

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	212
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers	2024/25 – 2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Mrs V Burgess Head Teacher
Pupil premium lead	Miss B Newman Pupil Premium Champion
Governor / Trustee lead	Mrs F Howat Pupil Premium Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53,280

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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 purpose 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 or vulnerability. 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. We are committed to ensuring that we provide teaching and learning opportunities to meet the needs of all pupils and pupils who are considered vulnerable or socially disadvantaged. Their provision and needs are effectively assessed and addressed as a part of the additional provision we make through the Pupil Premium Grant.

Quality first teaching in every class is proven to have the greatest impact on closing the disadvantage attainment gap (EEF). Through continued professional development, quality first resources and a rigorous systematic synthetic phonic programme (Little Wandle), 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 recipients without an identified cognitive impairment or disability, will be working at the age-related standards or above.

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

- Providing all teachers with high-quality CPD to ensure that pupils access effective quality first teaching
- Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work
- Targeting funds to ensure that all pupils have access to trips and first-hand learning experiences
- Providing opportunities for all pupils to participate in enrichment activities including sports and music

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- Providing appropriate pastoral and mental health support to enable pupils to access their learning within and beyond the classroom
- Ensuring the attendance of pupils in receipt of pupil premium is at least in line with those of their peers in school.
- Enabling disadvantaged pupils to develop the ability to self-regulate and ensure that they maintain good wellbeing
- Pastoral care will be provided for those pupils who require this support and intervention

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

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Challenges

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

Challenge number	Detail of challenge
1	<u>Disadvantaged and Vulnerable</u> We continue to see the impact of the Covid 19 pandemic as a result of lost learning. Some children qualify for FSM but will not receive PPG funding until April.
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>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.
4	<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.
5	<u>Attendance</u> Current data shows attendance for disadvantaged pupils to be 3% lower than for non-disadvantaged pupils.
6	<u>Parental engagement</u> Parental engagement in school is varied, not all parents are confident supporting their child's/children's learning.
7	<u>Phonics, Reading, Writing, Maths</u> In Phonics, Reading, Writing and Maths some disadvantaged pupils are working below expected standards compared to the non-disadvantaged pupils.

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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
That all FSM pupils that do not receive PPG are fully funded for meals.	Funded and all children receive a healthy meal and lunchtimes, enabling them to concentrate on their learning.
All pupils without complex SEND are able to identify and successfully self-regulate their emotions.	Zones of Regulation is fully embedded throughout the school. There are regular teacher staff meetings with training and yearly parent meetings. Parents/carers supported to use Zones of Regulation at home. (Resources are all on class pages on the school website). Pupils able to self-regulate when required in order to focus on their learning. (There is an area in each class (iSpace) that children can go to self-regulate). Nurture group exit data shows a high level of impact on self-esteem and emotional regulation.
To promote the social and emotional well-being of pupils so that they are ready to learn.	Improvements in overcoming barriers for specific children including increased participation interest and focus in class, increased social integration. Monitoring impact through learning walks/book scrutiny/pupil/parent voice Children attend nurture groups, drawing and talking.
Improved attendance of disadvantaged pupils	Disadvantaged groups' attendance is in line with the rest of children. Improve attendance of disadvantaged pupils to 95%. Intervention for attendance is rapid and support is accessed where required, resulting in sustained improvement.
All families supported to manage challenging circumstances, enabling pupils to focus on learning	Ongoing membership of Dacorum Family Services in order to provide parents/carers with independent, personalised support. Feedback from parents/carers shows positive impact.
Access to technology 'Pupils access to technology has been an important factor affecting whether they can learn at home.' School's technology can also be valuable to use in class. The purchase of iPads and implementation My Maths, Spelling Shed and TTRS.	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.
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.	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. A record is kept of all clubs and enrichment events that PP children receive.

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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: £15,800

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'. ...	1, 4, 6, 7
Whole school teaching staff training on guided reading and comprehension	Little Wandle embedded – all teachers and support staff have received training Catch up and rapid catch-up utilised, delivered by SENCo The AHTL and Early Reading Lead oversee and monitor the delivery and impact of the catch-up.	1, 7
Attainment in Reading, Writing and Mathematics for all disadvantaged children is at least in line with their peers.	Children develop a love of reading - All children are able to achieve across the curriculum because their reading ability allows them to access knowledge and work independently Children read a wide range of texts - Strategies are implemented which enable all the disadvantaged children to improve their writing skills Opportunities for writing across the curriculum Maths Essentials supported by White Rose Maths enables all children to learn to think mathematically to enhance their problem-solving skills and reasoning.	1, 4, 6, 7
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.	7

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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 trained teachers and skilled teaching assistants to provide this additional support is essential to quality first teaching.</p> <p>TAs training – Two Early Year Practitioners NPQ level 2 and level 3</p>	1, 7
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>	6
Well-being and self-regulation	<p>'Efforts to promote Social and Emotional Learning (SEL) skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.⁸ This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment.' EEF</p>	2, 3

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

Budgeted cost: £24,200

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>Accredited phonics scheme, Little Wandle, fully embedded in school.</p>	1, 7
Maths intervention	<p>Intervention scheme for children with gaps, assessment, personalised for areas of development and area for online games for iPad – play games 10/10, informs adult which part to do – lesson plan worksheet, extra activity, revisit online game</p>	7

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<p>Interventions</p> <p>Employment of HLTA & teacher to assess and deliver the support. CPD needed for support staff carrying out intervention</p>	<p>Education Endowment Foundation Toolkit (EEF, 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 Development 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>Gaps identified through assessments. There is targeted support in classroom with quality first teaching. Pupil progress and SEND review meetings monitor the progress of all pupils in school and offer appropriate support where needed to close their learning gaps. There are focussed intervention groups in all classes. - SEN</p>	<p>7</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.’ EEF Ongoing – follow-up in year for new application to PPG, Meet the Teacher slides included PPG for parents awareness (September)</p>	<p>1</p>
<p>Conferencing PP children in writing</p>	<p>For KS2 teachers to conference with PP children to give specific targets, with the purpose of filling gaps and to see accelerated progress.</p>	<p>7</p>

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

Budgeted cost: £13,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, 3
Nurture groups Drawing and Talking	Teachers and SENCO liaise to identify children who may need emotional and mental support.	2,3, 5
Transition	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. Transition booklets and additional transition booklets before the new academic year starts. Year 6 transition programmes to Secondary School	2, 3
Payments for school trips, after school clubs, residential and swimming lessons	Pupils gain more social, cultural and team building opportunities. Pupils learn to swim.	1
Building positive relationships early with parents through face to face, informal contact with HT, SENCO and teaching staff. Early parenting support offered from FSW. Reception transition meetings. Signpost parents to outside parenting workshops/deliver in house support.	Children's self-esteem is improved and their enthusiasm for learning is increased. Attendance is good. Parental engagement is improved. There is an established link between home learning environment at all ages and school performance. Regular workshops to support parents can help improve outcomes. Positive communication helps families feel part of the learning process. EEF	1, 6

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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>	1, 5, 6
Access to Technology	Computer Friendly charity - Providing laptops and tablets for PPG children.	3, 7
Pupil Voice	Pupil Premium Lead to meet with PPG children to gain understanding of the children's experiences and needs.	2, 3
PP Survey for children and parents	PP Champion to survey all PP pupils and parents	1, 6

Total budgeted cost: £53, 280

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Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

With all the strategies that we are putting in place, we are monitoring the progress of all PPG children.

It is important to note that 43% of the PPG children are also on the SEND register, with 6% assigned an EHCP.

		PRE	WTS	EXS	GDS	ALL
Reading	Whole School	3.5%	19%	59.5%	18%	77.7%
	PPG	11.4%	22.8	60%	5.8%	65.7%
Writing	Whole School	4%	27%	54.5%	14.5%	69.3%
	PPG	8.5%	40%	45.7%	5.8%	51.4%
Maths	Whole School	3%	22.5%	57%	17.5%	74.8%
	PPG	8.5%	34.2%	42.9%	14.4%	57.1%

The attendance of all PPG children in school is 92.6%, the rest of the school is 95.4%.

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
Spelling scheme	Spelling Shed
To support access of environment and curriculum	Widgit Online
Computing	Teach Computing (NCCE)
EYFS/KS1 app to aid maths	Ten Town app

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Maths intervention programme	Dynamo
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