching for all pupils.          -Support through specialist RWI consultant and English Hub work.          -RWI Portal and Oxford Owl          -Release time for Reading Leader</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</p>	5
<p><b>Reading Lead</b>          Release time for Reading Lead to support with the delivery of daily phonics &amp; reading sessions in EYFS and Years 1 &amp; 2 and track Phonics provision and data.          -Small group support - Coaching and mentoring for Teachers and TAs</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.  <a href="#">EEF: Phonics</a></p>	5



<p><b>Reading</b> Enhancement of our reading curriculum and the teaching of reading (including early reading) in line with DfE and EEF guidance. Fund teacher release time to attend CPD and to engage in monitoring and scrutiny activities with external professionals/ consultants (e.g. English Hub). Fund external professionals/ consultants to work with the school and to support with teacher development and curriculum design.</p>	<p>The DfE highlights the importance of reading in the following publication: <a href="#">DfE: Reading Framework</a> As a school, we continue to implement a reading curriculum based on guidance produced by the EEF. The following documents inform our school improvement plan and curriculum leader action planning to ensure that we continue to make rapid and sustained progress in these areas, thus improving outcomes for our disadvantaged pupils. <a href="#">EEF: Literacy KS1 Guidance</a> <a href="#">EEF: Literacy KS2 Guidance</a></p>	5
<p><b>Reading</b> Purchase of Accelerated Reader scheme. Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Children from Years 3- 6 have books which are matched to their reading ability and their reading habits and comprehension can be monitored effectively to support with intervention. Good reading habits and a love of reading can also be effectively developed effectively. <a href="#">DfE: Reading Framework</a> <a href="#">EEF: Literacy KS1 Guidance</a> <a href="#">EEF: Literacy KS2 Guidance</a></p>	5
<p><b>Mathematics:</b> Purchase of interactive maths support (Times Table Rockstars) for whole school -Training for whole staff</p>	<p>The EEF guidance is based on a range of the best available evidence <a href="#">EEF: Improving Mathematics in Key Stages 2 and 3.</a></p>	5



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

Budgeted cost: £ 50,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attainment and progress Phonics</b> Additional Teaching Assistant to deliver additional phonics & reading sessions targeted at disadvantaged pupils who require further phonics support. KS1: Fast track Tutoring (RWI) Lower KS2: Phonics Intervention Upper KS2: Fresh Start	<p>Children need to continue to develop their reading skills outside of phonics lessons. This has historically not been the case and accounts for the gap that exists for disadvantaged pupils in reading. A new model for the teaching of reading ensures that this is taught daily, alongside phonics and is based on recommendations from <a href="#">EEF: Key Stage One Literacy</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p><a href="#">EEF: Phonics toolkit</a></p> <p>Ruth Miskin Literacy Inc. effects sustained, systemic change in districts and schools to teach every child to read and write regardless of background, language or needs. By having staff dedicated to teaching RWI 1-2-1 for those that need extra support will enable those children to access a significant amount of progress in a short period of time.</p>	2
<b>Attainment and progress Mathematics:</b> Additional Teaching Assistant to deliver additional intervention targeted at disadvantaged pupils who require further support in maths. -Release time for Teaching assistants to complete professional development training.	<p>The EEF tested 1st Class@Number, a programme provides intensive support for pupils struggling with maths. Pupils who received 1stClass@Number made two months' additional progress in maths on average, compared to pupils in the control group. This result has a high security rating.</p> <p><a href="#">EEF: Firstclass@number</a></p>	2
<b>Oracy</b> Wellcom language programmes are used to support early language development in EYFS and KS1 'catch up' with language and communication.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><a href="#">EEF: Preparing for Literacy (Improving communication, Language and Literacy in the early years)</a></p> <p><a href="#">EEF: Small group tuition</a></p>	3



<b>Wellbeing</b> Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. ELSA (Emotional Learning Support Assistant)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) <a href="#">Improving Social and Emotional Learning in Primary Schools</a> The Emotional Literacy Support Assistant (ELSA) programme is an evidenceinformed, nationally recognised approach to supporting children and young people with a range social and emotional needs.	6
<b>Wellbeing</b> Educational psychologist (Futures in Mind) provides direct work with pupils as well as staff CPD to support with classroom practice, interventions and personalised approaches to develop skills of staff across the school. Educational psychologist (Futures in Mind) provides termly supervision with Leaders. There will also be direct work with parents as part of this process and in addressing any barriers to learning.	Approximately 80% of the pupils who receive educational psychologist support are disadvantaged. Educational psychologist involvement has been proven to support with addressing barriers to engagement within the classroom and ensure that continue to make good progress. <a href="#">EEF SEND In Mainstream</a> <a href="#">EEF Behaviour Guidance</a>	6

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

Budgeted cost: £ 22,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Opportunities for Wider experiences</b> Subsidise the cost of wider curriculum experiences (trips, visits, visitors) that the children take part in to ensure that they can take place regularly as part of the curriculum. Lincolnshire Music Service provision	Many disadvantaged children may not get wider opportunities outside of school due to financial and environmental reasons. This allows for all children to get the experiences and needed to be inspired by the curriculum and to understand the world they live in. This increases cultural capital and ensures equality of opportunity for all. <a href="#">EEF Social and Emotional Learning Toolkit</a> Music participation is linked to cognitive development, confidence, and cultural capital.	1,3



<p><b>Wellbeing</b></p> <p>Introduction of two new specialised classes designed to meet the increasing social, communication and SEMH needs of Pupil Premium pupils, providing enhanced structure, targeted interventions, consistent adult relationships, and explicit teaching of emotional regulation.</p>	<p>EEF Guidance Reports highlight that improving social and emotional learning (SEL) has a positive impact on attainment (+4 months). Regular, structured SEL support improves behaviour, self-regulation, and readiness to learn.</p> <p>The EEF “Behaviour in Schools” Guidance states that predictable routines, strong relationships, and targeted support for emotional regulation improve pupils’ engagement with learning.</p> <p>The Education Inspection Framework (EIF) notes that pupils with SEMH or communication needs require bespoke provision so they can access high-quality teaching and make progress.</p> <p>The SEND Code of Practice (2015) emphasises that children with social communication or SEMH needs often require adapted provision, smaller environments, and personalised approaches to remove barriers to learning.</p> <p>Research from the Institute of Education (UCL) shows that safe, relational, small-group environments increase academic engagement and reduce disruptive behaviours, particularly for disadvantaged pupils.</p>	<p>4</p>
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<p><b>Wellbeing</b></p> <p>Creating and embedding breakfast for all child in school through ‘Magic Breakfast’</p>	<p>There is a proven link that when children access a nutritious breakfast that they are more inclined to successfully engage in learning and more likely to attend school. Breakfast is also recognised as a strategy within the following EEF research <a href="#">EEF: Improving Behaviour in School</a> The Magic Breakfast project provided schools with support and resources to offer a free, universal, before-school breakfast club. The aim of the project was to im-prove attainment outcomes by increasing the number of children who ate a healthy breakfast. <a href="#">EEF: Magic Breakfast</a></p>	<p>6</p>
<p><b>Wellbeing</b></p> <p>Use of technology and apps to further enhance parental engagement.</p>	<p>MCAS app is used to engage with parents and carers. Tapestry, Facebook and Twitter is used to share the learning that takes place in school with parents/carers this happens ‘live’ and increases engagement in parents/carers in their child’s learning as images and messages are shared about key aspects of learning. <a href="#">EEF Guidance Supporting Parents</a></p>	<p>6</p>



<p><b>Wellbeing</b> Provide a greater range of after school/ extra-curricular activities/ clubs for children in KS1/ KS2.</p>	<p>Percentage of cost of staffing funded through Pupil Premium and up-take of clubs by disadvantaged pupils will be monitored to provide evidence and impact. Research shows that disadvantaged pupils have limited opportunities in comparison to their peers and will therefore be given priority access to some clubs where spaces are limited. <a href="#">EEF: Improving Behaviour in School</a> <a href="#">EEF Social and Emotional Learning Toolkit</a></p>	<p>1,6</p>
<p><b>Attendance</b> 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 and appointing attendance/support officers to im-prove attendance. -Attendance to have high priority in assemblies and end of term incentives.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

**Total budgeted cost: £ 118,710**



# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	15	5514	444604
Percentage of pupils meeting the expected standard in reading, writing and maths	27%	66%	69%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	8%	11%
Average score in reading	94	106	107
Average score in maths	97	105	106

### Pupils meeting expected standard in reading, writing and maths ?

View as table



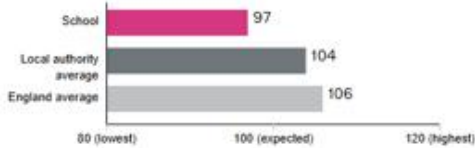
### Pupils achieving at a higher standard in reading, writing and maths ?

View as table



### Average score in reading ?

View as table



### Average score in maths ?

View as table

