

Pupil premium strategy statement – Leamington Hastings C of E Academy

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	33
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 due to low amount of funding received
Date this statement was published	11.11.24
Date on which it will be reviewed	Autumn term 2025
Statement authorised by	Suzanne Marson
Pupil premium lead	Suzanne Marson
Governor / Trustee lead	Joe Twinn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2960
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£2960

Part A: Pupil premium strategy plan

Statement of intent

At Leamington Hastings C of E Academy, we have high expectations and ambitions for all our pupils, including those eligible for pupil premium funding. Our aim is that all children within school, regardless of background, make good progress and achieve to the best of their ability. Achievement is based not only on academic success, but also encompasses developing learning behaviours and enabling the living out of our vision 'plant, grow, flourish'. We aim that each child will acquire the key knowledge and skills for their year group across all subject areas, enabling them to achieve the best that they possible can.

The aim of the pupil premium strategy is to consider the challenges faced by vulnerable children such as those who qualify for free school meals, those who have or have had a social worker, those who have a family support worker or are young carers, or those who the school considers disadvantaged for other reasons. This is implemented through carefully assessing children and their gaps in learning. In school assessments identify where children are experiencing difficulties e.g. retrieval in reading comprehension or spelling skills in writing. The information included in the strategy aims to support the needs of these identified children enabling them to achieve well, along with those throughout the school, regardless of if they are disadvantaged.

Ensuring that an effective teacher is in front of every class and that every teacher is supported to keep improving is the top priority for our pupil premium spending as this is proven to have the greatest impact on closing the disadvantaged attainment gap. This will benefit not only the disadvantaged children, but those who are non-disadvantaged. Therefore, 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.

Challenges

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

Challenge number	Detail of challenge
1	Learning behaviours in children identified as PP or PP+. Observations by teachers in the classrooms indicate that some children are experiencing difficulties with their ability to persevere, work independently and use resources effectively.

2	High quality first teaching for all. With the squeeze in school budgets, the number of staff in school to support children has reduced. A focus on high quality teaching for all needs to be in place to support all children to achieve the best that they possibly can/
3	Social Emotional and Mental Health needs have been identified for some children, including identification and understanding of feelings, and self-regulation. This is evident for all our pupil premium children.
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved learning behaviours across the school	Observations and assessments indicate that children demonstrate that they can learn independently (age appropriately) and live out the school learning behaviours. This will be evidenced through the way children engage with lessons and learning tasks, persevering and putting effort into their work. Outcomes for the end of each key stage, including phonics, will be at least broadly in line with national averages.
All teaching for all children in school is of a high quality, with strategies used to target disadvantaged children within the gradual release model	High quality teaching for all Gradual release model applied effectively in all lessons
Children in school are calm and have the ability to identify and self-regulate their emotions. All children in school are effectively supported with their social, emotional and mental health needs met.	The school is a calm environment, enabling all to learn. Those with behavioural and SEMH needs are well supported by effective adults who assist in co regulation and intervene prior to crisis points.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated across the school by the end of the academic year 2024/25. This will be evident by: <ul style="list-style-type: none"> - Improved attendance levels for those identified with current low attendance

	<ul style="list-style-type: none"> - A focus on the improvement in attendance of disadvantaged children - Work taking place with the Local Authority where attendance is identified to be a concern and thresholds have been met
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
A focus on quality first teaching, with teachers, and TAs where appropriate, receiving support from a teaching coach (£1,800). Focus to be on the gradual release model throughout the school, and sustained shared thinking in EYFS and with children with SEND working at an EYFS level.	<p>The use of a highly skilled, instructional teacher coach has shown to have an impact on the improvement of teacher pedagogy. Evidence suggests the use of metacognitive strategies used as part of the gradual release model can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>The EEF five a day strategy demonstrates that explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of technology are well evidenced as providing a positive impact on learning, all of which are focussed on as part of coaching sessions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</p>	2

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

Budgeted cost: £ 1960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A focus on the Zones of Regulation throughout every day practise, with a larger focus during mental health week. Zones are promoted as part of the restorative justice approach .</p> <p>Targeted emotional support for those individuals as identified as needing support with naming and identifying their emotions through pictorial prompts and representations through emotional</p>	<p>Research has shown that a whole school approach to social and emotional development has a positive impact on children from a social development perspective, as well as a small impact on an academic basis. However, this is a specific target as advised by professionals for some children in school who are considered disadvantaged. There are also studies that demonstrate a positive impact of the Zones of Regulation on children's self-regulation skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.zonesofregulation.com/research--evidence-base.html#:~:text=The%20Zones%20of%20Regulation%20is,%2C%20and%20social%2Demotional%20theories.</p>	3

I stories. (3 hours per week TA time, £1, 960)		

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

Budgeted cost: £ *no budgeted cost*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>No budgeted cost, including within Assistant Headteacher salary</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>A continued focus on learning behaviours, built into the school rewards system on a weekly basis. A half termly focus on each learning behaviour that is promoted and understood throughout the school.</p> <p>No cost, budgeted for within school budget</p>	<p>There is evidence that the use of metacognition has a positive impact of 7+months progress. The school learning behaviours are based upon metacognition, with teachers explicitly teaching, modelling and verbalising these skills to the children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1

Total budgeted cost: £ 3760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Learning behaviours

Although as a whole school learning behaviours have improved following covid, for some identified children who qualify for pupil premium these continue to need to be worked on. Behaviours such as perseverance, effort and concentration will continue to be a focus for these identified children throughout this academic year.

Social, Emotional and Mental Health

The use of an emotion coaching approach to support children who are experiencing difficulties with self regulation, or to coregulate with children, has been successful. Although some children are still at co-regulation stage, most children are able to self regulate their emotions well. For some children who qualify as pupil premium, this continues to be an area of focus, including through the use of Zones of Regulation. This will be a focus for these identified children throughout this academic year.

Communication and language, reading and writing

During the course of the academic year, the use of the Wellcomm screening and intervention tools, along with associated staff training, enabled some children to be identified who needed further support in this area. All children who were receiving Wellcomm intervention made progress with their speech and language, with the gap between them and their peers either having closed or be closing. This strategy will be continued this academic year, including further training for an identified Teaching Assistant, who will lead on speech and language interventions in Early Years as we are aware that some children are joining the school with speech and language needs. Whilst no longer supported by the Pupil Premium strategy, it will continue to be embedded in everyday practice for the school.

The writing curriculum was reviewed last academic year, and strong progress was made by the children within school. Although the number of children achieving expected level was not yet in line with national averages due to the small cohort number and number of children with SEND within the year group, from their starting points children made good progress.

Quality first teaching

The use of a teaching coach has enabled developments in the quality of teaching and learning across the school, leading to high quality first teaching for all as evidenced by monitoring and pupil outcomes. This continues as part of a three year strategy to

continue to ensure that children are receiving the highest quality teaching possible. This will continue this academic year.

Externally provided programmes

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

Programme	Provider
WellComm screening and intervention package	GL Assessment

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)