

## Levens CE School Pupil Premium Strategy Statement December 2024 - 2026

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 2024 Rec-Y6 – 96 pupils Nursery – 6 pupils
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	December 2024- December 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£23,940
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7096.80
<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	£32036.80

# 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>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</i>

	<i>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. They also experience significant challenges in regulating their behaviours and emotions and often require space away from the classroom environment.</i>
4	<i>Internal assessments continue to indicate that although pupil's understanding and fluency of number and calculation in KS2 has improved, there is still further work to be done 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.</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.

<b>Intended outcome</b>	<b>Success criteria</b>
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.	Key members of staff have a thorough knowledge and understanding of precision teaching techniques and how to deliver them confidently.  Assessment indicates that there are improved levels of attainment across the curriculum.
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.	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.  Assessment indicates that there are improved levels of attainment across the curriculum.
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.
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.	There is a designated room in school which provides a calm and nurturing environment for pupils who require a less overwhelming space to access learning activities, therapeutic activities, SEMH intervention. As a result, they are more emotionally regulated.
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 5+6 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 pupils who are having difficulties with their emotional well-being.	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.  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.
Pupils who have SEMH needs and developmental trauma continue to receive therapeutic intervention which supports wellbeing and mental health.	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.
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.	Pupils transferring to KS3 will demonstrate that they are secondary-ready.

## 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: £2570

Activity	Evidence that supports this approach	Challenge number(s) addressed
One member of staff trained in 'Good Autism Practice'	<a href="#">Autism Education Trust</a>	3 Supply costs £170
Precision teaching training for 7 members of staff	<a href="#">Teaching Assistant Interventions   EEF</a>	2 £450
One member of staff to be trained in ARTiculate	<a href="#">Social and emotional learning   EEF</a>	3+5 £580 Course Supply x3 days £450
One member of staff trained to deliver Decider Skills	<a href="#">Social and emotional learning   EEF</a>	3+5 Supply costs £170
A further member of staff trained to be an ELSA in school.	<a href="#">Social and emotional learning   EEF</a> <a href="#">About ELSA – ELSA Network</a>	3+5 Supply costs 5 x £150 £750

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

Budgeted cost: £15,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one in-class support and specific interventions for identified pupils.	<a href="#">Teaching Assistant Interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	2+4 £17/hour £8000
Delivery of Precision teaching by qualified	<a href="#">Teaching Assistant Interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	2 £7650 12.5hrs per week.

teaching assistants to identified children		£15/hour
Year 6 maths Booster support sessions for 7 pupils	<a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	4 £180 to cover costs of experienced teacher – 6 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: £ 12,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
A designated room in school which is well resourced in order to support children who require a safe space away from a classroom environment to enable them to become increasingly more regulated and access learning.	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3 £6000
1-1 ELSA support for identified pupils in school	<a href="https://www.educationendowmentfoundation.org.uk">About ELSA – ELSA Network</a>  <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	5 9hours a week x 36 weeks £5508
Group Articulate sessions for children with SEMH needs.	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3+5 4-5 sessions every half term. £900
Whole School implementation of	<a href="https://www.educationendowmentfoundation.org.uk">Changing Mindsets   EEF (educationendowmentfoundation.org.uk)</a>	1 Cost of release time for x1 member of

Growth Mindset approach to learning		staff to work on a pilot program. £200
Delivery of Decider Skills sessions to groups of 5 children during summer terms	<a href="#">Social and emotional learning   EEF</a>	3+5 10 sessions x £30 £300

**Total budgeted cost: £31,408**

## 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.

#### Pupil outcomes: 2023-2024:

Year 1 Phonics: 94% met standard

#### KS2 Statutory Outcomes:

##### Year 6 SATS Results 2024: 5 pupils – published 9.7.24

Number of pupils achieving ARE combined (reading, writing and maths)	
Levens	National
100%	61%

	reading		writing		maths		SPaG		Science	
APS	113		NA		108		109		NA	
Expected+	5	100%	5	100%	5	100%	5	100%	5	100%
GD	5	100%	1	20%	1	20%	3	60%		
<b>National</b>	74%		72%		73%		72%		81%	

NB No progress data for Year 6 as KS1 statutory assessments not completed due to Covid

100% of Disadvantaged pupils achieved expected standard in reading, writing and maths. 100% of Disadvantaged pupils achieve GD in reading.

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

Attendance Data – all pupils 2023-4 96.75 Disadvantaged pupils 96.95%

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

## 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