

Leas Park Junior School Pupil premium strategy statement

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	269
Proportion (%) of pupil premium eligible pupils	24%
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)	2024-2027
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Governing Body
Pupil premium lead	Toni Hall /Cassie Bills
Governor / Trustee lead	Rachel Tempest-Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,960
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,748
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£96,960

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

--

Part A: Pupil premium strategy plan

Statement of intent

The aim of our pupil premium strategy is to enable ALL children at Leas Park the opportunity to succeed and engage with all aspects of school life. The focus of our pupil premium strategy is to support disadvantaged pupils to:

- acquire the knowledge and skills relevant to the world around them, by being inquisitive, confident in their attitude to school and learning which will support them as they move through their school life and beyond
- offer all children an equal opportunity to achieve their full potential, and to celebrate achievement at all levels and to reach their potential in reading, writing, maths and the wider curriculum
- engage in multiple experiences both visits and visitors inside and outside of school and Mansfield Woodhouse to broaden their learning and give them an experience of the world around them

Whilst some children may be disadvantaged financially, we know that there are children in school who are vulnerable and disadvantaged for example because they have a social worker. We also understand that the wellbeing and education for a number of children continues to be a concern due to the legacy of the COVID- 19 pandemic

Our strategy is to ensure high quality teaching for all children at Leas Park as this has been proved to have the greatest impact on closing the attainment gap, whilst sustaining the good progress of our non-disadvantaged children.

We aim to identify common barriers and challenges as early as possible to ensure interventions are rapid, accurate and effective.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment on entry to school which impacts children's ability to engage in reading, writing and maths.

2	Limited experiences outside home, which impacts on vocabulary, creativity and knowledge, interest, and experience in the world.
3	Readiness to learn and resilience is not yet developed for some children which impacts on their perseverance in learning, progress, and attainment.
4	High levels of deprivation in the local area, parental confidence and low parental aspirations, including regular attendance, which impacts on progress in school

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
To provide a wide range of opportunities and experiences	All children have had the opportunity to take part in clubs, trips and residential, and all children have been offered a broad range of in school experiences
To provide personalised opportunities for emotional and social development (e.g. social stories, support from the ELSA programme and a range of graduated responses to support ongoing need)	Identified children are better able to cope within the classroom and access learning, confidence and self-esteem will increase and engagement with school will improve.
To increase the proportion of disadvantaged children reaching age related expectations and greater depth year on year in reading, writing and maths	Data and pupil progress meetings show the number/percentage of disadvantaged children at ARE and greater depth increases for each cohort.

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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>To provide quality first teaching across the school, ensuring gaps are identified and addressed swiftly in reading, writing and maths</p>	<p>https://educationendowmentfoundation.org.uk</p> <ul style="list-style-type: none"> • provision for pupils put in place after pupil progress meeting • assessment for learning in maths is constantly reviewed and adaptations made • reading, phonics is closely reviewed monitored and updated 	<p>1,2,& 3</p>
<p><i>To provide opportunities for targeted 1:1 and small group support for identified children to increase progress and improve attainment in reading , writing and maths</i></p>	<ul style="list-style-type: none"> • adaptive learning is a key priority in all lessons allowing children to develop their level • careful in class support addressed where needed and adapted for every lesson. • Constant assessment for learning is embedded across each class • Quality resources and effective learning areas developed across school (new resourced Library, ELSA provision & Learning Lounge, Forest Schools) 	<p>1,2, 3,4</p>
<p><i>Ensure all areas of the curriculum are successfully embedded and adapted to be ambitious and meet the needs of all pupils including those with SEND.</i></p>	<p>https://educationendowmentfoundation.org.uk</p> <ul style="list-style-type: none"> • Parental engagement • Curriculum reviews • Senco engagement and adaptations in consultation with class teachers • Forest Schools on site continues to be developed • Learning Journey developments • Special educational needs in schools 	<p>1,2,3,4</p>
<p><i>Children can experience a range of rich and varied curriculum opportunities both in and outside of school to extend their experiences, creativity, vocabulary and enhancement of their learning.</i></p>	<p>https://educationendowmentfoundation.org.uk</p> <ul style="list-style-type: none"> • variety of visits, visitors and trips continue to be reviewed 	<p>1,2,3,4</p>

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

Budgeted cost: £ [38,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 or small group interventions /teaching are offered to identified children by both TA's and teachers as per our provision map and data analysis: for e.g. phonics, guided reading, spelling, maths, precision teaching and adapted learning approaches.	https://educationendowmentfoundation.org.uk <ul style="list-style-type: none"> • Teaching assistant interventions toolkit • ELSA referrals undertaken and use of support Learning Lounge provision • Re vamped reading approach • New library resources • Continued pupil progress • Regular review of learning journeys and planning approaches • Continued staff CPD 	1,2 & 3

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific support/interventions are offered to identified children to support their social and emotional development- social stories, Lego, therapy, drawing, therapy, nurture	https://educationendowmentfoundation.org.uk <ul style="list-style-type: none"> • Social and emotional learning toolkit • ELSA support continues to be available to pupils • Mindfulness approach supported from the SBAP teams • Planned interventions identified • CPD for staff across school • Highly trained ELSA support staff 	2 & 4

	<ul style="list-style-type: none"> • Use of Forest Schools on site and as a transition tool • Attendance Champion 	
<i>Extra-curricular clubs are offered to identified children to support their self-esteem, social and emotional development (see termly club list)</i>	<ul style="list-style-type: none"> • Wide termly clubs offered across school • Forest Schools resource adapted to meet demand and need of pupils 	2 & 4
<i>Children have the opportunity to experience a rich and varied wide curriculum, which enhances their classroom learning</i>	<ul style="list-style-type: none"> • Visits and visits are key are of the curriculum subsided by school • Forest School on site 	2 & 4
<i>Engagement with hard to reach parents through various social and learning events at school (family coffee morning, breakfasts, SEND coffee mornings, workshops)</i>	<p>https://educationendowmentfoundation.org.uk</p> <ul style="list-style-type: none"> • Parental engagement toolkit • Updated easy to access school website • Parental engagement with ELSA provisions • Meetings with school SENDCO 	4
<i>Children understand the importance of regular attendance through engagement of rewards, activities and the prominence that attendance recognition has in school. The regular appearance of these awards shared with parents via newsletters and the school website. Engagement of the Attendance Champion with parents and families.</i>	<p>https://educationendowmentfoundation.org.uk</p> <ul style="list-style-type: none"> • Parental engagement toolkit • Newsletters • Attend framework • Team around the family meetings • Attendance Champion engagement with parents 	

Total budgeted cost: £105,000

Part B: Review of the outcomes in the pervious academic year.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year

Internal data showed some positives outcomes enabling many of our pupils to make personal progress in all areas. However, from the end of Key stage 2 statutory assessment data showed an increase in some areas re Maths ,writing and combined but further improvements are still needed to close the gaps in areas against local and national data. A robust and detailed analysis of the 2025 cohort acknowledge the significant Impact COVID 19 had on this group of pupils and their wellbeing attainment and progress of the 2025-year 6 cohort and in particular the disadvantaged pupils. The percentage of pupils achieving the expected standard or above has not yet returned to pre pandemic levels but we did see a significant increase from 2024 in maths, writing and combined.

Tracking and progress analysis was successfully in place lead by the senior leadership team. Pupil progress meetings were instrumental in ensuring appropriate support was offered and in place for identified children across the school.

Trips and visitors that happen in school have had a huge positive impact on how the children interact with school and learning.

Pupils developed socially and emotionally and the strategies and use of our support Learning Lounge to engage in ELSA sessions has been a crucial resource at times alongside the use of our onsite Forst Schools provision and working closely with Sherwood Behaviour Partnership.

Externally provided programmes

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

Programme	Provider
The Great Project	Equation , Nottingham

--	--