



Leigh on Mendip Primary School

Pupil Premium Strategy Statement 2024-27



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 effect that last year's spending of pupil premium had within our school.

The figures in the table below were amended in November 2024 to reflect the current situation within the school

School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	7.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date of this review	November 2024
Date on which it will next be reviewed	November 2025
Statement authorised by	Dan Turull
Pupil Premium lead	Gemma Smith
Governor lead	Catherine Farmer

Funding overview

Detail	Amount
Pupil Premium funding allocation the academic year 2024-2025	£7275
Pupil premium funding carried forward from previous years	£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	£7275

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium offer at Leigh on Mendip is designed to maximise the potential of all children, especially those in receipt of Pupil Premium. We aim for our Pupil Premium children to be mentally well, socially and culturally aware and match or exceed other disadvantaged groups nationally in terms of academic outcomes and levels of attendance. We are adopting the 'tiered approach' of teaching, targeted academic support and wider strategies suggested by the EEF in their guide to Pupil Premium published in 2019. A copy of which can be accessed [here](#).

We have largely targeted our Pupil Premium funding on:

- *Ensuring we provide first rate quality teaching through a commitment to professional development*
- *Targeted intervention where necessary to fill gaps, pre-teach and catch-up*
- *Pastoral care to ensure our children develop good mental health strategies, and*
- *Enriching experiences to motivate and engage our children academically and culturally*

Challenges

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

Challenge number	Detail of challenge
1	<i>SEMH and other health issues as barriers to learning and attendance</i>
2	<i>Identifying clearly any SEND needs for individual children</i>
3	<i>Gaps in prior learning</i>
4	<i>Lack of access to funds for trips, residential or quality reading texts or IT beyond the classroom</i>
5	<i>Low levels of resilience and confidence</i>

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 children with identified SEN needs receive appropriate support and assessments	Accurate referrals and targeted interventions/signposting to other services is achieved
PP children are able to access the full range of clubs and trips on offer to them	Children have participated in, and can talk enthusiastically about, their extra curricular clubs and academic trips.
Children make expected or better progress so that their attainment is in line with children from similar starting points	Children make quantifiable progress in reading, writing and maths across the year based on summative tests.
The mental and physical health of our PP children improves	Take qualitative evidence from our children on how they are feeling and for them to be able to explain the importance of good mental and physical health
PP pupils are in school every day and on time ready to learn.	PP attendance is at least 96%

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, purchasing of externally provided programmes)
Budgeted cost: £2000

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	<i>Staff Meeting time to embed the Write Stuff scheme</i>	The quality of writing and use of a wider range of vocabulary is achieved by the PP children, and gaps in writing (especially boys' writing closes) (Research: EEF Mastery Learning)	3
2	<i>Staff training and leadership time in relation to phonics and early reading</i>	Leadership of early reading and phonics continues to improve and more PP children reach the required standard in their year group or national tests (Research: EEF Mastery Learning) (Research: EEF Phonics) (Research: EEF Improving literacy in Key Stage 1)	3

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

Budgeted cost: £3275

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	<i>Purchase of quality topic books to inspire learning and to develop reading skills</i>	Good quality, visual texts are purchased which motivate children to read. (Research: EEF Improving literacy in Key Stage 1) (Research: EEF Improving literacy in Key Stage 2) (Research: EEF Reading Comprehension Strategies)	3
2	<i>Use of personalised online learning platforms to accurately support non-directed learning</i>	Homework is only effective if it is targeted and personalised (EEF research) (Research: EEF Homework - especially digital technology at primary school)	4
3	<i>PP children with identified SEN needs receive appropriate support.</i>	Early years and pre-school interventions have a positive impact. (Research: EEF Improving outcomes in SEN)	2

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

Budgeted cost: £2000

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	<i>EWO to monitor attendance</i>	The level of attendance achieved by our PP children either matches or exceeds that of all pupils in school and exceeds that of PP children nationally (Research: EEF Parental engagement)	1
2	<i>Outdoor activities to develop good mental health and physical activity (eg forest school or participation in clubs)</i>	Our children have taken part in forest school or sports clubs with the required financial assistance. (Research: EEF Social and Emotional Learning)	1,5
3	<i>Support families in participating in trips and residential and involve them in the life of the school</i>	No child misses a trip due to financial matters. Children will be able to give qualitative evidence of the impact of trips by talking about what they have seen or learnt. Parents are participants at school events, especially related to celebrating learning. (Research: EEF Parental engagement)	4
4	<i>Embedding good learning behaviours through our rewards schemes</i>	Children who have good learning behaviours and understand how learning takes place, are better placed to make progress (Research: EEF Metacognition and self-regulation) (Research: EEF Behaviour Interventions)	5

Total budgeted cost: £7275

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 2020 to 2021 academic year.

2021-24 followed the COVID-19 pandemic and a lot of time and resources were given to catching up those children who had missed significant chunks of learning. Those in receipt of Pupil Premium were more vulnerable to this and therefore the school put in extra effort and support for those children and families.

Amongst our Pupil Premium children, writing continued to be a weakness. The new writing structure has been implemented and continues to be rolled out alongside other writing projects in Reception and Key Stage 1.

Support for trips has enabled all children to participate including residential which give all children the chance to grow and flourish.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Write Stuff	The Training Space
Drawing Club/Curious Quest	Greg Bottrill
Doodlemaths	EZ Education
Phonics Play	Phonics Play Ltd
Developing Experts (Science)	Developing Experts
Purple Mash	2Simple
Little Wandle Phonics	Little Wandle
Get Set 4 PE	Get Set 4 Education

Further information

The Pupil Premium Strategy will be overseen by the PP lead, with challenge and support offered by the school's named Governor for Pupil Premium.

It is intended that an update on Pupil Premium will be given to the Local Governing Body (LGB) at least once a year.

This strategy is intended to run for a period of 3 years and will be updated as necessary during that time period.