

Pupil premium strategy statement



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Levendale Primary
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	8.4%
Academic year/years that our current pupil premium strategy plan covers	2023 – 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£25,710.00
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	£25,710.00

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for our disadvantaged students:

1. Disadvantaged students achieve in line with non-disadvantaged students, nationally.
2. Disadvantaged students are provided with, and take advantage of, a range of opportunities to develop cultural capital.
3. Disadvantaged students acquire the knowledge and develop the skills needed to pursue the next stage in their education, training, or employment.

Our pupil premium strategy plan works towards achieving our objectives in the following ways:

1. Quality First Teaching for all students.
2. Strategies employed to close vocabulary gaps and allow students to develop as effective readers and in turn enable them to access a rich and deep curriculum.
3. Use of 'gap analysis' and timely intervention so that students know more and remember more.
4. Provide support to improve attendance so that all Disadvantaged students can access a full curricular and extra-curricular offer.
5. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning.
6. Efforts to ensure that pupils are secondary ready and have an awareness of future careers.
7. Facilitate the social and emotional development of pupils through support and nurture.

Key principles of our strategy plan:

- Narrowing the gap between Disadvantaged and non-Disadvantaged students is the responsibility of all staff.
- All of our schools share an ethos of inclusivity.
- Strategies employed are evidence based.
- Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly.

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 well-being
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 knowledge of specific words.
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. Reading is prioritised.
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. Clubs, trips and experiences are made available to PP children at no/low costs
Children needing additional support in their learning are identified for Targeted support.	Assessment identifies children who need additional support and first quality teaching alongside 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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to keep up to date including vocabulary, oracy and Phonics training using 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
CPD related to Thrive Approach – support for mental health and well-being	The Thrive programme can benefit children by supporting them to have a secure sense of belonging, improved emotional resilience, better access to and engagement in learning. This can lead to improved educational attainment, reduced future risks and improved mental health. 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, 3, 4, 5

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

Budgeted cost: £21,710.00

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

Purchase of Educational psychologist time to work with individuals, groups and parents as appropriate.	EEF - attitudes, skills and behaviours – such as self-control, confidence, and social skills are thought to underpin success in school and beyond	3, 5
Thrive Practitioner to work with teachers and individual children, identifying needs and strategies to support. To upskills practice across the school.	Research evidences that the Thrive approach helps children to regulate their behaviour and emotions; improves attendance and achievement; and strengthens family links.	2. 3. 4. 5

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 and learn a new talent. No barriers to school – Uniform.	2, 3, 4, 5

Total budgeted cost: £ 25, 710.00

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.

Little Wandle Phonics intervention has ensured strong outcomes at phonics screening checks.

Vocabulary development is a key part of the curriculum and children are exposed to consider word choices and more opportunities to develop oracy.

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.

We have a trained Thrive Practitioner, who has delivered training and support to teachers.

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