

Levens CE School Pupil Premium Strategy Statement December 2025-28

This statement details our school's use of pupil premium 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.

For further information on use of pupil premium, please refer to our website page accessible via this link: <https://www.levens.cumbria.sch.uk/information/pupil-premium/>

School overview

Detail	Data
School name	Levens CE School
Number of pupils in school	Autumn term 2025 Rec-Y6 – 95 pupils Nursery – 8 pupils
Proportion (%) of pupil premium eligible pupils	8.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2025- December 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£17,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1300
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	£18,630

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 ready for KS3, with a positive mindset; belief in themselves; and have 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 of 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;
- work closely with parents and carers, as well as seeking external support from experts and consider evidence-based research;
- ensure that all staff take responsibility for the outcomes of disadvantaged pupils and the impact of 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>Metacognition and self-regulated learning are two Quality First Teaching strategies which have the greatest impact on improving outcomes for all pupils. Pupils require a clear understanding of how they learn best in order to be able to draw upon these learning strategies and monitor their approach to learning.</i>
2	<i>External assessments carried out by the school's educational psychologist, indicate that there are a number of pupils who require a precision teaching approach to support their learning in English and maths.</i>
3	<i>There are an increasing number of children attending school who have experienced trauma in their lives and been diagnosed as having neuro-diverse conditions. Trauma impacts areas of the brain associated with cognition, memory and learning and mean that these children have underdeveloped sensory systems which affect their capacity to learn. They also experience significant challenges in regulating their behaviours and emotions; and in turn often require space away from the classroom environment.</i>
4	<i>Assessment, in upper Key stage 2 particularly, indicates that pupil understanding and fluency of number and calculation requires further work so that children have the skills to develop reasoning and problem-solving skills.</i>
5	<i>Evidence that some children in upper KS2 are demonstrating under-developed social skills and are less resilient in their learning compared to previous cohorts. This is considered to be related in part to the impact of the pandemic.</i>
6	<i>Evaluation of standards in writing and learning taken from the writing framework shows that we need to further embed systematic teaching approaches to handwriting and spelling; develop further a focus on understanding and improving sentence structure; and increase opportunities for oracy, starting in early years.</i>
7	<i>There are an increasing number of pupils demonstrating EBSA due to feeling overwhelm, particularly in managing transitions to school. Some parents are feeling unable to manage their children's anxiety and dysregulation in the home.</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
Identified pupils will make progress in their learning. They will utilise a range of taught strategies to help support their learning in English and maths.	<p>All staff have a thorough knowledge and understanding of quality first teaching strategies and precision teaching techniques and are able to deliver them confidently.</p> <p>As a result, children are making good or better progress and assessment indicates that there are improved levels of attainment across the curriculum.</p>
All pupils will understand how they learn best through a growth mindset approach. They will be able to utilise their preferred learning strategies in order to regulate their learning.	<p>Pupils will demonstrate a positive approach to learning, understanding that making mistakes is integral to making progress and part of the learning process. They will have a clearer understanding of what learning means and be able to adopt some self-regulating strategies.</p> <p>As a result, children demonstrate greater resilience in their learning behaviours and have a better understanding of the learning process and brain development.</p> <p>Assessment indicates that there are improved levels of attainment across the curriculum.</p>
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>
Children who require time and space away from the classroom environment have a designated space to use to help them regulate their behaviour and emotions.	<p>There is a designated room in school which provides a calm and nurturing environment for pupils who require a less overwhelming space to access therapeutic activities, SEMH intervention. As a result, they are more emotionally regulated.</p>
Pupils, particularly in KS2, who below age-related expectations in English and maths make accelerated progress and the gap between them and their peers will narrow.	<p>Children in years 5+6 who are working below the expected standard make accelerated progress in their learning.</p> <p>Their attainment improves and the gap between them and their peers narrows. This includes disadvantaged pupils and those with SEND.</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	<p>Mental health support in school is available for pupils who are identified as requiring support with their emotional well-being.</p>

<p>and there are strategies in place to support pupils who are having difficulties with their emotional well-being.</p>	<p>Mental health and wellbeing is a priority across school and staff have the skills to support pupils experiencing difficulties. More staff are able to access quality CPD to develop awareness and understanding of trauma and neuro-diversity. As a result, they are more confident to support pupils and make appropriate adaptations.</p>
<p>Pupils who have SEMH needs and developmental trauma continue to receive therapeutic intervention which supports wellbeing and mental health, such as ELSA and ARTiculate.</p>	<p>There are dedicated members of staff in school who are skilled at identifying needs and enable pupils' access to therapeutic interventions which improve wellbeing; foster stronger relationships; and in turn lead to more regulated behaviours.</p> <p>Interventions like ELSA and ARTiculate have a positive impact on attendance, wellbeing and behaviours for learning.</p>
<p>Children in upper KS2 will be better equipped to manage conflict and overcome challenge both within and beyond the classroom, using a range of strategies.</p>	<p>Pupils transferring to KS3 demonstrate that they are secondary-ready.</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: £2120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two further members of staff trained in 'Good Autism Practice'	Autism Education Trust	3+7 Supply costs £250
Two members of staff to be trained to be School Sensory Leads.	Teaching Assistant Interventions EEF Autism Education Trust Social and emotional learning EEF	3+7 £250
Two members of staff to complete NPQ in SEND	Social and emotional learning EEF Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3+5+7 2 x supply days £300
All class teachers to access quality CPD via the NCETM maths hub	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	£1200
One member of staff to access W+F Council Wellcomm launch	Teaching Assistant Interventions EEF	6 £120

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

Budgeted cost: £8,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Precision teaching by qualified teaching assistants to identified children	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2 3 hours per week £17/hour £1836
One to one in-class support and specific interventions for children with underdeveloped sensory systems.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1+3 £5040 16 hours per week £17/hour
Year 6 maths Booster support sessions for 7 pupils with a focus on fluency.	Small group tuition EEF (educationendowmentfoundation.org.uk)	4 £180 to cover costs of experienced teacher – 6 sessions after school Purchase of tuition books to support learning and homework tasks £100
Purchase and implementation of systematic spelling scheme to raise standards in writing and reduce cognitive overload.	The Writing Framework	1+6 £500

Embed new handwriting scheme throughout school in specific lessons and through targeted support.		
Implementation of the five a day approach in all lessons across the curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send	1+4+6 No cost
Consistent implementation of daily 5-10 minute mental maths starters in all lessons from years 1-6	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send	1+4 No cost
One teaching assistant to continue to deliver Wellcomm interventions to specific children in early years/KS1	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1 + 4 £800

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

Budgeted cost: £ 8,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a designated room (The Rainbow Room) for pupils experiencing overwhelm coming into school every morning.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	7+3 £1360 £17/hour Minimum of 0.5hrs daily.

1-1 ELSA support for identified pupils in school	<u>About ELSA – ELSA Network</u> <u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u>	5+7 5hours a week x 36 weeks £3240
Purchase of resources to support regulation and underdeveloped sensory systems including: sensory circuit tools, theraputty and resources for The Rainbow Room.	<u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u>	3 £1000
Group Articulate sessions for children with SEMH needs.	<u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u>	3+5+7 £300
Implementation of Growth Mindset approach to learning for parents and pupils through workshops/assemblies.	<u>Changing Mindsets EEF (educationendowmentfoundation.org.uk)</u>	1+5+7 Cost of release time for SEND lead to develop and deliver program of workshops to parents £500
Delivery of Decider Skills sessions to groups of 4 children throughout school year.	<u>Social and emotional learning EEF</u>	3+5+7 12 x 30 £540
Support for eligible pupils with external visits, access to after-school clubs and residential (upper KS2 only)	<u>Turning the Page on Poverty</u>	£1000
Purchase of relevant technology to enable specific children to be able to access the curriculum independently. Including Ipads/penreaders	<u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</u>	1+3 £724

Total budgeted cost: £19,240

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 2023 to 2024 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. Enhanced transition arrangements for secondary school are also embedded with all cluster schools to ensure our pupils have the best start at their next educational setting.

Pupil outcomes: 2025

Number of pupils in year 6 2025 was 8. Number of disadvantaged pupils 12.5%.

Disadvantaged pupil in year six in 2025 had an EHCP and did not access the Year six RWM SATS tests combined. An enhanced transition was successful in securing a place at a local secondary school.

Year 1 phonics – no pupils eligible for pupil premium accessed the year 1 phonics screening check.

80% of pupils in year 1 met the expected standard in phonics in 2025.

Further information regarding statutory assessments can be found on our website.

Attendance of all pupils is continuously monitored by the headteacher and the Governing Body.

Attendance Data – all pupils 2024-5 97.11% - Disadvantaged pupils 97.5%

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
N/A	N/A