

Levens CE School Pupil Premium Strategy Statement December 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Levens CE School
Number of pupils in school	Autumn term 2021 Rec-Year 6 – 76 pupils Nursery – 19 pupils
Proportion (%) of pupil premium eligible pupils	Rec-Year 6 – 9.2%
Academic year/years that our current pupil premium strategy plan covers	December 21 – December 23
Date this statement was published	December 21
Date on which it will be reviewed	December 22
Statement authorised by	Mrs S Bishop
Pupil premium lead	Mrs J Farraday
Governor / Trustee lead	Mrs E Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,415
Recovery premium and covid catch up funding allocation this academic year	£1000 + £2360 = £3360
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	£17,775

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that every pupil, regardless of their circumstances, their background or the challenges they face: enjoy school; develop and maintain positive relationships; achieve well across the curriculum; and leave our school with a positive self-belief and aspirations for their future.

Our approach is responsive to the context of our school by identifying common challenges and identifying individual needs. It is developed through robust diagnostic assessment.

The barriers that exist for our children vary with each individual, therefore the needs of each pupil are carefully identified and assessed using diagnostic tools in order to allocate funding and intervention effectively. The type of the support is evaluated continuously through school as the impact of our support and interventions are reviewed and priorities for pupils and cohorts change.

Quality first teaching is at the core of our approach to ensuring all pupils achieve well and where our disadvantaged pupils require the greatest support. Together, this ensures that the disadvantaged attainment gap is narrowed over time, but also benefits all our pupils.

To ensure our approach has the greatest possible impact we:

- Maintain a whole school approach to ensuring high expectations for all pupils regardless of their additional needs or specific challenges;
- Promote the importance of good attendance
- Intervene swiftly to ensure pupils are supported at the point that the need is identified
- Ensure that all staff take responsibility for the outcomes of disadvantaged pupils and the impact of their specific interventions

Our strategy is integral to wide school plans to support pupils for education recovery through the NTP programme for pupils whose education has been most significantly affected and includes our disadvantaged pupils.

We engage parents positively 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.

Challenges

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

Challenge number	Detail of challenge
1	<i>Oral language and early reading skills (including phonics) with children in early years and KS1, including disadvantaged pupils. This negatively impacts their development as readers and learners in subsequent years. We want to ensure all children in school are able to read age-appropriate books in key stage two.</i>
2	<i>Internal assessments indicate that pupil’s understanding and fluency of number and calculation across school has been significantly impacted by partial school closures.</i>
3	<i>Observations in school on behaviours; discussions with pupils and families and the number of referrals for specialist support have identified that some pupils have significant social and emotional challenges that impact readiness to learn and wellbeing.</i>
4	<i>Specific children require 1-1 support to be able to emotionally regulate in order to be able to access learning in the classroom or because they have other significant barriers to learning ie. a profound additional need.</i>
5	

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
Raise oral language and vocabulary for all pupils in early years and KS1, including disadvantaged.	<p>All pupils in EY achieve ELG in reading, communication and language, including disadvantaged.</p> <p>All pupils make good progress from their starting points by then end of KS1.</p> <p>Observations in EY and KS1 demonstrate improved oral language. This is also evidence through engagement in lessons, book scrutiny and ongoing formative assessment.</p>

Improved reading attainment across all year groups ensuring all pupils, including disadvantaged, read at age-appropriate level.	<p>Attainment gap between all pupils and disadvantaged is narrowed across school.</p> <p>Phonics outcomes in year 1 are consistently above local and national data.</p> <p>Pupils enjoy reading for pleasure and read age-appropriate books regularly and often.</p> <p>Parents are engaged in supporting reading at home.</p>
All pupils build and sustain improved resilience and wellbeing, particularly our disadvantaged, in order to remain emotionally regulated and access learning to make good progress.	<p>Teacher observations and pupil voice indicate high levels of wellbeing.</p> <p>Children are engaged in their learning across the curriculum and take pride in their work.</p> <p>Pupils in school are regulated so that their full learning potential can be achieved.</p> <p>Pupils and families make the most of wider curricular opportunities.</p> <p>Participation in extra-curricular and outdoor learning is increased and sustained.</p>
All pupils will secure good foundations in the development of good number sense and leave KS1 with fluency in calculation and a confidence and flexibility with number.	<p>School engage in NCETM Mastering Number programme during 2021-22 with CPD for teachers in EYFS and KS1</p> <p>Teachers implement daily lessons in mastering number outside numeracy lesson.</p> <p>By the end of KS1, all pupils have made good or better progress from their starting points and attainment is equal to or better than local and national data.</p> <p>The attainment gap between all pupils and disadvantaged is narrowed across school.</p>

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: £1374.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of WELLCOMM to secure stronger teaching of language and communication and provide staff CPD.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 + 2
Purchase of reading resources to support teaching of synthetic phonics programme.	Phonics EEF (educationendowmentfoundation.org.uk)	1
Enhancement of teaching and learning in maths through 'Mastering Number' programme in EYFS and KS1	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	2
Purchase of standardised diagnostic assessments. Ensure training for staff enables accurate administration and interpretation.	Attainment Measures Database Education Endowment Foundation EEF	1+2

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

Budgeted cost: £9600

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

Additional phonics sessions for disadvantaged and those most impacted by pandemic in Year 2 and 3.	Phonics EEF (educationendowmentfoundation.org.uk)	1+3
Collaboration with NTP to provide tuition for pupils in year 6 – maths (15x1hr sessions)	Small group tuition EEF (educationendowmentfoundation.org.uk) (see Covid Catch-up Strategy)	2
Additional sessions for year six pupils led by school staff in maths	Small group tuition EEF (educationendowmentfoundation.org.uk)	1+2
Teaching assistant support for specific children to support emotional wellbeing and learning in and out of the classroom	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1+2+3

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

Budgeted cost: £148.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school staff training on developmental trauma, attachment and sensory processing to improve learning behaviours and emotional resilience	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3+4
Small group sessions to support well-being and emotional resilience of specific children e.g. Yoga and Lego therapy	Social and emotional learning Toolkit Strand Education Endowment Foundation EEF	3+4

Total budgeted cost: £11,122.45

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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:

2016 SATS papers and summative teacher assessment –

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

70%reading; 60%writing; 50% maths all pupils

100%reading; 50%writing; 50% maths disadvantaged pupils

100% good or better progress disadvantaged pupils

Y2: 93% of pupils achieved expected standard in phonics check – Autumn 2021.

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 now.” Learning behaviours and resilience improved over time – evidenced through teacher observations in class.

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

Attendance data – all pupils 2020-21 98%/disadvantaged pupils 99.07%

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.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.