

St Levan Primary School: Pupil Premium Strategy Statement 2023/24

1. Summary information					
School	St Levan Primary School				
Academic Year	2023/24	Total Pupil Premium budget	£7035	Date of most recent Pupil Premium Review	September 2023
Total number of pupils	35	Number of pupils eligible for PP	5	Date for next internal review of this strategy	April 2024

2. Current attainment		
Note: Due to small cohort figures are averaged over the past three years	Pupils eligible for PP	All Pupils (national average)
% achieving expected standard or above in reading, writing and maths at KS2	100%	100% (59%)
% making expected progress in reading at KS2	100%	93.3% (78.1%)
% making expected progress in writing at KS2	100%	100% (72.6%)
% making expected progress in maths at KS2	100%	100% (72.9%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils joining St Levan, previously been home-schooled, some with low attainment and progress which may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential.
B.	pupils entering the EYFS have key communication skills (listening and attention, speaking, reading and writing) below other pupils; as they get older, we need to ensure that they are able to achieve in line with their peers
C.	Children need to be ready to learn and their social and emotional needs and developments in self-esteem need to be met.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance and punctuality for pupils eligible for PP .
E	Due to financial situations some Pupil Premium children are unable to access some extra-curricular activities that may benefit them in enhancing their self-esteem and a feeling of inclusion.
F.	Home issues incl. Parents with mental health difficulties, domestic abuse issues, parental separation cause potential risks to mental health

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Targeted support for identified Pupil Premium children enables them to make accelerated progress and to achieve nationally expected standards at the end of each key stage including the EYFS.	Pupils eligible for PP make accelerated progress relative to their individual starting points. Pupils eligible for PP achieve expected standards at the end of each key stage
B.	Disadvantaged pupils make accelerated progress in communication and language enabling them to access their learning alongside their peers.	Pupils eligible for PP make accelerated progress relative to their individual starting points in Communication and Language in the EYFS, in Phonics in Year 1, and in Reading across the school. This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, EYFS data and other appropriate assessments.
C.	The school is able to address and meet children's social and emotional needs and develop their self-esteem.	Pupils eligible for PP to have free access to the school Breakfast Club and all extra- curricular clubs. Children's social and emotional needs are met through an effective range of support mechanisms including access to mental health practitioner support
D.	Increased attendance rates for pupils eligible for PP	Overall pupils eligible for PP attendance improves in line with 'other' pupils.
E.	Children eligible for PP are able to access residential and extra-curricular activities with which there may be a financial barrier.	Pupils eligible for PP are able to access extra-curricular activities free of charge (e.g. instrumental tuition, trips, etc.) and subsidised residential trips through money allocated to each individual child. Children who are vulnerable are able to access support when they need it.

5. Planned expenditure					
Academic year	2023/24				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved reading comprehension strategies and stamina for all children through developing a love for reading	<ul style="list-style-type: none">• Whole-class 'Read with DERIC' strategies to be embedded in KS2• Support for parents with phonics at home through sharing of training videos (RWI)• CPD for class teachers• Investment in Phonics training portal to ensure provision is effective incl. CPD for staff	To improve end of key stage outcomes for disadvantaged pupils so that children can confidently tackle written answers to reading comprehension questions. EEF teaching and learning toolkit research shows +5months progress if reading comprehension strategies are taught explicitly and consistently.	This will include looking for learning visits, lesson observations and learning walks, book scrutiny, ongoing professional dialogue and moderation, termly data / progress review meetings.	AF/JF	Termly
B. PP pupils make accelerated progress in Communication and Language in the EYFS	<ul style="list-style-type: none">• Daily shared reading of books and encouragement of a love of books and language• Use of sentence stems to explain reasoning in mathematics• Targeted CPD for EY Teacher and TA	Communication and language approaches emphasis the importance of spoken language and verbal interaction for young children. EEF Early Years toolkit shows +5months progress if approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning are taught, including reading aloud to children and discussing books; explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. Additionally, approaches more directly aimed at developing thinking and understanding through language are also shown to have a positive impact.	This will include looking for learning visits, lesson observations and learning walks, book scrutiny, ongoing professional dialogue and moderation, termly data / progress review meetings.	JF, AK	Termly
Total budgeted cost					£1000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Learning is accelerated in English and maths across the key stages	<ul style="list-style-type: none"> 1:1 support and small group interventions Extension of teaching assistant hours to provide appropriate and targeted support to pupils to ensure that they reach age related expectations, end of key stage targets and in year progress expectations. 	<p>EEF Evidence indicates that one to one tuition can be effective, delivering approximately 5+ months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p> <p>Progress across the school last year shows that PP children made at least expected progress in Reading, Writing and Maths. The majority of these children received 1:1 or small group intervention. Using assessment data and pupil progress data, targeted interventions will be implemented appropriate to the age group.</p>	Ongoing review of pupils' needs and progress. Regular assessment and moderation. Pupil progress meetings, pupil conferencing.	JF, AF, KC	Ongoing review; formal review with termly data progress meetings.
Accelerated progress for PP children in the EYFS, particularly in relation to their language and communication needs	<ul style="list-style-type: none"> Children are baselined on entry and interventions immediately put into place to address specific areas for development. Targeted CPD for EY Teacher and TA 	<p>If children are not able to communicate effectively, this forms a barrier to their learning in many different areas of development.</p> <p>EEF Early Years toolkit shows +6months progress if approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning are taught, including reading aloud to children and discussing books; explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.</p>	Ongoing assessments of pupils' communication and language progress and needs by the EYFS team. Termly data / progress review Pupil progress meetings.	JF, AK	Ongoing review; formal review with termly data progress meetings.
Children's specific learning needs are identified and addressed to help the child be ready to learn	<ul style="list-style-type: none"> Additional SENDCo and Ed Psych time purchased to enable targeted support and advice for staff and families of Pupil Premium children. 	For some children, the support provided by the SENDCo and Ed Psych is invaluable. This support has enabled parents and staff to work together even more effectively to support individual children's specific learning and emotional needs.	SENDCo and Ed Psych visits are timetabled in advance to ensure maximum effectiveness for the visit	JF	Visits are reviewed on each occasion by the SENDCo and the Ed Psych (approx. half-termly).

Children's specific social and emotional needs are identified and addressed to help the child be ready to learn	<ul style="list-style-type: none"> Forest School sessions to be offered to pupils with a focus on small group team work and achievement of small tasks to raise self-esteem Engagement with the Mental Health Practitioner service to provide weekly support and intervention for pupils and parents 	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. We believe this is essential for all pupils to ensure they are ready to learn.</p> <p>EEF Toolkit shows on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school with an average overall impact of +4months progress on attainment. For improvements to occur SEL approaches need to be embedded into routine educational practices and supported by professional development and training for staff.</p>	Ongoing review of pupils' needs and progress. Monitoring of interventions used and impact. Termly completion of comprehensive screen for identified pupils.	JF	Termly
Total budgeted cost					£5360

iii. Other approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Providing a social start to the day and improved attendance with opportunities for interaction with staff and their peers through a Breakfast Club.	<ul style="list-style-type: none"> Provision of breakfast in school which is free for PP pupils and appropriately supervised through additional hours by a teaching assistant. Where attendance or punctuality is an issue, parents are directly approached and invited to send children to Breakfast Club. 	<p>A good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who need childcare before school.</p> <p>We would like to use this to further support improved attendance and punctuality.</p>	<p>Regular meetings to discuss provision, attendance etc.</p> <p>Pupil conferencing.</p> <p>Parent consultation on provision, requirements etc.</p>	AK, JF	Ongoing, meeting termly

Social and emotional support provided for those children who need it, resulting in good attendance and punctuality.	<ul style="list-style-type: none"> • Provide opportunities to walk school therapy dog before the school day begins • Scheduled 'therapy dog ' time for pupils 	We consider addressing children's social and emotional needs to be fundamental to our work. Through this support, children become more self-assured and ready to engage with life and learning. The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment.	Ongoing review of pupils' needs and progress. Monitoring of interventions used and impact.	KC, AF	
Children are able to take part in all the opportunities available to them.	<ul style="list-style-type: none"> • The cost of KS2 residentials are funded for PP children so that they can access all the opportunities available to them. 	Our aim is for all children to have equality of opportunity and experience however, we recognise that, for some of our families, opportunities for their children to widen their experiences and develop essential life skills and awareness are often met with financial constraints. All children should have equal access to these opportunities and we subsidise where needed to ensure that cost is not a factor in participation in these enrichment experiences.	School office hold records to ensure PP money is used for this purpose. If PP children do not opt to go to camp we will liaise with parents to ensure that the reasons for this are not financial.	MF Office	Termly
Total budgeted cost					£2500

6. Review of expenditure IMPACT and evaluation

Previous Academic Year : £5,540

2022/23

Desired outcome

Chosen action / approach

Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.

Lessons learned
(and whether you will continue with this approach)

Cost

A.

Targeted support for identified Pupil Premium children enables them to make accelerated progress and to achieve nationally expected standards at the end of each key stage including the EYFS.

- Whole-class 'Read with DERIC' strategies introduced in KS1 and KS2, along with reading for pleasure in mixed pairs
- 1:1 support and small group interventions
- Additional EdPsych and SENCo time enabling targeted support and advice for staff and families of Pupil Premium children

KS1 Results 2023

Expected Standard - Disadvantaged

LA and National comparators are for non-disadvantaged pupils

Year	Pupils	Reading				Writing				Maths			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	2	0.0%	75.4%	79.0%	-1	0.0%	70.0%	73.9%	-1	50.0%	75.3%	79.7%	0
2019	2	50.0%	76%	78.5%	0	50.0%	70%	73.2%	0	50.0%	76%	79.3%	0
2022	0	-	70.2%	71.6%	-	-	60.5%	62.7%	-	-	70.6%	72.5%	-

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Greater Depth - Disadvantaged

Year	Pupils	Reading				Writing				Maths			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	2	0.0%	27.0%	28.8%	0	0.0%	15.8%	18.1%	0	50.0%	21.8%	24.5%	0
2019	2	0.0%	27%	28.1%	0	0.0%	15%	16.8%	0	0.0%	21%	24.4%	0
2022	0	-	19.4%	20.9%	-	-	9.0%	9.4%	-	-	15.5%	17.6%	-

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

KS2 Results 2023

Expected Standard - Disadvantaged

LA and National comparators are for non-disadvantaged pupils

Year	Pupils	Reading				Writing (TA)				Maths			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	2	100.0%	80.4%	80.9%	0	100.0%	82.3%	83.8%	0	100.0%	77.9%	81.3%	0
2019	2	100.0%	77.6%	78.8%	0	100.0%	81.7%	83.9%	0	100.0%	81.0%	84.2%	0
2022	0	-	76.5%	79.9%	-	-	74.8%	75.5%	-	-	73.6%	77.9%	-

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Reading, Writing & Maths			
School	LA (Other)	Nat (Other)	Pupil Dif
100.0%	67.6%	71.1%	0
100.0%	67.4%	71.5%	0
-	60.8%	65.5%	-

Greater Depth - Disadvantaged

Year	Pupils	Reading				Writing (TA)				Maths			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	2	50.0%	30.4%	33.0%	0	50.0%	25.2%	23.9%	0	50.0%	23.5%	28.2%	0
2019	2	50.0%	30.2%	31.8%	0	50.0%	22.4%	24.2%	0	50.0%	24.9%	31.8%	0
2022	0	-	30.0%	32.5%	-	-	16.4%	15.6%	-	-	20.5%	27.1%	-

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Reading, Writing & Maths			
School	LA (Other)	Nat (Other)	Pupil Dif
50.0%	10.7%	12.4%	0
0.0%	10.4%	13.3%	0
-	7.4%	9.1%	-

Excellent results in KS2 show strategies working with older pupils

More resources to be allocated to KS1 next year to implement strategies on a consistent basis

£4890

<p>D.</p> <p>Increased attendance rates for pupils eligible for PP</p>	<ul style="list-style-type: none"> • Provide Breakfast in school which is free for Pupil Premium pupils who may also attend school clubs at no cost. • Where attendance or punctuality is an issue, parents are directly approached. 	<p>Persistence absences still above national average and continues to be a focus area for the school.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children.</p> <p>EWO services have also ensured families of most concern were made aware of the problem and offered support.</p>	<p>Approach to be continued next year</p>	<p>£2150</p>
<p>E.</p> <p>Children eligible for PP are able to access residential and extra-curricular activities with which there may be a financial barrier.</p>	<ul style="list-style-type: none"> • Half the cost of Key Stage 2 camps funded for PP children so that they could access all the opportunities available to them 	<p>Children were able to access all the opportunities available to them and to take part in a wide range of enrichment activities including residential experiences</p>	<p>Approach to be continued next year</p>	<p>£207</p>