

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Leverton Church of England Academy
Number of pupils in school	69 FT (89 including Nursery children)
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024 (review)
Date this statement was published	October 2021 Updated November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium lead	Jennie Bailey
Governor / Trustee lead	Hayley Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,335
Recovery premium funding allocation this academic year	£2000
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	£14,335

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	<i>Progress and Attainment</i> Analysis of end of KS2 data indicates that the attainment of PP children is below the national level in Reading and Maths (*small cohorts of PP children)
2	<i>Social Emotional Mental Health</i> Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Social and emotional issues for many pupils are linked to a lack of enrichment opportunities during school closures. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	<i>Phonics</i> 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. In the 2023 Y1 Phonics check 88% of children passed the screening. There were no PPG children in this cohort.
4	<i>Metacognition & Self-Regulation</i> 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.
5	<i>Parental Engagement</i> 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.
6	<i>Attendance</i> Analysis of attendance data for the academic year 2022/23 indicated that the attendance of disadvantaged pupils was below that of non-disadvantaged

pupil. The percent of persistent absence for disadvantaged children was significantly above that of non-disadvantaged.
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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 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> <p><i>As a small school, with small cohorts, data analysis for disadvantaged groups does not provide statistically viable data and therefore should be considered on an individual basis. In 2024 100% of disadvantaged pupils achieved the expected standard, or higher, in Reading at the end of KS2, with 33% in Writing and 67% in Maths.</i></p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 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 <p><i>The introduction of our ELSA lead has had a significant impact on the well-being support for children. Those pupils who are disadvantaged have seen an improvement in the SEMH, thus reflecting in their academic progress and outcomes.</i></p>
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> <p><i>Phonics outcomes were not as strong in 2024, with 64% achieving the standard. This was cohort specific and 2 children were unable to complete the screening. The disadvantaged pupils in the cohort was two,</i></p>

	<p><i>so the data would identify individuals if published.</i></p> <p><i>By the end of Year 2 100% of the children achieved the expected standard and passed the screening.</i></p>
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> <p><i>Quality assurance show that disadvantaged pupils are motivated to learn and enabling strategies are in place to support individuals.</i></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> <p><i>Parental support remains strong. For disadvantaged pupils individual support is given, this impacts on children being able to access the curriculum and wider opportunities.</i></p>
Improved attendance for our disadvantaged children and a reduction in the percentage at persistent absence level	<p>The attendance rate for all children, including the disadvantaged children will be at least in line with national levels.</p> <p><i>Attendance of disadvantaged pupils is slightly below that of other children in school, but above the national level for disadvantaged pupils. Only one disadvantaged pupil is recorded as being persistently absent.</i></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: £3775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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>	3
<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>	1, 2
<i>Staff training on metacognition and self-regulation strategies to support quality first teaching.</i>	<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>	1.2.4
<i>Allocate specific time for Pupil Premium Leadership to ensure the</i>		All

<i>impact of strategies is reviewed & developed.</i>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7719

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics/ reading sessions targeted at disadvantaged pupils who require further phonics support.</i>	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
<i>Use of intervention teaching assistant to provide a blend of tuition, mentoring and school-led tutoring for targeted pupils. A significant proportion of children within these groups will be disadvantaged, including the high attainers.</i>	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4
<i>Nurture group interventions to support pupils Social Emotional Mental Health</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2

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

Budgeted cost: £2841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff training on behaviour management and anti-bullying</i>	Both targeted interventions and universal approaches can have positive overall effects	2, 4

<i>approaches with the aim of continuing to embed our school ethos and improving behaviour across school</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
<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	All
<i>Empower parents to support their child's education</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
<i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
<i>Contingency fund for acute issues</i>	Based on our experiences and those of similar schools to ours, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £14,080

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.

It is important to note that the group of disadvantaged pupils across school is very small, making up 10% of the school. Of these, 40% have been identified as having a special educational need. This needs to be taken into account when analysing and comparing the data.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

For the academic year 2023/24 there were no disadvantaged pupils within the Year 2 cohort and therefore we are unable to provide or compare statutory data. In Year 6, again the data was suppressed with only 3 pupils in the cohort. However, internal data shows these pupils all made good progress across the primary phase from their individual starting points. Attainment data was not as strong for pupil achieving the expected standard, but individual starting points are taken into account. Within the EYFS cohort there was no disadvantaged.

Absence among disadvantaged pupils was 3% higher than their peers in 2023/24, but this was above the national attendance figure for disadvantaged pupils. Persistent absence for disadvantaged pupils was 10% higher which is a significant reduction from last year.

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
TT rockstars	TTRS
Spelling & Maths Shed	EdShed

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?	