Pupil premium strategy statement – New Leaf 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	48
Proportion (%) of pupil premium eligible pupils	83%
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)**	3 year strategy.
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Claire Fairburn
Pupil premium lead	Sally Gray
Governor / Trustee lead	Mariam Parekh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,805
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*	£42,805

Part A: Pupil premium strategy plan

Statement of intent

New Leaf School, based in Willenhall, Walsall, is a Pupil Referral Unit (PRU) dedicated to supporting students who have been permanently excluded from mainstream education. The school's ultimate objectives for disadvantaged pupils focus on enabling them to overcome barriers to learning, build resilience, and transition successfully to the next stage of their education or training. The goal is for each pupil to achieve their fullest potential academically, socially, and emotionally.
To achieve these objectives, the school implements a pupil premium strategy designed to identify and address the individual strengths, needs, and difficulties of its students. This strategy emphasises literacy and numeracy as foundational skills, while also providing a broader curriculum tailored to engage and inspire. Through therapeutic and academic interventions, New Leaf ensures that pupils can re-engage with education in a way that works best for them.

Many of the students entering the school have a range of SEND, SEMH being the predominant need, followed by SLCN. Some students have arrived in the school with limited experiences of learning outside school and have not visited places of interest to stimulate discussions and imagination. For various reasons, the curriculum available in a mainstream school was not appropriate to meet the needs of the pupil and therefore they were often excluded from lesson(s) and subjects, meaning they quickly fall further behind peers.

Key principles of New Leaf's pupil premium strategy include:
Personalisation: Recognising the diverse needs of students and tailoring support to close knowledge gaps and enhance skills.
Inclusivity: Offering an engaging and balanced curriculum that meets the needs of students from varying backgrounds and abilities.
Progressive Support: Combining academic focus with social and emotional development to prepare pupils for long-term success.
Community Partnership: Collaborating with families and external providers to deliver vocational opportunities and career guidance.
By integrating these principles into its approach, New Leaf ensures that disadvantaged pupils are not only supported academically but are also empowered to thrive in their future endeavours.

This strategy will be reviewed and updated throughout the year to adapt to the needs of the school, students and the school's current improvement journey.

Challenges

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

Challenge number	Detail of challenge
1	**Increase Attendance for Disadvantaged Students** PP students on roll New Leaf School do not meet the government aim of 95% attendance. PP students are over-represented within our persistent absence. There are often complex reasons for this including transport issues, siblings,

	caring for other family members and lack of adult role model to encourage regular attendance and help with organisation and time keeping.
2	**Widen SEMH (Social, Emotional, and Mental Health) Provision** Social challenges faced by pupils and their families—such as housing instability, financial strain, and literacy difficulties—affect learning and engagement. Negative parental experiences with education may also limit their support for their child's educational journey. Students entering the school have not developed independent learning skills because they have often had no role model at home and the family have had low/no engagement with educational establishments. They have low self-esteem and do not believe in their own abilities because they often have 'learned helplessness' where they believe their own efforts to change and improve their circumstances are futile. They apply this to education as well and 'give up' when they find things difficult even when support is available.
3	**Develop the Aspirations of Our Students** Many of New Leaf's pupils lack exposure to further education, higher education, or career opportunities, leading to limited aspirations and a lack of understanding about how to achieve their goals.
4	**Improve Reading Ages to be in line with Age Related Expectations.** PP students are disproportionately disadvantaged regarding reading compared to non- PP students. We wish to narrow the gap between PP and non-PP, our ultimate aim is to ensure that 100% of all students are meeting or exceeding their reading age. Reading is vital for a student's success in all subjects as well as life beyond school.
5	**Improve outcomes** Improving outcomes and opportunities for our young people is at the heart of what we do. Understanding our students' starting points and realising their end points is fundamental to our practice.

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
Improve attendance	***Increase PP attendance*** to be in line with PP national attendance.
Widen the SEMH provision.	SEMH provision available allows all students' needs to be met ensuring increased attendance and engagement within lessons. This can be measured ***through increased attendance, increase in engagement in lesson*** (measured by lesson attendance, student voice and behaviour/rewards system) and SEMH interactions.
Introduce and develop a CEIAG provision.	Comprehensive CEIAG provision is in place across the school ensuring a wide and balanced curriculum, planned encounters for all Key Stages and ***bespoke 1-1 Careers*** meetings. The ***Gatsby benchmarks will be measured.***

Introduce a literacy programme across the school.	Gap between students' reading age on arrival will start to ***narrow over time***. The ultimate aim is for all students to have a reading age ***in line with age related expectations***.
Improve the outcomes of all students at each key stage.	A ***system for monitoring*** student progress will be in place and analysis of outcomes will be carried out continuously to allow interventions and support to be actioned, where necessary.

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: ***£29,805***

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of new curriculum model and staff CPD based on the New Leaf lesson framework. This will ensure the quality of education is improved, by continually building on prior learning, and developing effective learning activities that enable students to increase progress and attainment.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 5
Implementation of reformed formative assessments which feed into the cycle of planning and teaching.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 5
Introduce a comprehensive PSHE curriculum to ensure it addresses the needs of the students.	Improving Social and Emotional Learning in Primary Schools | EEF	2, 1, 5
Develop the curriculum to include life lessons and a focus on oracy.	Life Lessons 2024	5, 4, 1, 2

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

Budgeted cost: ***£5,000***

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

Introduce a robust system for diagnosing literacy needs on entry to the school and throughout the NL journey. Purchase Literacy Gold.	What is Literacy? | National Literacy Trust | National Literacy Trust EEF blog: Improving Literacy in Key Stage 2 | EEF	4, 5, 1
Introduce regular data collection and data analysis points to ensure interventions can be implemented as and when appropriate.	Exploring the impact of data analysis on identifying key predictors of student performance and improving outcomes for diverse groups - Hongli Tao, 2024	5, 4

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

Budgeted cost: ***£8,000***

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce a system for improving parental partnership through home visits and school-parent relationships. Implement a robust process for working with parents both on and off site to build a strong sense of community links. This will include, but is not limited, to redesign of a welcoming space to meet with students & families and a strategic approach to home visits.	Parental engagement | EEF RS Network | Unpacking learning behaviours: The importance of…	1, 5, 4, 3
Dedicate a member of staff to overseeing the CEIAG provision across the school. This is to include curriculum development.	Independent review of careers guidance in schools and further education and skills providers - GOV.UK Poorer young people more likely to have career aspirations that… | EEF	3, 5, 2
Continue to provide a breakfast club for all students.	Breakfast clubs found to boost primary pupils' reading writing… | EEF	5, 1
Continue to provide provision for all students to attend offsite visits.	Costs exclude poorer pupils from school trips, finds LKMco Child poverty: The hidden costs of school spelt out Child Poverty Action Group disadvantage Pupil Premium Free School Meals food curriculum trips uniform families	1, 5, 2, 3
Continue to support families with educational resources	Costs exclude poorer pupils from school trips, finds LKMco	1, 5, 2, 3

and provisions, where, necessary.	Child poverty: The hidden costs of school spelt out Child Poverty Action Group disadvantage Pupil Premium Free School Meals food curriculum trips uniform families	

Total budgeted cost: £42,805

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Based on the performance data available, the school's achievements reflect its unique context and focus on personalised education. However, compared to national benchmarks, outcomes in terms of core subject achievements and progress indicate areas for targeted improvement. The school is committed to supporting its students through tailored interventions and a nurturing environment, aiming to address gaps and enhance outcomes in future academic years.

The data available indicates that attendance has improved for PP students from 45.74% 2024-25 to 65.95% now. We recognise that this is an ongoing process of improvement and will continue to monitor and work towards increasing this percentage.

We have worked towards improving our SEMH support and provision. An ELSA has been engaged and is working with our students. Sensory spaces have been introduced across all key stages and an additional sensory space has been made for Pine classroom. A dog has also been added to the staff in primary and is proving to be useful in calming students although this is a recent introduction, so impact will be more obvious in the next year. All of this support is ongoing and will continue to be included in our challenges.

Literacy interventions have been successful and the average improvement in these is 17 months since they started in February 2025. We recognise that this is an ongoing challenge for our vulnerable children and this will continue to be a challenge in the coming years.

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

Further information (optional)