

# Levens CE School

## Pupil Premium Strategy 2018-19:

<b>Number of Pupils and Pupil Premium Grant(PPG) received</b>	
Total number of pupils on Roll	64
Total number of pupils eligible for PPG	7
<b>PPG allocated funds</b>	<b>£15,510</b>

### **What are the barriers to learning and progress?**

Each child eligible for PPG at Levens CE School will receive additional support during each academic year to ensure good progress in reading, writing and maths and access to an enriched curriculum; including educational visits.

The barriers that exist for our children varies with each individual entitled to PPG; therefore the needs of each pupil is carefully identified in order to allocate funding and intervention where it is required most. The type of the support changes through school as each child grows and develops and as the impact of our support is evaluated.

The attendance of children entitled to PPG is good and comparable to all other pupils.

Parents are engaged in their child's learning and progress. They work with school to support their child and welcome interventions to accelerate progress, improve learning behaviours, self-confidence and emotional well-being and resilience.

### **Support in academic year 2018-19**

With very high aspirations for all of our children, we are determined to ensure that our children entitled to PPG are also able to reach their full potential, make good progress throughout school, develop confidence and self-esteem and equip them with the skills for their continued education and future life.

- Class Teachers are constantly aware of the PPG children's needs in their class and adapt teaching and learning appropriately.
- Additional support is provided from an STA and TA employed as additional adults attached to children in Skiddaw Class (Y234), and Bowfell Class (YNR1).
- Classroom opportunities are being developed to extend learning and challenge the most able through rich questioning to extend their thinking including: P4C, critical skills, debating and problem solving.
- This support takes place within the classroom in lessons and through withdrawal with a HLTA who is extremely experienced and trained to deliver a range of interventions including: 'Smartmoves' to improve coordination and develop physical strength.

- The children are assessed at the start of any additional support so that the programme of work can be specifically targeted to narrow gaps in learning and make accelerated progress.
- The impact of interventions are also measured through ongoing formative and summative assessments, Personalised learning Plans, pupils' work, individual tracking and through voice of child and parent.

On occasions, support may also be provided:

- ✓ After school Y6 booster sessions.
- ✓ Financial assistance is also provided to enable PPG children to access school visits, including residential visits and music tuition.
- ✓ Emotional Resilience and well-being through programmes such as 'Happy to Be Me' and social stories.

### **Focus of PPG spending in 2018-19**

- English, Maths, phonics: TA/CT targeted support in class ongoing in daily lessons.
- Smartmoves delivered by TA
- 1-1 and small group intervention work to:
  - broaden and deepen understanding and encourage risk-taking for our most able learners
  - improve concentration and develop positive learning behaviours.
  - Opportunities for pupils to work collaboratively with their peers on specific projects such as cooking and gardening; SEAL (Social and and Emotional Aspects of Learning) groups.
- External training for staff to develop mastery in maths for our most able pupils
- SEND specialist teacher to provide training, advice and support to teaching staff and teaching assistants working directly with our children and support liaison with external professionals.
- Resources to ensure specific intervention for individuals is effective.
- Mindfulness Training for all staff.
- Learning in the Outdoors inc. P4C and Forest Schools training delivered by 'LittleChatters' September 2019 for all staff.

### **Measuring the impact of PPG spending**

The school evaluates the impact of PPG spending on pupils in a range of ways including through Pupil Progress Meetings (PPMs) with the Headteacher, the class teacher, and with input from the SENDCo where appropriate.

Evaluations focus on progress in reading, writing and maths; accessibility and enjoyment of rich and broad curriculum; development of improved learning behaviours: pupil wellbeing and self-confidence development as a result of the intervention; and pupil voice through questionnaires and discussions with parents.

Attendance is continuously monitored by the headteacher and the Governing Body.

Progress and attainment of all pupils and those entitled to PPG are reported to and monitored by the Governing Body and Curriculum and Staffing Sub-committee.

Learning walks and lesson observations are regularly carried out by the headteacher to observe and monitor the learning and progress of our PPG pupils in the classroom.

**Outcomes for pupils at end of academic year 2017-2018:**

100% of our pupils receiving PPG made expected or better than expected progress in reading, writing and maths.

There were no pupils entitled to PPG in year 2 or year 6 during 2017-18

**In 2016-2017, 100% of our pupils in Year 6 who received PPG:**

- exceeded expectations in reading, writing and maths
- exceeded expected progress in reading (+12.31)
- exceeded expected progress in writing (+9.95)
- exceeded expected progress in maths (+4.42)

**In 2016-2017, 100% of pupils in KS1 receiving PPG achieved greater depth in reading and made better or expected progress in reading, writing and maths.**

**Data for pupils receiving PPG throughout school during 2016-17:**

100% made expected or better progress in reading

100% made expected or better progress in writing

100% made expected or better progress in maths.

As a result of strategically targeting the pupil premium budget, our pupils are motivated to complete their work and welcome the support and help of staff to assist them with their learning.

In addition, the impact of support to develop emotional resilience, self-esteem and self-confidence has been evident in the children's ability to access their learning. In some cases, their learning has been enriched with opportunities to attend residential and educational visits.