

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Leverington Primary Academy
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	28% (58/208)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Aimee Garner, Headteacher
Pupil premium lead	Abi Shepherd (SENDCo)/Aimee Garner
Governor / Trustee lead	Jane Goose

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81 715
Recovery premium funding allocation this academic year	£8 555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£90 310

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Leverington Primary Academy is to provide all pupils with the opportunity to achieve to their full potential, irrespective of their background or the challenges they face. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or gaps in learning. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged pupils can be:

- less support at home;
- weak language and communication skills;
- lack of confidence;
- more frequent behaviour difficulties;
- attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied, and different approaches may need to be taken to support different children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment about the impact of disadvantage. To ensure our approaches are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral language, communication skills and vocabulary gaps in pupils from Reception through to Key Stage 2.
2	Children struggling to access learning due to social and emotional difficulties.
3	Lower attainment in Maths and English, particularly writing.
4	Attendance and punctuality issues.
5	Parental engagement with supporting children's learning.

6	Early support for our families, with a particular focus on disadvantaged families.
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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 oral language skills and vocabulary.	<p>Assessments and observations show significantly improved oral language among disadvantaged pupils. This is evident alongside other sources of evidence, such as engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Speech and language needs will be assessed as a baseline.</p> <p>Children identified early for S&amp;L support.</p> <p>Staff work alongside the S&amp;L therapist to ensure activities can be reinforced in class.</p>
Reading	<p>Achieve outcomes in line with, or above, national average by the end of Key Stage 2.</p> <p>Close the gap with peers by the end of the year.</p>
Writing	<p>Achieve outcomes in line with, or above, national average by the end of Key Stage 2.</p> <p>Close the gap with peers by the end of the year.</p>
Maths	<p>Achieve outcomes in line with, or above, national average by the end of Key Stage 2.</p> <p>Close the gap with peers by the end of the year.</p>
Phonics in Key Stage 1	<p>Achieve at least in line with national average expected standard in Phonics Screening Check in Year 1.</p> <p>Close the gap with peers by the end of the year.</p>
Improved and sustained attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Ensure attendance of disadvantaged pupils is at least 96%.</p> <p>Punctuality of all families is improved.</p> <p>All absences are carefully monitored and persistent absenteeism is addressed swiftly.</p> <p>% of persistent absentees improves, meaning children miss less education.</p>
Social and emotional issues are addressed. Appropriate support is offered to enable children to be ready to learn.	<p>Children are engaged and ready to learn.</p> <p>Positive outcomes on Pupil Voice/surveys.</p> <p>Improvements in children's happiness at school.</p> <p>Boxall Profile used to show progress made. Pre and post intervention assessments completed by Mental Health and Wellbeing Lead.</p>
Aspirations of all pupils improve.	<p>A variety of enrichment experiences and opportunities are offered to all pupils, including those in receipt of PP.</p>

<p>To provide support for our families to ensure that they are able to support their children and in turn ensure that the children are ready for school.</p>	<p>Families are identified and support is put in place, where needed, at a lower level from our Pastoral Lead. External support is signposted to families as required. Continued support where external agencies are involved.</p> <p>Children are in school and ready to learn – attendance of these families is closely monitored.</p> <p>Help to improve children’s long-term outcomes.</p> <p>Fewer families need higher level external support.</p> <p>Improved parental engagement.</p>
<p>Improved parental engagement with home learning and ability to support learning.</p>	<p>Homework to be completed regularly, where parental engagement is low (monitored by class teachers).</p> <p>Parent workshops and shared learning sessions delivered in school. Linked to other wider school initiatives.</p> <p>Additional support provided in school where needed.</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: £56 094

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write training</p> <p>Purchase resources and ongoing training and development for staff</p>	<p>Children passing the Phonics Screening has been lower than national average in recent years. Progress in phonics and early reading provides the foundations for future success.</p> <p>Phonics approaches that have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension):  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 3
<p>Mrs Wordsmith and CUSP used to develop vocabulary throughout school from Reception to Year 6</p>	<p>Development of vocabulary and oral language skills.</p>	1, 3
<p>Learning by Questions (LbQ) to support effective delivery of whole class teaching</p>	<p>Use of LbQ is supported by EEF research.  <a href="https://www.lbq.org/Evidence">https://www.lbq.org/Evidence</a></p>	1,2,5
<p>Enhancement of Maths teaching and curriculum planning in line with DfE and NCETM</p> <p>Work with Maths Hub to implement 'Mastering Number' programme across Reception and Key Stage 1</p>	<p>The DfE have released non-statutory guidance in conjunction with NCETM, drawing on evidence-based approaches. The prioritisation of key objectives will be used throughout school.</p> <p>Focus on improving Mathematics in the Early Years and Key Stage 1  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	2,3

Consistent approach to the teaching of Reading across school using the CUSP approach	See EEF Toolkit: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>  'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1, 2, 3, 5
Staff CPD	High quality CPD is essential to follow EEF principles. This is followed up in staff meetings and training days. We are currently part of the Maths Hub, developing Early Maths. Staff are released regularly to lead effectively.  Staff training to improve outcomes in writing: Grammarsaurus, LA English adviser providing bespoke training.	All
Key Stage 1 and 2 TAs	Effective deployment of staff to deliver structured interventions or one-to-one support.  HLTA deployed in Key Stage 1 to offer Phonic catch-up support (highly trained in this area).	1,2,3,5
HLTA to deliver specific Phonics catch-up across Key Stage 1	Children passing the Phonics Screening has been lower than national average in recent years. Progress in phonics and early reading provides the foundations for future success.  Phonics approaches that have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension): <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/phonics</a>	1, 2, 5
Reading Fluency training for KS1 and KS2  Release for teachers to deliver reading fluency intervention	Pupils' attainment in reading is below the national average by the end of KS2.	1,2,4
Pupil book study – training and implementation	Providing meaningful feedback to support pupil progress – supported by EEF research.	1,2,4
Purchase of standardised diagnostic assessments (YARC, Sandwell)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive appropriate and carefully planned additional support. This will be through intervention or teacher instruction.  Supported by EEF	1,2,3,5

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured additional Phonics sessions targeted at disadvantaged pupils that require further support.	Phonics approaches that have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  EEF Improving Literacy in KS1	1,2,3,5
Structured interventions for Maths across school, using the Ready to Progress criteria, as well as Mastering Number programme.	Pupils' historical attainment, and with recent disruption to school, show pupils have gaps in their learning that need to be identified and effectively targeted in order for progress to be made.	2,3
Structured interventions to support development of reading fluency and comprehension in KS1 and KS2	EEF Improving Literacy in KS2	1,2,3,4
Structured interventions to support children with identified gaps in Year 5 and 6	Pupils' historical attainment, and with recent disruption to school, show pupils have gaps in their learning that need to be identified and effectively targeted in order for progress to be made.	1, 2, 3, 4
Analysis of data from assessments to quickly identify children that need targeted support  Termly Pupil Progress meetings  Regular monitoring of the targeted interventions in place (pre and post-intervention assessments completed)	See EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>  'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	2
Accelerated Reader	An EEF report found that the programme appears to be effective in supporting weaker readers.	1, 3

TT Rockstars Numbots Rollama Sounds Write app	The EEF Teacher Toolkit states 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. These platforms are used alongside quality first teaching. It suggests that technology should be used to supplement other teaching.	3
Teaching Assistants in all classes	Quality first teaching, as recognised by EEF, is the most important lever schools have to improve pupil attainment. Additional adult support allows for the class teacher to target small group, same-day targeted interventions to pupils where gaps have been identified.	1, 2, 3, 5
Daily reading with an adult	Spotlight children are identified and heard read 1:1 on a daily basis. This is monitored by the reading lead to measure progress.	1, 3

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

Budgeted cost: £10 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DFE's 'Improving School Attendance' advice.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4,6
<p>Full time Pastoral Lead, providing mental health and wellbeing support; ELSA trained.</p> <p>Zones of Regulation training and implementation throughout school.</p>	<p>Focussed attention on SEMH issues to ensure children are ready to learn. Targeted small group and 1:1 sessions, adapted to meet specific needs.</p> <p>Metacognition and self-regulation – supporting children to recognise and manage their own emotions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Children need to be ready to learn. Social and emotional learning approaches have a positive impact on pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a></p>	2, 4, 5

	<a href="#">learning-toolkit/social-and-emotional-learning</a>	
<p>Whole school staff STEPs training with the aim of developing our school ethos through a therapeutic approach.</p> <p>ACEs training (Adverse Childhood Experiences) training</p> <p>Additional two tutors trained in STEPs approach</p> <p>(£600)</p>	<p>Universal approaches and targeted interventions can have positive overall effects.</p> <p>CPD for staff to give them a deeper understanding of how to support children with identified ACEs.</p> <p>Positive behaviour management strategies used consistently across school. A therapeutic approach across school enables all children to feel ready to learn.</p>	2
<p>Play Therapy sessions</p> <p>(£40 per session/per child – 3 children x 30 week = £3600)</p>	<p>Targeted 1:1 sessions with individuals needing further support in developing emotions.</p> <p>Metacognition and self-regulation – supporting children to recognise and manage their own emotions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	2, 4, 5
<p>Music – ukuleles</p> <p>(£410 class set + £30 p/hr session – 2 sessions per week x 10 weeks x 3 terms = £1920)</p>	<p>Every child should have the opportunity/right to learn to play a musical instrument and to perform to an audience.</p> <p>Arts participation has proven to have a positive impact on pupil attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	All
<p>Subsidised clubs, trips and residential visits</p>	<p>Children from lower income families may not be able to attend extra-curricular provision, trips or residentials and this will disadvantage their access to a broad and balanced curriculum.</p>	All
<p>Wake Up Club led by TA, including sensory circuits</p> <p>(£20 x 30 = £600)</p>	<p>Early morning games and activities using a sensory circuit approach. Children can be invited to attend this club.</p>	2, 4, 5
<p>Parent workshops/stay and play sessions</p>	<p>Parental engagement has a positive impact on outcomes. This is most effective with parents of younger children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3, 4, 5, 6
<p>Providing early support for children and families.</p>	<p>To improve outcomes for children.</p>	2, 5, 6

Signposting quickly to external agencies if needed.		
Termly parent drop-in sessions held by SENDCO and Pastoral Lead		

**Total budgeted cost: £91 844**

## 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 2021 to 2022 academic year.

Our end of key stage assessments for the academic year 2021-2022 show:  
Key Stage 1 – 50% achieved expected standard in Reading, Writing and Maths.  
Key Stage 2 - 64% reading; 82% writing; 73% maths.

Improved Phonics Screening results: 86% reached expected standard

We continue to work with children and families on improving attendance and punctuality. This is through regular, open discussions and support from our pastoral lead.

Following school closures, Covid and the impact on children, we have found more children needing support to manage SEMH issues. Our ELSA-trained TA has taken on more of a pastoral role, opening EHAs, supporting families and children and working with external agencies to seek appropriate support.

Our vulnerable pupils have had access to clubs, activities and additional music lessons. This is used to help support learning, get children ready to learn and ensure they have time to settle where needed. Opportunities to attend Breakfast Club are provided to ensure children have had a good breakfast before they start their day. A range of extra-curricular activities have been subsidised, e.g, Year 6 residentials, trip to Young Voices, class activities.

Attendance over the course of the year has improved, particularly with things with Covid improving too. Attendance has been closely monitored, and the Pastoral Lead has taken responsibility for this with allocated time to work with the Headteacher. Different strategies have been used throughout the year, e.g. phone calls, letters, meetings, home visits.

Groups to support social and emotional difficulties have been delivered by our Pastoral, Mental Health and Wellbeing Lead, who is also ELSA trained. This supports them with strategies to help identify and manage their emotions. 1:1 play therapy sessions are in place for children with more significant needs.

Speech and language support continues across school. This has been difficult as most sessions are completed online due to the pandemic, however this has now returned to in-school visits which are more purposeful.

Targeted interventions for Phonics, Early Reading, reading fluency and Maths have been implemented across school. These were planned to close the gap between them and their peers. Gaps are identified from assessments. Pre-teaching is also used to ensure that we remove barriers and support children when being introduced to a new topic or new vocabulary.

## 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*

<b>Programme</b>	<b>Provider</b>
Learning By Questions	LbQ
CUSP Reading	Unity Schools Partnership
Sounds Write	Sounds Write
Music lessons	JMP Music Tuition
Grammarsaurus	Grammarsaurus
Play Therapy	Alternative Approaches