

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Leverstock Green CE Primary School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2022/23 – 2025/26
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mrs V Burgess Head Teacher
Pupil premium lead	Miss B Newman Pupil Premium Champion
Governor / Trustee lead	Mr B Slater Co-Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,245
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51,245

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Part A: Pupil premium strategy plan

Statement of intent

The basis for everything we do at Leverstock Green CE Primary School is that we are 'all the children of God'; uniquely and wonderfully made. As such, our intention is to develop 'the whole child', focusing on three core elements; academic achievement and progress, social and emotional literacy and exposure to cultural experiences. We recognise that each child is an individual and aspire for each one to develop skills they hold unique to themselves, whether it be as a musician, a sportsperson, an artist, a creative thinker, a scientist, a leader, a role model, an orator or a force for change.

Our intention is that all pupils, irrespective of their background or the challenges they face develop holistically, make good progress and attain highly in all subjects. For some of our pupils there are additional challenges brought about by disadvantage. We recognise that disadvantage comes in many forms and that children may be vulnerable for wide ranging reasons. Our disadvantaged and vulnerable children may include those children who have a social worker, who are young carers, who have suffered loss or family breakdown. The activities outlined in this statement are intended to support the needs of all children who are vulnerable, regardless of whether they are classified as disadvantaged or not. Not all our students eligible for PP funding have lower attainment than their peers, and in such cases the grant is used to help improve the achievement of those pupils so that they reach their full potential.

A good teacher with high quality teaching in every class is proven to have the greatest impact on closing the disadvantage attainment gap. Through continued professional development, high quality resources and a rigorous systematic synthetic phonic programme, our aim is to close the reading attainment gap at KS1. Our over-arching ambition is for all children to develop the skills necessary for life-long learning and to be well-prepared for the next stage of their education journey.

Our intent is to accelerate the progress of our disadvantaged and vulnerable pupils in lessons, so that, as a result, all disadvantaged pupils, without an identified cognitive impairment, will be working at the age-related standards or above.

To achieve this we will, identify the barriers to attainment for all disadvantaged pupils and develop strategies to overcome these through:

Enabling disadvantaged pupils to develop the ability to self-regulate and ensure that they maintain good wellbeing:

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- *Trips and school experiences are provided to the children at a subsidised cost*
- *Pastoral care is provided for those pupils who require this support and intervention*
- *High quality teaching*
- *Targeted interventions*
- *Strategies to improve engagement and impact of reading experiences*
- *Strategies to improve attendance*

Our strategy focuses on Early Intervention to close gaps using well qualified and experienced staff.

Challenges

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

Challenge number	Detail of challenge
1	<u>The legacy impact of COVID19/lockdown on attainment of disadvantaged pupils</u> Some disadvantaged pupils had limited adult support for learning at home, resulting in reduced confidence and loss of stamina for learning, as well as some gaps in skills and knowledge. This is especially true of children who are presently in EYFS children and children who have moved into KS1.
2	<u>Emotional self-regulation</u> Social, emotional and mental health needs are a significant barrier for many disadvantaged pupils. Our assessments show many children lack the ability to name their emotions and find it difficult to self-regulate.
3	<u>Reading</u> Additional support and intervention is required in phonics and early reading as assessment data indicates that early reading development has been delayed due to COVID19/lockdown.
4	<u>Maths</u> Internal assessments indicate that attainment in Maths amongst some of our disadvantaged pupils is below that of their peers.
5	<u>Wellbeing</u> Our Pastoral records show some of our disadvantaged pupils will require additional support for (anxiety, self-esteem, behaviour management) and will require further support from school.
6	<u>Paucity of experience</u> Pupil voice shows many of our disadvantaged and vulnerable pupils do not enjoy the same experiences as our non-disadvantaged pupils. For example, not having access to outdoor space, extra-curricular clubs or cultural experiences.

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7	<u>Challenging experiences in the home environment</u> Pupil voice indicates many disadvantaged and vulnerable pupils are worried about their family circumstances which inhibits their ability to focus on learning.
8	<u>Attendance</u> Current data shows attendance for disadvantaged pupils to be 6% lower than for non-disadvantaged pupils.
9	Opportunities accessible to all pupils compared to their peers in the wider community
10	Parental engagement

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 expected levels of progress for disadvantaged pupils across all groups e.g SEN and/or summer born in KS1 and 2	<p>100% of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in Reading, Writing & Maths.</p> <p>Those that have SEND needs will make more than expected progress from their individual starting points.</p> <p>Pupils achieve expected outcome - Data 2023</p>
All pupils without complex SEND are able to identify and successfully self-regulate their emotions.	<p>Zones of Regulation fully embedded throughout the school.</p> <p>Parents/carers supported to use Zones of Regulation at home.</p> <p>Pupils able to self-regulate when required in order to focus on their learning.</p> <p>Nurture group exit data shows a high level of impact on self-esteem and emotional regulation.</p>

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Improved attendance of disadvantaged pupils	<p>Disadvantaged groups' attendance is in line with the rest of children. Improve attendance of disadvantaged pupils to 95%</p> <p>Intervention for attendance is rapid and support is accessed where required, resulting in sustained improvement.</p>
All pupils participate in additional learning opportunities and extra-curricular activities Identified pupils will attend funded after school clubs including sport, art, computing, etc.	<p>Pupil participation across wider opportunities is representative of the school demographic.</p> <p>Financial tracking of subsidised opportunities demonstrates an increase in uptake by vulnerable learners.</p>
All families supported to manage challenging circumstances, enabling pupils to focus on learning	<p>Ongoing membership of Dacorum Family Services in order to provide parents/carers with independent, personalised support.</p> <p>Feedback from parents/carers shows positive impact.</p>
<p>Access to technology</p> <p>'Pupils access to technology has been an important factor affecting whether they can learn at home.'</p> <p>School's technology can also be valuable to use in class. The purchase of iPads and implementation My Maths and Spag.com</p>	<p>By ensuring that children have access to quality reading, writing, maths, spelling practice at home, supplementing the learning they are doing in school and through home learning, with tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in English and maths.</p>
Children at Leverstock Green are offered a wide range of experiences in the form of trips, visitors and enrichment experiences. These open up opportunities that may enrich and challenge thinking and perceptions.	<p>Children become more open-minded and have a broader range of experiences to draw from when making sense of the curriculum and the wider world. This enables them to be more successful when accessing the curriculum leading to assessments in line with age-related expectations across all curriculum subjects. The curriculum on offer at Leverstock Green is broad and taught at a deep level with a clear breadth and depth of understanding. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Early Years is a vocabulary rich setting with adults who model and extend language and conversations and developing social skills.	Impact +6 months Communication and language approaches also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'. ... Assessing the impact of COVID-19 school closures at KS1 on later pupil outcomes (KS1 and KS2) – EEF Report due Autumn 2022	1
Whole school teaching staff training on guided reading and comprehension	Introduction of accredited synthetic phonics scheme to all staff - Little Wandle – all teachers and support staff have received training Rapid catch-up utilised, deliver by HLTA who is a qualified teacher The AHTI and Reading Lead oversee and monitor the delivery and impact of the catch-up.	3
Teaching staff to support and scaffold learning and provide effective feedback	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF Feedback +7 months (primary) – can be verbal or written but oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining pupils. Training led by T & L AHT.	1

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Funding of teaching assistants across all year groups to enhance quality teaching and enable small group teaching, interventions, pre-teaching and 1:1 pupil conferencing.	<p>The Education Endowment Foundation states that high quality teaching is the most effective way of ensuring pupils have the best chance of making progress. Therefore, funding skilled teaching assistants to provide this additional support is essential to high quality teaching.</p> <p>TAs training – Two Early Year Practitioners NPQ level 2 and level 3</p>	1
Parental engagement	<p>Training held on Online Safety for children, maths workshop and reading workshop.</p> <p>Weekly newsletters from the HT.</p> <p>Communication from school office and class teachers.</p> <p>Termly SEND Review meetings</p>	10

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at Y1-3 pupils who require further phonics support.	<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 a regular session over a period of 12 weeks.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Purchase of reading books from Collins Big Cat, including high interest books levelled for KS2 children.</p> <p>Purchase of accredited phonics scheme, Little Wandle.</p>	3

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<p>School-led tutoring</p> <p>Employment of HLTA & teacher to assess and deliver the support. CPD needed for support staff carrying out intervention</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months</p> <p>‘In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.’</p> <p>‘Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.’</p> <p>In line with the School Improvement Plan, PPG pupils will have opportunities to access extra-curricular opportunities</p> <p>By providing maths, reading and writing catch-up interventions for identified children in the afternoons, we expect to close the gaps in core subjects.</p>	<p>1</p>
<p>Identification and Inclusion of disadvantaged and vulnerable children</p>	<p>School leaders must also utilise a broad array of external evidence to inform their decision making, alongside the expert knowledge they have of the pupils in their care. For instance, after identifying pupils in need of targeted reading interventions through standardised assessments, school leaders should seek relevant and robust evidence on which approaches are most likely to provide appropriate and effective solutions, such as particular phonics or reading comprehension programmes.</p>	<p>1</p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce Zones of Regulation to all classes	Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	2, 5
Nurture groups	Emerging needs identified and attend the group, disadvantaged are prioritised.	2, 5
Transition	<p>Prioritising wider strategies can be key for the wellbeing and attainment of all pupils but will be especially important at transition points, whether the child is moving to the classroom next door or to an entirely new setting.</p> <p>Transition booklets and additional transition booklets before the new academic year starts.</p> <p>Year 6 transition programmes to Secondary School</p>	5
Payments for school trips, after school clubs, residential	Pupils gain more social, cultural and team building opportunities.	3
Forest School sessions for focus pupils and small groups to support with SEMH barriers	<p>Forest Schools can have a positive effect on children who struggle inside the classroom. Success in an outdoor environment can build self-esteem and confidence which can then be applied within the classroom.</p> <p>Starting in January 2023</p>	2&3

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Independent family support via Dacorum Family Services	<p>EEF - Approaches to wider strategies that are likely to support learning include:</p> <ul style="list-style-type: none"> • improving attendance <p>All teachers understand how important it is for children to be in the classroom, where we know they learn best. However, attendance continues to be an area of difficulty for schools, particularly in the wake of the pandemic.</p> <p>This could include making referrals to specialist services such as counselling and mentoring to support the pupil's individual needs or provide wider support for the family.</p>	4&5
Access to Technology	Computer Friendly charity - Providing laptops and tablets for PPG children.	6
Pupil Voice	Pupil Premium Lead to meet with PPG children to gain understanding of the children's experiences and needs.	9
Extra-curricular activities	Clubs for vulnerable and disadvantaged children to be held.	9

Total budgeted cost: £51, 245



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 internal assessments at the end of KS2 demonstrated that outcomes for disadvantaged pupils were lower than in the previous years in Reading, Writing and Maths.

KS2 Data results for 2022

READING, WRITING AND MATHS

At or above expected standard of reading, writing and maths

School

Disadvantaged pupils 71.4%

Non-disadvantaged pupils 57.1%

England

Disadvantaged pupils 56.3%

Non-disadvantaged pupils 77.8%

At a higher standard of reading, writing and maths - GDS

School

Disadvantaged pupils 14.3%

Non-disadvantaged pupils 19%

England

Disadvantaged pupils 2.83%

Non-disadvantaged pupils 9%

READING

At or above expected standard of reading

School

Disadvantaged pupils 85.7%

Non-disadvantaged pupils 81%

England

Disadvantaged pupils 62.2%

Non-disadvantaged pupils 79.7%



Reading

Working at a higher standard of reading

School

Disadvantaged pupils 28.6%

Non-disadvantaged pupils 33%

England

Disadvantaged pupils 2.83%

Non-disadvantaged pupils 32.3%

Average scaled score children

School

Disadvantaged 105.3

Non-disadvantaged pupils 105.9

England

Disadvantaged 102.2

Non-disadvantaged pupils 105.8

WRITING

At or above expected standard of writing

School

Disadvantaged pupils 71.4%

Non-disadvantaged pupils 85.7%

England

Disadvantaged pupils 55.3%

Non-disadvantaged pupils 75.4%

Working at a greater depth in writing

School

Disadvantaged pupils 14.3%

Non-disadvantaged pupils 33.3%

England

Disadvantaged pupils 6.1%

Non-disadvantaged pupils 15.6%

KS1

READING

At or above expected standard of reading

School

Disadvantaged pupils 57.1%

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Non-disadvantaged pupils 78.3%

England

Disadvantaged pupils 51.3%

Non-disadvantaged pupils 72.1%

GDS reading

School

Disadvantaged pupils 0%

Non-disadvantaged pupils 30.4%

England

Disadvantaged pupils 8.3%

Non-disadvantaged pupils 21.2%

WRITING

At or above expected standard of writing

School

Disadvantaged pupils 57.1%

Non-disadvantaged pupils 78.3%

England

Disadvantaged pupils 41%

Non-disadvantaged pupils 63.2%

GDS writing

School

Disadvantaged pupils 0%

Non-disadvantaged pupils 3.1%

England

Disadvantaged pupils 17.4%

Non-disadvantaged pupils 9.6%

MATHS

At or above expected standard of maths

School

Disadvantaged pupils 57.1%

Non-disadvantaged pupils 82.6%

England

Disadvantaged pupils 51.7%

Non-disadvantaged pupils 73%

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GDS maths

School

Disadvantaged pupils 0%

Non-disadvantaged pupils 30.4%

England

Disadvantaged pupils 6.8%

Non-disadvantaged pupils 17.9%

Pastoral Support

The lockdown continues to show impact on the children's wellbeing and confidence. Year 6 children needed extra support for transition to Secondary School and the level of SEMH referrals for anxiety to the Schools Nurse and Pupil Support Worker has increased.

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
Multiplication tables	Times Table Rock Stars
Phonics scheme	Little Wandle
Paper-based remote learning	CGP (Y6)
Maths	My Maths
SPaG	Spag.com
To support access of environment and curriculum	Widgit Online
Computing	Teach Computing (NCCE)
Spelling scheme	Pathways to Spelling