

Levens CE School Pupil Premium Strategy Statement December 2023 - 2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2025 academic years) 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 2023 Rec-Y6 – 81 pupils Nursery – 6 pupils
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2023- December 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£19054.80
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5195
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	£25,249

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, particularly metacognition and self-regulated learning, the gap between</i>

	<i>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 Y4 & Y5 who are not on track to achieve good or better outcomes at the end of KS2 in English and maths.</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 continue to indicate that pupil's understanding and fluency of number and calculation in KS2 has been impacted by 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.	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. Assessment indicates that there are improved levels of attainment across the curriculum.
Pupils in KS2 who below age-related expectations in English and maths make accelerated progress and the gap between them and their peers will narrow.	Children in years 4&5 who are working below the expected standard make accelerated progress in their learning. Their attainment improves and the gap between them and their peers narrows. This includes disadvantaged pupils and those with SEND.
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	Mental health support in school is available for pupils who are identified as requiring support with their emotional well-being.

<p>pupils who are having difficulties with their emotional well-being.</p>	<p>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: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Schools webinar to develop skills in responding to trauma triggered behaviour.	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence Base (traumainformedschools.co.uk)</p>	4 Twilight online £995 for all staff– 3 hours
Trauma Informed CPD via SPACE programme (Supporting parents and children emotionally)	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence Base (traumainformedschools.co.uk)</p>	3&4 2 twilight sessions for all staff £200
Emotion Coaching Approach training for one member of staff	<p>Emotion Coaching - United Kingdom (emotioncoachinguk.com)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3&4 Initial training cost £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.	<p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2 £450
Philosophy 4 Children – Level One	<p>Our Courses - SAPERE</p>	1&3 £250 +£100

	Philosophy for Children EEF (educationendowmentfoundation.org.uk)	Training and release cover
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 14,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one in-class support and specific interventions for identified pupils.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2 £15/hour £8000
Delivery of targeted Catch-Up Literacy sessions for identified pupils in KS2 by English lead	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2 Delivery over 3 terms – 30 sessions - £1000
Targeted maths intervention with identified Y4 pupils.	Small group tuition EEF (educationendowmentfoundation.org.uk)	2 & 5 10 booster sessions led by experienced teacher £300
Purchase of online maths subscription for all KS2 pupils to support learning at home.	Homework EEF (educationendowmentfoundation.org.uk)	2&5 £500 per year
Year 6 maths interventions for 5 pupils	Small group tuition EEF (educationendowmentfoundation.org.uk)	£300 to cover costs of experienced teacher – 10 sessions after school Purchase of tuition books to support learning and homework tasks £100

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

Budgeted cost: £ 7000

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).	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3 + 4 £1800
1-1 ELSA support for identified pupils in school	About ELSA – ELSA Network Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3 + 4 £4,200 per year
The BUSS Model Introduction & Level One training for one member of staff	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Research and Resources - The BUSS Model	4 £70+VAT for introduction No charge for Level One 3 days – 21 hours. TA supply to attend training £350
Whole School implementation of Growth Mindset approach to learning	Changing Mindsets EEF (educationendowmentfoundation.org.uk)	3 Cost of release time for x1 member of staff to work on a pilot program. £200

Total budgeted cost: £23,900

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: 2022-2023:

Year 1 Phonics: 85% met standard

End of KS1 2023: maths 77%, reading 69%, writing 54%

KS2 Statutory Outcomes:

16.6% of pupils in Year 6 had special educational needs and did not access the end of KS2 statutory assessments. The data presented below includes pupils on the SEND register.

Attainment Data:

Percentage of pupils reaching the expected standard:

	Reading, Writing, Maths combined	reading	writing	maths	GPS (grammar, punctuation and spelling)	science
Levens	50	83	67	50	83	67
National	59	73	71	73	72	80

Average Scaled Score Results (≥ 100 meets the expected standard)

	reading	maths	GPS
Levens	108.0	101.8	105
National	105.1	104.2	104.9

Writing – Teacher assessment – no scaled score

Progress in reading, writing and maths:

Number of pupils eligible = 5 (83%)

	reading	Writing	maths
reading	Average 1.64	Average -1.18	Average -2.62

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 Data – all pupils 2022-3 96.52%/disadvantaged pupils 95.66%

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 and subject leaders 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.

‘Leaders are quick to spot the additional needs of pupils with SEND, including in the early years. Staff make sensible adaptations to work set for these pupils and provide them with effective help in class. This gives pupils with SEND access to the same broad curriculum as their peers.’ – Ofsted January 2023

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