

Pupil premium strategy statement – Leverton Church of England Academy

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
Number of pupils in school	57 (78 including nursery)
Proportion (%) of pupil premium eligible pupils	9% (5 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Body
Pupil premium lead	Rebecca Longworth
Governor / Trustee lead	Eleanor Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,443
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£10,443

Part A: Pupil premium strategy plan

Statement of intent

At Leverton Church of England Academy our Christian vision shapes all we do. Our aim is to ensure that all children are given the opportunities to flourish spiritually, academically and as confident individuals. We want to make sure that our children are not disadvantaged as a result of their socio-economic context. The use of the pupil premium grant is planned and targeted to help reduce the barriers that children may face. We believe that with the correct support all children can reach their full potential.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

Leverton Church of England Academy is a smaller than average primary school. Our local area has an Index of Multiple Deprivation at 8, indicating that the area is not deprived.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 sessions
- Targeted funding to ensure that all pupils have access to trips, residential visits and first hand experiences
- Provide opportunities for all pupils to participate in enrichment activities including sports and music
- Provide appropriate nurture support to support pupils in their emotional and social development

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the individual pupil premium plan specific intervention and support for pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision.

Challenges

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

Challenge number	Detail of challenge
1	<p>Phonics</p> <p>Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.</p> <p>In the 2024 Y1 Phonics check 64% of children passed the screening. There was 2 disadvantaged children in this cohort.</p>
2	<p>Early Language and Communication</p> <p>Our baseline data and observation of our Early Years children on entry to school show some delays in language acquisition and communication. This is more prevalent in disadvantaged children.</p>
3	<p>Social Emotional Mental Health</p> <p>Our assessments and observations indicate that the well-being and mental health of some of our pupils is not secure. Social and emotional issues for pupils are linked to a lack of enrichment opportunities, self-confidence, anxiety and family circumstances.</p>
4	<p>Metacognition & Self-Regulation</p> <p>Our observations, pupil voice and teacher discussions indicate that children, particularly those from disadvantaged backgrounds, often lack motivation, resilience and the ability to manage their own learning. This can have a negative impact on the progress and attainment of pupils.</p>
5	<p>Progress and Attainment</p> <p>Analysis of end of KS2 (2024) data indicates that the attainment of PP children is below the national level in Writing and Maths (*small cohorts of PP children)</p>
6	<p>Parental Engagement</p> <p>Parental engagement and support for our disadvantaged children, is often less than that of other pupils and impacts on the progress and attainment of disadvantaged pupils.</p>

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
Improved phonics outcomes so that every child is a reader.	<p>Phonics outcomes will show an increase in the number of children, particularly the disadvantaged achieving the expected standard.</p> <p>In house phonics tracking data indicates that pupils are successfully moving through the phonics scheme and are accessing appropriate books in preparation for KS2.</p>
Improved progress for Early Years children in communication and interaction.	<p>Pupils early language and communication will improve during the Early Years unit and children will start the Reception year with improved communication and interaction skills.</p> <p>By the end of Reception all children will achieve the ELG in communication</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent and teacher surveys • A reduction on the number of children requiring Social Emotional Mental Health (SEMH) support • A significant increase in participation of enrichment activities, particularly among disadvantaged pupils
Improved and sustained resilience for all pupils, particularly our disadvantaged.	<p>Observations and discussions with pupils indicate improved motivation and resilience, and this is reflected in the progress the children make (internal data analysis).</p>
Improved Reading attainment among disadvantaged pupils in Reading and Maths	<p>KS2 Reading and Maths outcomes in 2024/25 demonstrate an upward trend in the attainment of disadvantaged pupils and the gap to non-disadvantaged had reduced.</p>
Improved engagement for parents, particularly those of our disadvantaged pupils.	<p>Sustained high levels of engagement will be evident through parent feedback, teacher and pupil surveys. This will impact on the progress and attainment of disadvantaged pupils.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4103

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase RWI whole staff update training, online subscription and leadership development support. This will continue to update staff training to secure high quality phonics teaching</i></p>	<p>The average impact of the adoption of phonics approaches is about an additional five months progress over the course of a year.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 3
<p><i>Allow release time for Reading leader to coach staff, feedback to staff, carry out Phonics assessments and plan for additional interventions.</i></p>	£3512	
<p><i>Purchase of standardised diagnostic assessments.</i></p> <p><i>Training for staff to ensure assessments are analysed correctly.</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and areas for development of each child to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Diagnostic-Assessment-Tool.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Gathering-and-Interpreting-Data-Summary.pdf</p> <p>£591</p>	1, 5
<p><i>Develop Early Language training and systems</i></p>	<p>Oral language interventions EEF</p> <p>Communication and language approaches EEF</p>	2

<p><i>Staff training on metacognition and self-regulation strategies to support quality first teaching.</i></p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>4, 1, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional phonics/reading sessions targeted at disadvantaged pupils who require further phonics support.</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>£1400</p>	<p>1</p>
<p><i>Use of teaching assistant to provide interventions for targeted pupils. A significant proportion of children within these groups will be disadvantaged, including the high attainers.</i></p>	<p>Tuition targeted at the specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>£3150</p>	<p>1, 2, 5</p>
<p><i>ELSA nurture group interventions to support pupils Social Emotional Mental Health</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>£300</p>	<p>3, 4</p>

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

Budgeted cost: £700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment activities – after school clubs, trips, residential visits and access to music tuition</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions £500	All
<i>Empower parents to support their child’s education through parent workshops, communication etc</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement £200	6

Total budgeted cost: £9653

£790 contingency

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.