

Levens CE School

Pupil Premium Strategy 2019-20:

Number of Pupils and Pupil Premium Grant(PPG) received	
Total number of pupils on Roll	70
Total number of pupils eligible for PPG	6
PPG allocated funds	£14,724

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 vary 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 or better 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 2019-20

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 all three mixed-age classes;
- Classroom opportunities are developed to extend learning and challenge the most able through rich questioning to extend their thinking including: P4C, critical skills, debating and problem solving.
- 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.

- 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.
- ✓ Emotional Resilience and well-being through programmes such as 'Happy to Be Me' and social stories, SEAL groups.

Focus of PPG spending in 2019-20

- English, Maths, phonics: TA/CT targeted support within daily lessons and 1-1 withdrawal.
- Smartmoves programme and physical development exercises (through instruction from OT) delivered by TA three times/week with two children.
- Access to Play Therapy 8 x 1 hour sessions for individual children in relation to attachment difficulties and trauma.
- Enhanced transition arrangements to secondary school (including visits) for a pupil in year 5.
- 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 Emotional Aspects of Learning) groups.
- CPD in maths mastery approach through collaborative learning with NCETM
- SEND specialist teacher to provide training, advice and support to teaching staff and teaching assistants working directly with our children and to support liaison with external professionals.
- Resources to ensure specific intervention for individuals is effective.
- Development of RHE curriculum through purchase of resources and training.

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.

Pupils outcomes: 2019-20:

Y6: There were no disadvantaged pupils within this year group during this academic year.

Y2: 12.5% of cohort receive PPG. 100% of all pupils were on track to meet the expected standard in reading, writing and maths combined by the end of Year2.

Y1: 88% of pupils were expected to pass phonics screen in June 2020 including PPG pupils.

PPG pupils in other year groups made good or better progress up to Checkpoint 2, February 2020 which was the last assessment period before school closure due to Covid pandemic in March 2020. Scrutiny of pupils work; progress on targets on personalised learning plans; and voice of child provides further evidence that PPG impacts learning behaviours, progress and emotional wellbeing.

Attendance of all pupils is continuously monitored by the headteacher and the Governing Body. Attendance of disadvantaged pupils is compared to national and school attendance data of all pupils.

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, lesson observations and pupils' work scrutiny are regularly carried out by the headteacher to observe and monitor the learning and progress of our PPG pupils in the classroom.

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 usual circumstances, learning is further enriched with opportunities to attend residential and educational visits.