

# Pupil premium strategy statement

## Lever House Primary School

2024/2027



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 (updated December 2025)

Detail	Data
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£56,285
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£56,285</b>

# 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.*

### Statement of Intent

#### Ultimate objectives for disadvantaged pupils

- To reduce/eliminate the attainment gap between disadvantaged and non-disadvantaged pupils
- For disadvantaged pupils in school to meet or exceed nationally expected standards of attainment and progress or ambitious levels based on their personal abilities and 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.

#### How this strategy works towards those objectives

- We deploy a tiered approach aligned to the DfE Menu of Approaches: prioritising Tier 1 (high-quality teaching) to raise the baseline for all pupils; Tier 2 (targeted academic support) for structured small-group and one-to-one tuition where diagnostic assessment shows gaps; and Tier 3 (wider strategies) to address attendance, wellbeing, financing of enrichment and parental engagement.
- Resources are targeted proportionally to needs given our context (1.5 form entry, 315 on roll (max), 9% Pupil Premium) so interventions are sustainable and closely monitored for impact.
- We integrate evidence-informed programmes, strengthen teacher practice (Rosenshine's explicit instruction and our core routines), and ensure continuity between classroom teaching and targeted support.

## Key principles of the strategy

- Evidence-led: select approaches with proven impact for primary-aged disadvantaged learners (EEF guidance and DfE/NTP tutoring guidance).
- Prioritise quality-first classroom teaching, strengthen classroom practice so fewer pupils require intensive catch up.
- Targeted, not blanket interventions, driven by assessment of individual need and reviewed frequently.
- Timeliness: early identification of language / SEND needs and prompt, well-monitored support.
- Address non-academic barriers (attendance, SEMH, enrichment access, parental confidence) proactively — these underpin academic progress (Tier 3).
- Use robust, regular measurement: clear success criteria, termly pupil-level monitoring, and one-page pupil profiles to coordinate provision.
- Equity of opportunity: no disadvantaged pupil is prevented from enrichment, trips or music by cost.
- Iterative implementation and evaluation: adjust provision using a cycle of diagnose → plan → do → review.
- Contextualised: interventions and communication tailored to Lever House's 1.5-form-entry, mixed-age classes, growth-mindset and restorative, trauma-informed ethos.

## Evidence sources that inform this strategy (examples used below)

- Education Endowment Foundation (EEF) Teaching and Learning Toolkit and guidance reports for Oral Language, Social and Emotional Learning, Metacognition & Self-Regulation, One-to-one tuition, Parental Engagement.
  - Oral language interventions: [Education Endowment Foundation](#)
  - Social & Emotional Learning (SEL): [Education Endowment Foundation](#)
  - Metacognition & Self-Regulation guidance report: [Education Endowment Foundation Guidance Report \(Metacognition\)](#)
  - One-to-one tuition and tutoring guidance: [EEF One to One Tuition](#) and DfE School-Led Tutoring guidance: [DfE School-Led Tutoring Guidance \(Gov.uk\)](#)
  - Working with parents to support learning: [EEF Working with Parents Guidance](#)

(These sources are cited in the Activity tables below where each activity references the supporting evidence.)

## 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.  <i>Financial barriers for disadvantaged families reduce access to enrichment activities, trips, music lessons and related curriculum-enhancing experiences.</i>
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) To ensure disadvantaged/PP children make at least expected progress from their starting points.	% of PP/Dis children achieving ARE is at least in line with non PP/Dis children in core areas and across the curriculum  % 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. 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 (2025/26)

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: £ 21,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND and Inclusion training (Effective use of TAs; Understanding Autism)	<a href="https://educationendowmentfoundation.org.uk/news/the-teaching-assistant-role-and-send-three-approaches-to-maximise-impact">https://educationendowmentfoundation.org.uk/news/the-teaching-assistant-role-and-send-three-approaches-to-maximise-impact</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</a>	1, 5
Coaching and peer support for teaching staff to improve standards in core subject areas	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support">https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</a>	1, 4, 5
Reading CPD and appropriate additional resources	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	1,4, 5

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

Budgeted cost: £ 18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition   Teaching and Learning Toolkit EEF Small group tuition   Teaching and Learning Toolkit EEF	1
<i>iPad scheme to support pupils in KS2 access a device at school and at home.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	1, 2, 4, 5
<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, 4
<i>Behaviour Support from Specialists</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	3

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker (Inc CPD)  ESBA training	EEF: Working with Parents to Support Children's Learning.  EEF: Improving Social and Emotional	2, 3, 4
Emotional literacy to improve self regulation in school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 3, 4
Literacy Kicks	Inspiring programme that enhances teaching and learning of writing in UKS2  Experienced national journalist teaching writing skills for purpose.	1
Subsidised enrichments and trips for disadvantaged	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium">https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium</a>	4

**Total budgeted cost: £ 56,285**

# 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

## 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.*

