

St Leonard's Catholic School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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.

School overview

Detail	Data
School name	St Leonard's Catholic Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	20.0%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	November 2024-2027 (3-year plan)
Date this statement was first published	December 2025
Date on which it will be next reviewed	November 2026 (annually)
Statement authorised by	Dionne Dunn
Pupil premium lead	Dionne Dunn
Governor / Trustee lead	Cathy Emmerson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 57,570
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£ 57,570

Part A: Pupil premium strategy plan

Statement of intent

At St Leonard's School, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

We will 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and school context

St Leonard's Catholic Primary School is located in the New Silksworth area of Sunderland and is part of the Bishop Chadwick Catholic Education Trust (BCCET). We are a small, single form entry school with classes from Reception to Year 6. Children join St Leonard's from a range of different nursery settings.

The proportion of pupils eligible for free school meals is slightly below national averages (20%).

The number of pupils recorded as having a special educational need is slightly above national averages (20%); while the number of pupils with an Education, Health and Care Plan is in line with national averages at 3.6%.

The percentage of pupils with English as an additional language is lower than national averages at 20%.

The school provides a before and after-school provision.

Long term objectives

- To consistently narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to consistently exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Provision to consider to achieve the objectives

- 1-1 support or small group work
- Additional teaching and learning opportunities provided through trained Teaching Assistants or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and beyond.
- Transition from primary to secondary and transition internally and into EYFS.
- Subsidise all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software and resources.

- To allow the children to learn a musical instrument and to sing in the school choir.
- To extend PE provision.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Leonard's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support that our socially disadvantaged pupils may require.

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 some disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils experience greater difficulties with phonics than their peers. This negatively impacts their development as fluent readers.
3	Internal and external (where available) assessments indicate that pupils are not achieving EXS/GDS attainment standards in line with non - disadvantaged pupils in both key stages.
4	Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils has been impacted by past partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in greater depth outcomes.
5	Social and emotional issues for some disadvantaged pupils have caused a primary barrier to learning.
6	Persistent absenteeism levels need to reduce for some of our disadvantaged pupils.
7	The engagement in extra-curricular and school events is lower by pupils from disadvantaged backgrounds, compared to non-disadvantaged peers. This can negatively impact on both academic, emotional and aspirational development of disadvantaged groups.

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.

The outcomes we are aiming to achieve:	
<ul style="list-style-type: none"> • To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within school internal data • For all disadvantaged children to meet age-related expectations. • Enable pupils to look after their social and emotional wellbeing. • For children to be provided with a wide range of opportunities to develop their knowledge and understanding of the world in which we live. 	
Intended outcome	Success criteria
<p>A clear phonics programme is embedded throughout the school.</p> <p>To make at least expected/accelerated progress from initial baseline assessments.</p>	<ul style="list-style-type: none"> • Phonics scheme is central to reading development. • Secure knowledge of programme; all staff completed 4 days training • Continual CPD to refine practice using Sounds Write website • Increased parental understanding of phonics • Increase in phonics data by end of 2025 (2024-87%) • Children's data will be tracked and assessed ½ termly • Pupil progress meetings
Increase in phonics data in Year 1 assessments	<ul style="list-style-type: none"> • Children's data will show increase on progress scores. • Data will show above National Average in phonics for 'all' children. • Narrow the gap between disadvantaged/non-disadvantaged pupil premium children.
To narrow the gap between disadvantaged and non-disadvantaged children across the school.	<ul style="list-style-type: none"> • Targeted children's data will show increased attainment. • Data will show in line with National expectations. • Data will be monitored ½ termly. • Pupil progress meetings. • KS2 outcomes in 2025/26 show the percentage of disadvantaged pupils meeting the expected standard is in line with non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance for 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4% • attendance gap between disadvantaged pupils and non-disadvantaged peers reduced by 2%. • the percentage of pupil persistent absenteeism being below 10%, with disadvantaged pupils being no more than 2% above their peers. • Data will show a reduction in Pupil Premium absences

	<ul style="list-style-type: none"> Absence of Pupil Premium children will remain broadly in line with National averages.
To increase the number of disadvantaged families attending school supported activities and workshops	Increase attendance from disadvantaged families and ensure there is a higher than proportionate number of families attending events.

Activity in this academic year – 2025/26

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: £14,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification of PP pupils with poor S&L on entry to Reception. Referrals made immediately to S&L team.</p> <p>Work alongside S&L team with individual PP pupils and Carry out follow up activities, including BLAST programmes.</p> <p>Embed use of Sounds Write validated phonics scheme across EYFS and KS1 to support teaching of a consistent phonics scheme.</p> <p>To extend this to KS2 to support children who do not meet threshold for Phonics Screening in KS1.</p> <p>To train all teaching assistants in Sounds</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1

<p>Write, to complete CPD 4-day course.</p> <p>Supply costs to release staff for training.</p> <p>Develop and extend reading resources and activities to ensure opportunities for all learners at all reading abilities to develop a 'love' for reading and lifelong readers.</p>		
<p>Primary Literacy Project and Talk 4 Writing approach to English teaching. All staff to attend staff training day.</p> <p>Wordless picture books in nursery and at least once 1:1 reading with staff</p> <p>'Drawing Club' for early literacy and language acquisition through pictures</p>	<p>Pupils' writing can be improved by teaching them to plan and monitor their writing. Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer.</p> <p>These include pre-writing activities, drafting, editing and revising and sharing. Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently.</p> <p>EEF improving literacy in key stage 1 - Summary of recommendations</p>	<p>1, 2</p>
<p>Staff to attend BLAST training (EYFS).</p> <p>Staff to deliver BLAST – a fully inclusive and accessible to all children to support the development of speech, language and communication.</p>	<p>EEF states + 6 months</p> <p><i>“Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills...”</i></p> <p><i>“Some studies show slightly larger effects for children from disadvantaged backgrounds.”</i></p>	<p>1</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Sounds Write) to secure stronger phonics teaching for all pupils. This includes training all members of staff to ensure consistency of</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

delivery across the school.		
<p>Fund maths lead and teacher release time to embed key elements of guidance in school and to access Arcamedes Hub resources and CPD (including Teaching for Mastery training). Supply costs to cover training days.</p> <p>Fund English lead and teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD. Fund release time for all subject leaders to embed key elements of guidance in school and to access Trust wide CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3

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

Budgeted cost: £ 18,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Additional maths and English interventions in LKS2 for targeted PP children with and without SEND.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

<p>EY / KS1 (KS2) Reading Books to ensure the books link to 'Sounds Write' Phonic Scheme</p> <p>Purchase Sounds Write App to ensure ongoing training opportunities to support all staff</p>	<p>Over recent years, over half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage.</p> <p>We undertook a review of EY's to invest in new resources in October 2021 to ensure the needs of the new curriculum could be met. An investment of new books was undertaken to support the EEF research *suggested books for each part of the curriculum to ensure language rich environment.</p>	<p>1,2,3,4</p>
<p>Times Table Rockstar</p> <p>My Maths and arithmetic</p> <p>Maths resources</p>	<p>Times table Rockstar impact on PP children</p> <p>Using Times tables Rockstar's at St Leonard's has benefitted all children, including PP children. Children quickly become confident with the set up therefore it becomes something easy for children to access independently at home. This is a huge benefit to using TT Rockstar's as it doesn't rely on the help of a parent at home who may be less confident. Teachers are also able to set specific challenges and times tables for different children. This allows those LA/PP children to engage with the same enthusiasm as every other child and nobody but themselves and the teacher knows the level they are working at. It allows all children to become confident especially our PP.</p> <p>New resources and homework access ensure all pupils, especially PP have access to high quality resources at all times.</p>	<p>1,2,3</p>
<p>Development of opportunities to pre-teach and revisit work in all foundation subjects.</p>	<p>Intervention groups identified to show gaps in learning.</p> <p>Quizzes to check knowledge and understanding.</p> <p>Booster sessions for PP pupils.</p> <p>Use of Sounds Write strategies and interventions for reading.</p> <p>Use of Working with Numbers to improve fluency for PP pupils.</p>	<p>1,2,3,4</p>

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

Budgeted cost: £25,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Poverty proofing process to identify how to support PP families	There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low income students in terms of attendance at school, behaviour and relationships with peers.	4, 7
Attendance Officer - (Attendance 100)	Attendance figures are currently excellent for Pupil Premium pupils and we would like to maintain this. A higher percentage of Pupil Premium pupils are late to school than non-Pupil Premium pupils. Pupils are supported to catch up on missed learning in school and this is achieved through the use of 'Catch- Up Club' which is run by TA at breaktime.	4, 5
<p>To create subsidised experience to enhance academic learning to create aspirations and give children opportunities to excel in areas they might not otherwise have access to:</p> <ul style="list-style-type: none"> ▪ After school clubs ▪ Wraparound provision and breakfast club ▪ Family Learning (Free) ▪ Music Tuition per session per child subsidised by school ▪ Disadvantaged children encouraged to attend clubs funded by school ▪ Educational visits – all subsidised ▪ Sporting activities ▪ Residential trips to ensure all children have access to the experience (50% supported) ▪ Theatre trips 	<p>Evidence highlights that we should consider:</p> <ul style="list-style-type: none"> ▪ Guidance on knowledge skills and characteristics required to achieve future goals. ▪ Activities to support self-esteem/motivation and learning ▪ Opportunities for pupils to encounter new experiences and settings ▪ To monitor the impacts and draw a correlation with increased attainment for all 	4,5

Music lessons	Every child has the right to learn to play an instrument	4
Ensure the emotional well-being of all children. Children participate in regular counselling, mentorship and emotional resilience sessions CPD programme to upskill TA teams in a range of appropriate programmes to support mental health, including 'Fun Friends' and 'Friends for Life'.	Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes.	4
Disadvantaged pupils have limited opportunities to develop life and cultural experiences. Greater opportunities identified for pupils through involvement in clubs – choir, sports plus subsidised and free involvement in all after school clubs. Curriculum enhancement through visits outside school, including theatre, museums etc. Attending residential which will enhance their aspirations and self-confidence, and YMT do develop spiritual understanding.	There is evidence showing that providing extra-curricular activities and opportunities, including social action, can help to improve pupil attainment and other attitudes and skills, such as motivation, confidence and team-working. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university	4, 5

Total budgeted cost: £ 57,570

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 2024 to 2025 academic year.

Challenge area	Impact identified																																																																																																																																																																																																																																																												
6	Persistent absenteeism of disadvantaged pupils reduced from a high of 31.8% for pupils in receipt of free school meals to 26.7% at the end of the academic year. The gap between attendance for disadvantaged groups grew slightly this year compared to non-disadvantaged groups, despite the significant priority given to addressing and reducing this. This remains a key target for 2025/26.																																																																																																																																																																																																																																																												
5, 7	Funding for disadvantaged pupils enabled pupils to engage in residential trips, music lessons and wrap around provision, when they otherwise may not have been able to do so. This has had a significant positive impact on pupil well-being due to all pupils being able to participate in extra-curricular activities.																																																																																																																																																																																																																																																												
1,2,3,4	<p>KS2 data:</p> <table border="1"> <thead> <tr> <th rowspan="2">SUBJECT</th> <th colspan="7">RWM</th> <th colspan="7">English Reading</th> </tr> <tr> <th>Cohort</th> <th>Attendance</th> <th>AS%</th> <th>Authority AS%</th> <th>GDS%</th> <th>Authority GDS%</th> <th>AS+ %</th> <th>Authority AS+ %</th> <th>Cohort</th> <th>Attendance</th> <th>AS%</th> <th>Authority AS%</th> <th>GDS%</th> <th>Authority GDS%</th> <th>AS+ %</th> </tr> </thead> <tbody> <tr> <td>Gender</td> <td></td> </tr> <tr> <td>Female</td> <td>15</td> <td>96.00%</td> <td></td> <td></td> <td>40.0%</td> <td>9.0%</td> <td>93.3%</td> <td>66.0%</td> <td>15</td> <td>96.00%</td> <td>46.7%</td> <td>43.0%</td> <td>53.3%</td> <td>36.0%</td> <td>100.0%</td> </tr> <tr> <td>Male</td> <td>18</td> <td>94.40%</td> <td></td> <td></td> <td>11.1%</td> <td>8.0%</td> <td>77.8%</td> <td>59.0%</td> <td>18</td> <td>94.40%</td> <td>55.6%</td> <td>41.0%</td> <td>27.8%</td> <td>32.0%</td> <td>83.3%</td> </tr> <tr> <td>Disadvantaged</td> <td></td> </tr> <tr> <td>Non disadvantaged</td> <td>23</td> <td>95.64%</td> <td></td> <td></td> <td>30.4%</td> <td>11.0%</td> <td>95.7%</td> <td>70.0%</td> <td>23</td> <td>95.64%</td> <td>43.5%</td> <td>42.0%</td> <td>52.2%</td> <td>39.0%</td> <td>95.7%</td> </tr> <tr> <td>Disadvantaged</td> <td>10</td> <td>93.94%</td> <td></td> <td></td> <td>10.0%</td> <td>4.0%</td> <td>60.0%</td> <td>48.0%</td> <td>10</td> <td>93.94%</td> <td>70.0%</td> <td>42.0%</td> <td>10.0%</td> <td>22.0%</td> <td>80.0%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">SUBJECT</th> <th colspan="7">English Writing</th> <th colspan="7">Maths</th> </tr> <tr> <th>Attendance</th> <th>AS%</th> <th>Authority AS%</th> <th>GDS%</th> <th>Authority GDS%</th> <th>AS+ %</th> <th>Authority AS+ %</th> <th>Cohort</th> <th>Attendance</th> <th>AS%</th> <th>Authority AS%</th> <th>GDS%</th> <th>Authority GDS%</th> <th>AS+ %</th> <th>Authority AS+ %</th> </tr> </thead> <tbody> <tr> <td>Gender</td> <td></td> </tr> <tr> <td>Female</td> <td>96.00%</td> <td>46.7%</td> <td>63.0%</td> <td>46.7%</td> <td>16.0%</td> <td>93.3%</td> <td>79.0%</td> <td>15</td> <td>96.00%</td> <td>33.3%</td> <td>52.0%</td> <td>66.7%</td> <td>22.0%</td> <td>100.0%</td> <td>74.0%</td> </tr> <tr> <td>Male</td> <td>94.40%</td> <td>72.2%</td> <td>57.0%</td> <td>11.1%</td> <td>10.0%</td> <td>83.3%</td> <td>67.0%</td> <td>18</td> <td>94.40%</td> <td>50.0%</td> <td>44.0%</td> <td>38.9%</td> <td>31.0%</td> <td>68.9%</td> <td>75.0%</td> </tr> <tr> <td>Disadvantaged</td> <td></td> </tr> <tr> <td>Non disadvantaged</td> <td>95.64%</td> <td>65.2%</td> <td>63.0%</td> <td>34.8%</td> <td>16.0%</td> <td>100.0%</td> <td>79.0%</td> <td>23</td> <td>95.64%</td> <td>43.5%</td> <td>49.0%</td> <td>56.5%</td> <td>32.0%</td> <td>100.0%</td> <td>81.0%</td> </tr> <tr> <td>Disadvantaged</td> <td>93.94%</td> <td>50.0%</td> <td>52.0%</td> <td>10.0%</td> <td>7.0%</td> <td>60.0%</td> <td>59.0%</td> <td>10</td> <td>93.94%</td> <td>40.0%</td> <td>46.0%</td> <td>40.0%</td> <td>15.0%</td> <td>80.0%</td> <td>61.0%</td> </tr> </tbody> </table> <p>Pupils identified as disadvantaged performed better than non-disadvantaged peers in reading at the expected standard and above the authority average at both the expected and greater depth standard.</p> <p>Disadvantaged Pupils also performed above the national AS+% in all maths. The gap between disadvantaged pupils and non-disadvantaged pupils at the expected standard for maths is marginal and all pupils appear to have performed below the authority expected standard percentage due to the significant over-performance the greater depth standard.</p>	SUBJECT	RWM							English Reading							Cohort	Attendance	AS%	Authority AS%	GDS%	Authority GDS%	AS+ %	Authority AS+ %	Cohort	Attendance	AS%	Authority AS%	GDS%	Authority GDS%	AS+ %	Gender																Female	15	96.00%			40.0%	9.0%	93.3%	66.0%	15	96.00%	46.7%	43.0%	53.3%	36.0%	100.0%	Male	18	94.40%			11.1%	8.0%	77.8%	59.0%	18	94.40%	55.6%	41.0%	27.8%	32.0%	83.3%	Disadvantaged																Non disadvantaged	23	95.64%			30.4%	11.0%	95.7%	70.0%	23	95.64%	43.5%	42.0%	52.2%	39.0%	95.7%	Disadvantaged	10	93.94%			10.0%	4.0%	60.0%	48.0%	10	93.94%	70.0%	42.0%	10.0%	22.0%	80.0%	SUBJECT	English Writing							Maths							Attendance	AS%	Authority AS%	GDS%	Authority GDS%	AS+ %	Authority AS+ %	Cohort	Attendance	AS%	Authority AS%	GDS%	Authority GDS%	AS+ %	Authority AS+ %	Gender																Female	96.00%	46.7%	63.0%	46.7%	16.0%	93.3%	79.0%	15	96.00%	33.3%	52.0%	66.7%	22.0%	100.0%	74.0%	Male	94.40%	72.2%	57.0%	11.1%	10.0%	83.3%	67.0%	18	94.40%	50.0%	44.0%	38.9%	31.0%	68.9%	75.0%	Disadvantaged																Non disadvantaged	95.64%	65.2%	63.0%	34.8%	16.0%	100.0%	79.0%	23	95.64%	43.5%	49.0%	56.5%	32.0%	100.0%	81.0%	Disadvantaged	93.94%	50.0%	52.0%	10.0%	7.0%	60.0%	59.0%	10	93.94%	40.0%	46.0%	40.0%	15.0%	80.0%	61.0%
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Non disadvantaged	23	95.64%			30.4%	11.0%	95.7%	70.0%	23	95.64%	43.5%	42.0%	52.2%	39.0%	95.7%																																																																																																																																																																																																																																														
Disadvantaged	10	93.94%			10.0%	4.0%	60.0%	48.0%	10	93.94%	70.0%	42.0%	10.0%	22.0%	80.0%																																																																																																																																																																																																																																														
SUBJECT	English Writing							Maths																																																																																																																																																																																																																																																					
	Attendance	AS%	Authority AS%	GDS%	Authority GDS%	AS+ %	Authority AS+ %	Cohort	Attendance	AS%	Authority AS%	GDS%	Authority GDS%	AS+ %	Authority AS+ %																																																																																																																																																																																																																																														
Gender																																																																																																																																																																																																																																																													
Female	96.00%	46.7%	63.0%	46.7%	16.0%	93.3%	79.0%	15	96.00%	33.3%	52.0%	66.7%	22.0%	100.0%	74.0%																																																																																																																																																																																																																																														
Male	94.40%	72.2%	57.0%	11.1%	10.0%	83.3%	67.0%	18	94.40%	50.0%	44.0%	38.9%	31.0%	68.9%	75.0%																																																																																																																																																																																																																																														
Disadvantaged																																																																																																																																																																																																																																																													
Non disadvantaged	95.64%	65.2%	63.0%	34.8%	16.0%	100.0%	79.0%	23	95.64%	43.5%	49.0%	56.5%	32.0%	100.0%	81.0%																																																																																																																																																																																																																																														
Disadvantaged	93.94%	50.0%	52.0%	10.0%	7.0%	60.0%	59.0%	10	93.94%	40.0%	46.0%	40.0%	15.0%	80.0%	61.0%																																																																																																																																																																																																																																														

	<p>Writing outcomes are a key target moving forward, as the gap between disadvantaged and non-disadvantaged is clear. However, pupils classified as disadvantaged at St Leonard's did achieve outcomes in line with the authority AS+% standard.</p> <p>All pupils achieved significantly above the in the combined authority AS+ and GDS outcomes for RWM.</p> <p>Phonics: 66.7% of pupils classified as pupil premium achieved the pass mark following the phonic screening in Year 1, compared to 85.7% of all pupils. This continues to be a high priority and is addressed through interventions, SALT referrals (where required) and investment in new resources to support pupils at school and home.</p>	
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Externally provided programmes

Programme	Provider
Phonics	Sounds Write Phonic Programme
Times Tables	TT Rock Stars
BLAST Package	Purple Mash
Sport: Football, Gymnastics, Dodgeball	Foundation of Light