

Levens CE School

Pupil Premium Strategy 2020-21:

Number of Pupils and Pupil Premium Grant(PPG) received	
Total number of pupils on Roll	71 + 8 in Nursery
Total number of pupils eligible for PPG	9 (13%)
PPG allocated funds	£17,105

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.

The impact of Covid19 and school closure on pupil attainment has been evaluated in the first part of the autumn term. However, all pupils returned to school happy, enthusiastic and ready to learn which has led to the full return of our broad and balanced curriculum offer.

Support in academic year 2020-21

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 two of our 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: ToebyToe, reading intervention, maths recovery, Speedup.
- 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 2020-21

- English, Maths, phonics: Classteachers and teaching assistants ensure appropriate support is provided within daily lessons and through 1-1 withdrawal.
- Access to Play Therapy 36 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 KS2 (where possible with Covid19 restrictions).
- 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;
 - provide further 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.
- Maths lead is employed an additional day per week (5hours) to teach maths intervention programme of work with children in Year 2, Year 5 and Year 6 in small groups and one-one sessions from September 2020 due to specific barriers to learning identified in maths.
- SEND specialist teacher to provide training and support to teaching staff and teaching assistants working directly with children; to advise classteachers on personalised learning plans; and to support liaison with external professionals.
- Purchase and implementation of resources to ensure specific intervention for individuals is effective e.g. IDL Dyslexia online learning; PSHE Association planning and resources.
- Solihull Training for all staff: Understanding Trauma, Understanding Attachment, Brain Development.
- In School CPD on developing a dyslexia friendly classroom – Spring term 2021.

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: 2020-21:

Y6: 20% of pupils in Year 6 entitled to PPG.

100% made good or better progress from their starting points.

Y2: 77% of pupils (including PPG) achieved expected standard in phonics check – Autumn 2021. PPG across school made good or better progress in maths, reading and writing.

Enhance Transition ensured one pupil in year 6 felt confident and prepared for move to secondary school. “I am so excited to be starting at Dallam in September, I can’t wait to make some new friends and learn more subjects.” Support provided through virtual meets for year 6 pupil with key staff at Dallam, transition meetings with parents and school staff; 1-1 sessions exploring feelings about high school, reading timetables and maps, developing organisational and independence skills.

Play Therapy sessions – 36x1 hours for one pupil. “I love the sessions because I can choose what to play with and I have fun in the sessions. I think I am calmer and less stressed about stuff.”

Attendance of all pupils is continuously monitored by the headteacher and the Governing Body. Attendance of disadvantaged pupils is high compared to national and school attendance data for 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 continue to be motivated to complete their work and welcome the support and help of staff to assist them with their learning.

Reviewed: October 2021