

## Levens CE School Pupil Premium Strategy Statement December 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 2022 Rec-Y6 – 81 pupils Nursery – 14 pupils
Proportion (%) of pupil premium eligible pupils	14.7% (inc. 1 child in Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	December 2022- December 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Jane Farraday
Pupil premium lead	Helen Haslam
Governor lead	Emma Simpson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,950
Recovery premium funding allocation this academic year	£1500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,450

# Part A: Pupil premium strategy plan

## Statement of intent

We intend for every pupil, regardless of their circumstances, background or the challenges they face to thrive in our school environment; develop and maintain positive relationships with peers and staff; achieve their full potential across every area of our curriculum and leave our school with a positive mindset, belief in themselves and high aspirations for their future.

This strategy is responsive to the context of our school and the needs of our pupils. It has been developed through robust diagnostic assessment, alongside the in-depth knowledge we have of our pupils, their families and the challenges they face.

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

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

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>Quality First Teaching strategies have been identified as the core approach in ensuring that all pupils achieve well and where our disadvantaged pupils require the greatest support. With the implementation of QFT strategies, the gap between disadvantaged children and their peers will narrow over time. This approach will support all children to achieve their full potential.</i>
2	<i>Internal assessments indicate that there are pupils in KS2 who require further support in order for them to achieve well in English, in both reading and writing.</i>
3	<i>Observations of pupils in school, the increased number of referrals for specialist support and discussions with families and pupils demonstrates that an increasing number of pupils are experiencing significant social, emotional, mental health and wellbeing challenges. These challenges are impacting their wellbeing on a daily basis, their readiness to learn and in turn, their academic attainment.</i>
4	<i>Discussions with families, external professionals and knowledge of pupils shows that there are an increasing number of children who have experienced developmental trauma in their pre-school years. Trauma impacts areas of the brain associated with cognition, memory and learning. They also experience significant challenges in regulating their behaviours and emotions both in and out of school.</i>
5	<i>Internal assessments indicate that pupil's understanding and fluency of number and calculation in KS2 has been affected by school closures during the pandemic.</i>

## 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
All pupils access high quality teaching and levels of attainment across the school are raised.	<p>Quality First Teaching Strategies are embedded and evident in each class and in every subject across the curriculum. Lesson observations indicate that teachers are skilled in using a range of strategies to support the learning of all pupils, especially those with SEND.</p> <p>Assessment indicates that there are improved levels of attainment across the curriculum.</p>
Pupils in KS2 who below age-related expectations in English make accelerated progress and the gap between them and their peers will narrow.	<p>Children who enter KS2 working below the expected standard in English make accelerated progress in their reading and writing. Their attainment improves and the gap between them and their peers narrows. This includes disadvantaged pupils and those with SEND.</p>

<p>Readily available support in school for pupils who are experiencing social, emotional and mental health difficulties. The profile of mental health awareness is raised across the school and there are strategies in place to support pupils who are having difficulties with their emotional well-being.</p>	<p>Mental health support in school is available for pupils who are identified as requiring support with their emotional well-being. Mental health and well-being is a priority across school and staff have the skills to support pupils experiencing difficulties.</p>
<p>Pupils who have experienced developmental trauma receive therapeutic intervention which allows them to process it.</p>	<p>Staff understand how developmental trauma can affect the behaviour of pupils in school and how to respond effectively to pupils who are displaying these behaviours. There is a dedicated member of staff in school who is skilled at identifying needs, supporting staff with strategies and accessing therapeutic interventions for identified pupils.</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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of guided reading materials and individual reading books for pupils in lower KS2 and KS1 who are not yet reading at age-related expectations.	<a href="https://www.eef.gov.uk/media/1031/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> ( <a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a> )	2  £1960.62 Lower KS2 £3000 KS1
ELSA training for one member of teaching assistant staff	<a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">About ELSA – ELSA Network</a>	3 + 4 Training 5 days cover £500
Purchase of Catch-Up literacy programme to provide targeted intervention for pupils in KS2 who are working below age-related expectations in reading and writing.	<a href="https://www.eef.gov.uk/media/1031/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> ( <a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a> )	2  £450+TA delivery cost and training cover
Additional sessions for year six pupils led by school staff in maths	<a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	5 Booster sessions led by experienced teacher plus resources £500
Purchase of SNAPS - B from RS Assessment for pupils who have difficulties with their social, emotional and mental health.	<a href="https://www.risingstars-uk.com">Primary Assessments - With FREE Time-Saving Reports (risingstars-uk.com)</a>	1+ 2 + 3 + 4  £259
Purchase of the GL assessment LASS to	<a href="https://www.gl-assessment.co.uk">Dyslexia Portfolio - GL Assessment (gl-assessment.co.uk)</a>	£283

identify dyslexia and other learning needs.		
Twilight training sessions delivered by Inclusive Learning North to support staff in embedding meta-cognitive and self-regulated learning strategies into their everyday practice across the curriculum.	<a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1  4 hours trainings £800

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of targeted Catch-Up Literacy sessions for identified pupils in KS2 by school staff.	<a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	2  TA delivery over 4 terms £2808
Nurture group sessions for identified pupils who require additional adult support in order to improve their mental health and emotional well-being.	<a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	3 + 4  TA delivery and resources over spring and summer terms £1100

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school mental health and well-being educator led sessions delivered by Coram Life Education (SCARF).	<a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3 + 4 £1800
1-1 ELSA support for identified pupils in school	<a href="#">About ELSA – ELSA Network</a>  <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3 + 4  £4,200 per year
The BUSS Model Level One training.	<a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Research and Resources - The BUSS Model</a>	4 3 Days supply to attend training £600
Trauma Informed Schools webinar to develop skills in responding to trauma triggered behaviour.	<a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://traumainformedschools.co.uk">Evidence Base (traumainformedschools.co.uk)</a>	4 Twilight online £995 – 3 hours

**Total budgeted cost: £19,255**

## 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 and the class teacher. Input from the SENDCo is provided where appropriate. Subject Leaders also monitor the impact of PP strategy in their subjects.

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: 2021-2:

##### Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (12 pupils)	In line with national (12 pupils)	In line with national (15 pupils)	In line with national (13 pupils)
Writing	2022	In line with national (12 pupils)	In line with national (12 pupils)	In line with national (15 pupils)	N/A
Mathematics	2022	In line with national (12 pupils)	In line with national (12 pupils)	In line with national (15 pupils)	N/A

Year 1 Phonics: 93% met standard

End of KS1 2022: maths 73%, reading 87% and writing 47%

Y4 multiplication check: 100%

End of KS2 2022 progress measures: maths -1.8, reading 0.2, writing -0.4

Enhanced Transition for all pupils, with specific support for disadvantaged ensured pupils in year 6 felt confident and prepared for move to secondary school. Range of support provided included virtual meets for year 6 pupil with key staff at feeder high schools; visits from KS3 staff of local secondary schools; transition meetings with parents and school staff; 1-1 sessions exploring feelings about high school, reading timetables and maps, developing organisational and independence skills.

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 than all pupils.

Attendance Data – all pupils 2021-2 95.53%/disadvantaged pupils 97.38%

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.

100% of parents would recommend Levens School to other parents and large majority believe that school has high expectations for their child. Parent Survey Autumn 2022.

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*