

Pupil premium strategy statement



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

School overview

| Detail | Data |
|---|-------------------|
| School name | Levendale Primary |
| Number of pupils in school | 200 |
| Proportion (%) of pupil premium eligible pupils | 7.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2023 – 2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | J Lewis |
| Pupil premium lead | J Lewis |
| Governor / Trustee lead | L Dowson |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £23,390 |
| Recovery premium funding allocation this academic year | £2,000 |
| 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 | £25,390 |

Part A: Pupil premium strategy plan

Statement of intent

At Levendale Primary School, we have a strong desire to improve both educational and personal outcomes for all of our pupils. We want the school to empower children to improve their own lives and the lives of those around them. Working with our families, we will continually strive to remove the barriers to success and fear of failure. We will provide a culture of mutual respect and acceptance with children moving onto the next step in their education with the skills and values needed to achieve.

We have a very small number of children entitled to PP funding. We ensure they are not identified to the other children within the class. We believe in providing the best possible opportunities for all. We monitor the attendance of all pupils.

Our pupil premium strategy aims to identify the needs of the children at our school and to plan how we will ensure every child achieves. Developing effective communication skills and a sophisticated vocabulary is critical to improving the life chances of our children. We want all children to have access to the materials they need to achieve. We want children to be emotionally ready to learn and to have high self-esteem developed through educational accomplishments.

We aim to do this through curriculum opportunities, excellent teaching, targeted interventions and considering the wider barriers children may face towards their education.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Communication, speech and language skills |
| 2 | Access to educational resources and materials |
| 3 | Self-esteem and emotional welfare |
| 4 | Extra-curricular opportunities |
| 5 | Academic progress |

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 |
|---|--|
| The teaching of vocabulary is central to lessons. | Teachers identify and teach children vocabulary that enables children to express their ideas effectively and develops their |
| Teaching will develop speech and language capabilities. Children will have opportunities to develop speaking and listening skills, their confidence and ability to speak effectively aloud. | PP children have increased confidence to communicate effectively in order to meet the needs they will have in the future. Speech and language skills are developed in lessons with opportunities to practice and refine speaking aloud. The curriculum will support the development of speech and language. |
| Targeted interventions support children to achieve in reading, writing and maths. | Children are supported to achieve in all subjects and receive targeted interventions as needed. |
| Children will have the resources they need to learn. | Communication and relationships with parents is supportive and effective in identifying if children need resources for school, home learning or uniform. |
| Targeted interventions are aimed at children with emotional health and well-being needs. | The curriculum will support children's well-being. Staff identify children who need additional support and know ways to help, including through outside agencies. |
| Children are offered a wide range of extra- curricular activities. | Registers track PP children that attend clubs and parents are engaged where children do not attend. PP clubs are made available to children at no/low costs |
| The £2500 recovery premium is targeted at children who need additional support to 'catch up' post-covid. | Assessment identifies children who need additional support and teaching and interventions support those children to make progress. |
| Children needing additional support in their learning are identified for Targeted support. | Assessment identifies children who need additional support and first quality teaching and interventions support those children to make progress. |

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 |
|---|---|-------------------------------|
| CPD for staff and – Phonics training and Little Wandle package and resources | Validated phonics programme. EEF – Communication and language approaches delivered by staff deliver high impact up to 6 months for low cost. Children on entry presenting with poor speech and language skills. | 1, 2 |
| To develop speech and language resources in EYFS, with a high focus on developing vocabulary. | Collaborative learning strategies used to develop confidence, clear feedback given about speaking and listening and individualised instructions used to support less confident pupils. Encouraging pupils to think about their own learning is also an effective strategy. – EEF moderate to high impact. | 1, 2 |

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

Budgeted cost: £20,890

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Contribution towards enabling first quality teaching and support for children who need it. | Specific interventions in place | 1, 2, 3, 5 |
| Contribution towards Psychology services including Educational psychologist to work with individuals, groups | EEF - attitudes, skills and behaviours – such as self-control, confidence, and social skills are thought to underpin success in school and beyond | 3, 5 |

| | | |
|----------------------------|--|--|
| and parents as appropriate | | |
|----------------------------|--|--|

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

Budgeted cost: £ 2,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Extra-curricular opportunities targeted at PP children including after-school clubs, subsidised trips, uniform requirements, music tuition | Sport can improve mental health, confidence, social skills and resilience, which can then affect attainment and well-being. Opportunities to be part of a group. | 2, 3, 4, 5 |

Total budgeted cost: £ 25, 390

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 2022 to 2023 academic year.

Little Wandle Phonics intervention has ensured that most children (92%) passed the phonics screening check in year 1 and 97% in year 2, with one child continuing to access phonics and reading intervention.

SENDCO continued to refer children needing additional support to services, maintaining support for children requiring it.

PSHE curriculum focus on mental health and well-being with resources purchased to support the teaching of lessons.

CPD for staff within Trust schools to enhance curriculum offer in curriculum areas – impact will be seen over time.

Seesaw enabled school and home learning to take place.

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 |
|---------------------------|----------|
| Home School Communication | Seesaw |
| Bug Club | Pearsons |
| Little Wandle | Collins |

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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | |