



## Pupil premium strategy statement – Leen Mills Primary School

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	337
Proportion (%) of pupil premium eligible pupils	23% + 2% service
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> )	2025/26 – 2028/29
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Karen Goldson Head teacher
Pupil premium lead	Hayley Gavagan Assistant Head teacher
Governor / Trustee lead	Karen Wilde Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025–26 78 x £1515	£116,655
Service Pupil premium 2025-26 8 x £350	£2,800
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£119,455</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Leen Mills, we have embraced the motto, 'Curious, Creative, Confident.' It is our vision that the children become happy lifelong learners, resilient risk takers and are recognised as contributing members of our community and the world. Our intention is that all pupils, irrespective of their ability, background or challenges they face, make good progress and achieve well across all subjects. The pupil premium strategy is designed to support our disadvantaged pupils to achieve this goal and develop the necessary emotional, social and mental well-being needs to thrive on every step of their journey. When making decisions about the use of our Pupil Premium Funding, we will consider the context of the school, the challenges faced by vulnerable pupils, internal data and research conducted by organisations such as the EEF. Research tells us that the quality of teaching and learning is the most important factor in influencing the achievement of all pupils: this is particularly true for pupils from areas with a high deprivation indicator. (The Sutton Trust, Improving the impact of teachers on pupil achievement in the UK – interim findings, p.2, <https://www.suttontrust.com/wpcontent/uploads/2011/09/2teachers-impactreport-final.pdf>)

Ensuring excellent quality first teaching for all pupils is at the core of our offer at Leen Mills through consistency, clear continuity and progression, allowing for the attainment of non-disadvantaged pupils to be sustained and improved alongside the progress of their disadvantaged peers. A whole school approach has been adopted in which all staff take responsibility for improving disadvantaged pupils' outcomes and raising expectations of what they can achieve. Lessons/interventions are designed to meet the children's' individual needs, allow for early intervention and contain no ceilings to learning.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Low academic attainment which impacts on progress.</b></p> <p>Data analysis has shown that children in receipt of PP funding have lower outcomes than their peers in phonics and core subjects.</p> <p>Some disadvantaged children leaving early years are also working below expected standards.</p> <p>Some disadvantaged children have additional barriers to learning; 10/14 of the pupils with SEND are in receipt of PP funding. This equates to 71% of the pupils on the SEND register. Some of the children are known to social care or previously known to social care.</p> <p>9/9 children who have social care involvement are in receipt of pupil premium funding. This equates to 100% of the pupils.</p>
2	<p><b>Limited first-hand experiences and knowledge of the world which impacts on comprehension and widening of vocabulary.</b></p> <p>Increasing financial constraints, low aspirations, have led to reduced opportunities for our pupils to experience things which are new and inspiring (including access to extracurricular activities). Fewer pupils, especially in upper KS2, are not accessing afterschool clubs as much than their non-PP peers.</p>
3	<p><b>Pupils emotional and mental well-being which impacts on readiness to learn.</b></p> <p>Staff have identified concentration and focus, linked to anxiety, as a significant barrier to learning.</p> <p>42/88 of the children accessing nurture support are PP pupils. This equates to 48% of these pupils.</p>
4	<p><b>Poor attendance limits learning hours.</b></p> <p>Data analysis shows a disproportionate number of children who are persistently absent are children who are in receipt of the pupil premium.</p>

## 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
Increased in the % of disadvantaged pupils achieving EXS+ in reading, writing, maths and SPAG.	Outcomes in 2028/29 show that PP children make good progress which is in line with other pupils nationally. Outcomes for PP children on school are comparable to outcomes to PP children nationally.
Increased cultural capital through improved opportunities for visits and first-hand experiences.	Registers show that pupil premium children participate in extra-curricular activities and enhancements, including residential visits to enhance their understanding of the world and through a carefully planned curriculum.

	Qualitative comments from class teachers indicate that PP children's vocabulary has been widened and their extended writing improved.
Improved social, emotional and mental well-being for all pupils in school, especially disadvantaged pupils.	Pupils' profiles will show increased confidence. Boxhall profiles from nurture provision will show decrease in anxiety and increase in ability to concentrate and focus in a learning environment.
Increased attendance and reduced persistent absence.	Data analysis shows that whole school PP attendance is in line with their peers. Attendance officer's records evidence impact of work with families and children.

## 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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of our maths teaching and curriculum planning in with DfE and EEF guidance.</p> <p>Teacher release time to continue to access to Maths Hub resources and CPD supporting a mastery approach to maths.</p> <p>Introduction of Smart Darts Program.</p> <p>Release time for leaders to monitor the implementation of these approaches in the classroom.</p> <p>Link to SDP priority 1 and 3.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF Maths EY KS1 Guidance Report.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1
Continuation of support for DfE	The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are	1

recognised program of phonics.	written. Phonics has a positive impact overall (+5 months) with very extensive evidence. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
Continue to develop quality first teaching of reading and writing across the school. Release time for leaders to monitor the quality of teaching in the classroom and to provide timely feedback on areas for improvement. Links to SDP priority 1 and 3	*EEF*	1

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group support for yr 6 pupils. Use of existing teachers to deliver school-led tutoring. All disadvantaged pupils, including those who are high attaining will receive tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1
1:1 support for targeted children. (LT, RP, MW) 1:1 support for our most vulnerable pupils to support individualised targets, bespoke curriculum and learning style.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	1,3

This is within the classroom as well as outside.		
1:1 phonics Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1

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

Budgeted cost: £29,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential visits. Residential and other educational visits are subsidised to enable disadvantaged pupils to access.	Evidence indicates that residential visits provide significant benefits for disadvantaged pupils, improving their resilience, self-confidence, and wellbeing. Studies show that residential experiences enhance relationships, improve attendance, and boost academic attainment, with one study finding that 61% of students on a drama residential achieved higher than predicted grades compared to 21% who did not.  <a href="https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article#:~:text=In%20long%2Dterm%20follow%2Dup,a%20quality%20residential%20looks%20like.">https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article#:~:text=In%20long%2Dterm%20follow%2Dup,a%20quality%20residential%20looks%20like.</a>	2,3
Next level sport. Disadvantaged pupils receive extra PE sessions to encourage team work, co-operation, self esteem as well as physical activity.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	2,3
Forest schools. All disadvantaged pupils will access Forest School learning during the year in small groups.	3-year studies show that consistent access helps disadvantaged Key Stage 1 children improve their emotional well-being and academic scores compared to peers.  <a href="https://forestschoollassociation.org/new-research-a-longitudinal-study-on-forest-school/#:~:text=This%20study%2C%20authored%20by%20Mel.full/10.1080/03004430.2018.1446430">https://forestschoollassociation.org/new-research-a-longitudinal-study-on-forest-school/#:~:text=This%20study%2C%20authored%20by%20Mel.full/10.1080/03004430.2018.1446430</a>	2,3

	<a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	
Nurture support. (Tree House.) Continuation of nurture interventions, such as play therapy, lego therapy, draw and talk, 1-1 session and grief counselling.	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.  <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>	3
Financial support for breakfast club, dinner hall to support nutrition and financial support for uniform.	Evidence supporting financial support for school uniforms for disadvantaged families indicates that high uniform costs create significant financial, emotional, and educational burdens, while assistance helps ensure children are not excluded from school or bullied. In the UK, uniforms cost an average of £343–£454 per child annually, and high costs can force low-income households to cut back on essentials like food and heating.	2,3
Enrichment activities to be included throughout the curriculum, to provide all pupils with a wide range of experiences	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for EIF_framework_updated_references_22_Feb_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for EIF_framework_updated_references_22_Feb_2021.pdf</a>	
Provision of lunch club to allow for good learning behaviours during the pm session.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1
Attendance officer to work with disadvantaged pupils and families to support increase in attendance based on the ATTEND framework.	<a href="https://www.nottinghamshire.gov.uk/schoolsportal/services/school-support/improving-school-attendance-toolkit/emotionally-based-school-attendance">https://www.nottinghamshire.gov.uk/schoolsportal/services/school-support/improving-school-attendance-toolkit/emotionally-based-school-attendance</a>	3/4

**Total budgeted cost: £119,455**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Improve outcomes for PP children across phonics, core subjects and Early Years.

#### Early Years outcomes.

Outcomes in 2025 show 60% of Early Years disadvantaged children achieved a GLD. This equates to 3 of the 5 children. The areas of learning not achieved by the other two children include comprehension, word reading, writing, number and numerical patterns. which will inform provision into next year.

Early Years outcomes for disadvantaged children compare favourably to outcomes for disadvantaged children nationally. (60% compared to 51.5%)

#### Phonics outcomes.

Phonics outcomes in 2025 show 69.2% of disadvantaged children passed the phonics screening check. This equates to 9 of the 13 children. The four remaining children will receive phonics catch up sessions in year 2.

Phonics outcomes for disadvantaged children compare favourably to outcomes for disadvantaged children nationally. (69.2% compared to 66.8%)

#### KS2 outcomes.

Reading outcomes show 38.9% of disadvantaged children achieved the expected standard. This is lower than outcomes achieved by disadvantaged children nationally. (38.9% compared to 63.3%)

Writing outcomes show 33.3% of disadvantaged children achieved the expected standard. This is lower than outcomes achieved by disadvantaged children nationally. (33.3% compared to 59.6%)

Maths outcomes show 33.3% of disadvantaged children achieved the expected standard. This is lower than outcomes achieved by disadvantaged children nationally. (33.3% compared to 60.7%)

Improving outcomes for core subjects will remain a focus into 2025/26

#### Increase cultural capital.

Registers show disadvantaged children have participated in extra curricular activities and visits.

#### Improved social, emotional and mental wellbeing.

Pupil profiles indicate increased levels of well being and decreased levels of anxiety.

Leaders are aware that pupil profiles are in their infancy and pupil and teacher feedback will be gathered in 2025/26 to further develop these.

#### Improved attendance.

Attendance for 2024/25 for disadvantaged children was 92.8%. This is an improvement compared to 2023/24.

This shows the impact of the work of the attendance officer and the robust systems in place to improve attendance.

This intended outcome will remain a priority in 2025/26.

## Externally provided programmes

Programme	Provider
Sports coach.	Next Level Sport.
	Jelly Fitness.

## Service pupil premium funding (optional)

*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***

We offer a weekly services club which is accessed on a two week rota – week one for FS2 and KS1, week two for KS2. This is delivered by a TA who herself was part of a services family whilst growing up and has a good understanding of the support needed to allow the pupils to settle into new situation, develop a community of similar pupils and stay connected to family and friends elsewhere. Additional to this targeted emotional support was offered to pupils whose parent were being sent on a tour, allowing them opportunities to write letters, emails and prepare for telephone contact.

#### **The impact of that spending on service pupil premium eligible pupils**

The wellbeing and confidence of the service pupils increased allowing all to make academic progress across the curriculum. They were happy to take ownership/responsibility for the Remembrance Day sales in school.