Leven Valley CE Primary CE School

Pupil premium strategy statement 2022-25

This statement details our school's use of pupil premium (and recovery 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	65
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr I Nicol
Pupil premium lead	Mr I Nicol
Governor / Trustee lead	Mrs S Sanderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9695
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£11695

Part A: Pupil premium strategy plan

Statement of intent

Our strategy aims to:

- Provide emotional and wellbeing support to ensure disadvantaged pupils are in a good place to learn and feel safe, happy, calm and where their needs are understood and provided for.
- Support the wider school plans for high quality teaching with a focus on disadvantaged pupils who require most support. We believe that all pupils should flourish and receive high quality teaching.
- support recovery education, in targeted support for pupils who have been most affected, including non-disadvantaged pupils.

Our pupil premium strategy plan works towards achieving those objectives by:

- Using validated research to provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching (Tier 1)
- Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition (Tier 2)
- Providing appropriate social and emotional support to enable pupils to access learning within and beyond the classroom. (Tier 2)
- Targeting funding to ensure that all pupils have access to trips, residentials, first hand learning experiences and enrichment activities (Tier 3)
- Providing resources to enable pupils to access all learning opportunities (Tier 3)

Key principles

- We will ensure quality first teaching, learning and assessment meets the needs of all pupils.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Class teachers, with the support of the Pupil Premium Lead, will identify specific intervention at the point the need is identified and support for pupils which will be reviewed at least termly.
- We will ensure that those pupils who have social, emotional and mental health needs will be supported.

Challenges

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

Challenge number	Detail of challenge
1	Achieving sufficient reading speed, accuracy and fluency by the end of KS1 to fully access the KS2 curriculum.
2	Developing writing and spelling accuracy and stamina to consistently and appropriately structure sentences and develop ideas in a range of writing genres.
3	Acquiring and applying mathematical knowledge and understanding to fluently, flexibly and efficiently demonstrate the expected standard or better in maths by the end of KS2.
4	Physical, mental and emotional well-being is such that children are confident and have good self-esteem to support and enable their academic progress and resilience to challenges.

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 phonics/reading attainment among disadvantaged and vulnerable pupils.	Assessments and observations indicate significantly improved phonics and reading among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including reading tests and phonics screening.
Improved spelling and word work	Pupils will show greater confidence in spelling and will transfer these skills to their written work.
Improved maths attainment for disadvantaged pupils in fluency in number at the end of KS2.	KS2 maths outcomes show that a higher % of pupils achieved expected at Y4 and at end of KS2
To achieve and sustain improved wellbeing for all pupils in our school, particularly for disadvantaged pupils.	High levels of wellbeing • Confidence to speak about feelings. • Student voice, teacher and parent observations • Regular and high attendance of all. • Attendance of all disadvantaged pupils is above 95%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further support for staff with validated phonics scheme – Twinkl Rhino Readers Revised Staff training and development in the teaching of phonics – new TA/s Monitoring and continuous programme of development and support for all staff in the teaching of phonics Twinkl Rhino Readers Subscription Rhino readers reading books and resources Whole school CPD: learning literacy (metacognitive capital)	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	1, 2, 3 & 4

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

Budgeted cost: £7695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted TA intervention/challenge in phonics, reading, vocabulary, spelling and maths. Purchase of resources to support delivery of interventions including: Dyslexia resources, TT Rockstar's & IDL Literacy	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of four months on average. In England, positive effects have been found in studies where teaching assistants deliver high quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. This must supplement high quality class teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teachingassistant-interventions	1, 2, 3 & 4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources to support pupils at school and at home and have access to wider opportunities: • Extra-curricular activities • Residentials • Curriculum visits • Transport subsidises Funding to subsidise after-school club to support well-being, friendship development and help with homework	Pupils from disadvantaged backgrounds may be less likely to attend visits, residentials and after school clubs due to the associated financial costs. These broaden a pupil's outlook and supports development of cultural capital as residentials and visits are linked to the curriculum. There is also an evidence base indicating that outdoor adventure learning may have positive impact on outcomes such as self-efficacy, motivation and teamwork. There is evidence of a positive impact of physical activity on academic attainment (+1 month). It is crucial to ensure that pupils' access to high quality physical activity health and wellbeing. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity	1, 2, 3 & 4

Total budgeted cost: £11,695

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to lack of anonymity, caused by extremely small numbers of PPG children across each year group, specifics are not identified. Provision is constantly adjusted in line with ongoing assessment in identified areas of need and this will continue for the academic year 2022/2023 with any recovery curriculum implemented if required after initial assessments.