

Pupil premium strategy statement

Lever House Primary School

2024/27



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Emma Cooper
Pupil premium lead	Emma Cooper
Governor / Trustee lead	Julia Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,500
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£54,500

Part A: Pupil premium strategy plan

Statement of intent

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our aim at Lever House Primary School is to provide all pupils, including those classed as disadvantaged, with the opportunity to achieve their full potential. For our school, this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school. We value the achievements and strengths of all members of our school community.

The challenges pupils face are varied and there is no “one size fits all” plan for support. 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 ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils
- for all disadvantaged pupils in school to meet or exceed nationally expected attainment and progress rates or ambitious levels based on their personal needs (eg where pupils have additional and sometimes complex needs)
- for all disadvantaged pupils to have full access to the curriculum and extra-curricular provision on offer, encouraging pupils to try new things, sometimes out of their comfort zone, to experience and build as well rounded individuals.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that, where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn and have access to tools to support their learning (for example, through access to equipment, including technology, where appropriate)
- close monitoring of attendance and robust systems to challenge and support where there are concerns
- ensuring that vulnerable learners have regular access to high quality pastoral and mental health support as necessary by adequately trained staff members

Challenges

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

Challenge number	Detail of challenge
1	Some pupils in receipt of pupil premium are not making the expected progress in Writing and Maths, and are not meeting the expected standard.
2	Some pupils in receipt of pupil premium do not attend school as regularly as their peers and a higher percentage of disadvantaged pupils are persistently absent.
3	Some disadvantaged pupils face challenges in understanding and regulating their emotions, which can lead to difficulties in learning and negative behaviours.
4	Wider factors within families/the home can affect pupils development and learning, including physical, emotional, financial and social factors.
5	20% of pupils in receipt of pupil premium funding are also on our SEND register with others awaiting assessments, which in a small number of cases, can lead to delays in ensuring appropriate and timely intervention.

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
To continue to ensure all disadvantaged/PP children achieve age-related outcomes across the curriculum but with a focus on writing and maths (or targeted outcomes where appropriate)	% of PP/Dis children achieving ARE is at least in line with non PP/Dis children in core areas and across the curriculum
To ensure disadvantaged/PP children make at least expected progress from their starting points.	% of PP/dis children making at least expected progress from their starting points is in line with national data and their peers
To ensure that pupils attend school regularly and any absences are for authorised reasons.	% Attendance of PP children will be in line with non PP children. The percentage of pupils persistently absent will reduce significantly Where absences are not authorised, robust systems will be followed to challenge this swiftly

<p>Children will be better equipped to understand and regulate their emotion, supporting good behaviour across school.</p>	<p>Pupils can talk about their feelings, recognising when they need time out and will make better decisions to support friendships and free time. Negative outbursts will be reduced.</p> <p>Incidents of negative behaviour due to unmet needs will be rare and quickly supported.</p>
<p>Children and their families will be supported where needs arise in order to ensure as much stability for pupils as possible, for their wellbeing and academic needs.</p>	<p>Pupils affected by differing circumstances outside of school have access to additional support in school and therefore maintain their wellbeing and academic success.</p>
<p>The needs of disadvantaged pupils will be monitored closely and met, through timely assessments where possible SEND needs are identified by teachers and evidence based intervention strategies</p>	<p>Pupils showing early signs of possible SEND needs, are assessed quickly and effective evidence based plans to meet those needs are put in place.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead Maths and English teacher to support in coaching and mentoring staff (teachers and TAs) - release time and update training needed	Mentoring staff: https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf	1
Continue to purchase appropriate support materials for Mastery Maths (WRM) - including online	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of Mathematics, drawing on evidence-based approaches. https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools	1
CPD - Oracy across the curriculum (staff release) Effective strategies for dealing with pupils with autistic spectrum disorders (outside provider)	Oral language interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Research by Ambitious about Autism - teacher voice and pupil voice considered.	1,2, 3, 5

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

Budgeted cost: £ 16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional HLTA to support with core areas, maths KS2 and writing in UKS2 - small group support</i>	EEF - small group work tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Literacy Kicks	Inspiring programme that enhances teaching and learning of writing in UKS2 Experienced national journalist teaching writing skills for purpose.	1
<i>iPad scheme to support pupils in KS2 access a device at school and at home.</i> <i>IDL (KS2) - continued</i>	Lifting Barriers 2014 -This study included around 1,200 students and confirmed that IDL produces significantly faster reading and spelling related improvements than non-specialist teaching methods – with an average 10 months improvement in reading and 11 months improvement in spelling after just 26 hours on the IDL programme.	1, 3, 4

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker (Inc CPD)	EEF: Working with Parents to Support Children's Learning.	1, 2, 4
My Happy Mind	EEF: Improving Social and Emotional Learning in Primary Schools NHS approved scheme	3, 4

Total budgeted cost: £ 54,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome 1

To continue to ensure all disadvantaged/PP children achieve age-related outcomes that are at least in line with their peers, across the curriculum.

To ensure disadvantaged/PP children make at least expected progress from their starting points.

Attainment in 23/24 data for disadvantaged pupils (2 pupils)

Reading – 100% of children in receipt of pupil premium met at least the expected standard (all pupils 66.7%).

50% children in receipt of pupil premium met and made better than the expected standard (all pupils 31.1%).

Writing – 100% of children in receipt of pupil premium are making at least expected progress (all pupils - 62.2%).

50% children in receipt of pupil premium met and made better than the expected standard (all pupils 15.6%).

Mathematics – 100% of children in receipt of pupil premium make at least expected progress (all pupils 77.8%).

50% children in receipt of pupil premium met and made better than the expected standard (all pupils 17.8%)

Y1 - Y5 inc. (PP children)

Reading - 68% pupils on track to meet exp; 16% on track at GD

Writing - 56% pupils on track to meet exp; 0% on track to meet GD

Maths - 64% pupils on track to meet exp; 12% on track to meet GD

*28% of these PP children have identified SEND needs and have ILPs in place to support their learning needs.

Next steps:

Continue with smaller groups for Maths and focus intervention (including 1:1 tuition for PP children)

Whole school focus on the development of writing (SIP)

Focused intervention for those children falling behind.

Earlier intervention to assess additional needs where they are identified

Intended outcome 2

To ensure that disadvantaged/PP children attend school regularly and participate in varied activities during their time at Lever House

Attendance

96% whole school attendance (Sept 23/July 24)

95% Attendance of those pupils eligible for PP funding

Next steps:

Family Support Worker continues to support and challenge attendance particularly of those entitled to PP funding. Patterns/levels of absence are to be monitored on a half termly basis, weekly where they fall below 85% and in these cases informal support plans,; formal support plans and other agency involvement is implemented where necessary. We have termly consultation with the PASTteam to discuss issues.

Participation in wider school events/clubs

61% of children who received funding accessed an extra-curricular club in 2023/24. This figure compares favourably to 'all pupils' where 31% of pupils attended clubs.

All children were tracked and, those who had not joined a club, were invited to join. When allocating places in external clubs,

Pupil Premium children were given first refusal on any available places for their first club

chosen. All children were tracked and, those who had not joined a club, were invited to join.

Next Steps:

- Pupil voice (including PP children) to gather future ideas for activities children would like on offer.
- We will aim to facilitate more clubs, including through the use of bought in services/coaches.

Intended outcome 3

To ensure disadvantaged/PP children's wellbeing needs are met and they maintain/develop a positive attitude to learning across the curriculum

61% of children eligible for PP funding accessed support with our Family Support Worker last year for differing needs

78% of families with children eligible for PP funding accessed support or worked with Amanda (FSW) during the last year as needed.

41% of families with children eligible for PP funding accessed outside agencies, through our Family Support Worker. This included working with Children, Families and Wellbeing Team, Children's Social Care, CAFCASS, PAST team, local foodbanks and local charities.

Pupil interviews with PP children show that children enjoy the learning in different subjects across school. They are positive about the support they get in school and know who to go to for help if they need it.

Next steps:

Continue to provide the support for children and families, particularly those eligible for PP funding. Continue to access and signpost to additional support including that provided by charities etc.

Intended outcome 4

Children will have access to high quality resources linked to their curriculum to support learning and wider development in the home/through intervention outside of school hours

All PP children in Y3-6 have a school iPad that they take home (funded by school) to support their learning (Y3 and 4 roll out will take place in Spring term. This includes school bought apps and access to online learning resources (such as Bug Club for Reading).

Some children have accessed support materials for school that have been identified as potentially beneficial by outside agencies or have been requested by parents for example, pen grips, slants, ear defenders and noise-cancelling headphones.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Letterbox	Booktrust

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

