



Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Lady Katherine Leveson CE Primary School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Neil Kitching
Pupil premium lead	Neil Kitching
Governor / Trustee lead	Jane Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62 546
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62 546



Part A: Pupil premium strategy plan

Statement of intent

At Lady Katherine Leveson CE Primary School, we are committed to ensuring our disadvantaged pupils receive the support they need to reach their potential at school, have the opportunities that non-disadvantaged pupils receive and develop a love of reading. Pupil Premium makes up 26% of the school population, which is broadly in line with other local schools and the national average. All members of staff and governors accept responsibility for 'underserved' pupils and are committed to meeting their pastoral, social and academic needs within our school. We are committed to closing the attainment gap between vulnerable pupils and their peers and the Pupil Premium provides a vital part of this process.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment in Reading, Writing and Maths at Expected and Greater Depth compared to non-disadvantaged in Reception GLD Y3,Y4,Y6
2	PP children across KS2 are not performing in line with their non PP peers.
3	High level of SEMH in disadvantaged pupils.
4	Attendance of before and after school clubs are lower than non PP children
5	Low levels of speech and language on entry to school.
6	Decoding skills (phonics) are not as developed from financially disadvantaged backgrounds.



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
<p>Reduce the gap between disadvantaged and non-disadvantaged pupils throughout the school and especially in Reception GLD Y3,Y4,Y6</p>	<p>By July 2027;</p> <ul style="list-style-type: none"> • All children leaving EYFS with GLD is at least in line with national figures. • All children leaving Year 1 having passed phonics screening is at least in line with national figures. • All children leaving KS1 at the expected standard for Reading, Writing and Maths combined is at least in line with national figures. • All children leaving KS2 at the expected standard for Reading, Writing and Maths combined is at least in line with national figures. • Gap between PP children and non-PP outcomes writing across KS2 is reduced <p>In all the above cases, the gap between PP children and Non-PP children is reduced compared to July 2024.</p>
<p>Pupils with SEMH needs receive quality intervention and support.</p>	<ul style="list-style-type: none"> • Provision plan details interventions for PP / SEMH pupils • Positive end of intervention evaluations • Boxall profile to be used to identify SEMH areas of need • Lady Katherine to receive 'Nurture School' status. • Pupil Questionnaire shows PP pupils with SEMH needs feel well-supported.



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: £18,947

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO: released to foster inclusive practising, implement effective intervention.	Releasing the SENCO to foster inclusive practices and implement effective interventions enhances teaching quality. Research supports the role of SENCOs in promoting inclusion and effective intervention strategies (Esposito & Carroll, 2019; Beaton et al., 2021).	1 & 2
Deputy HT released to support staff development through peer support and team teaching for high quality teaching across school	Releasing the Deputy Headteacher for peer support and team teaching improves teaching quality through leadership, collaboration, and targeted professional development (Darling-Hammond et al., 2017; Smith et al., 2018).	1 & 2
Teachers participate in subject-specific CPD sessions to enhance their expertise and instructional strategies.	This targeted professional development improves teaching quality and student outcomes, as sustained subject-specific CPD is more effective than generic pedagogic activities (Developing Great Teaching report, 2015)	1
Continue the use of 'Little Wandle' Phonics scheme as the school's chosen validated scheme	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2,5 & 6
Extend EYFS and KS1 Maths Mastery teaching across whole school using the Mastery Sustaining Project delivered through Origin Maths Hub.	The impact of mastery learning approaches is an additional 5 months.	1 & 2



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

Budgeted cost: £28 593

Activity	Evidence that supports this approach	Challenge number(s) addressed
With Child and Family Support Worker: Lego Therapy Mentoring Time to talk	Social and emotional learning approaches have a positive impact, of 4 months additional progress over the course of an academic year. EEF Toolkit	3
Delivered by 2 Tas in the afternoons : Phonics interventions with Teaching Assistants: Toe to toe Reading Comprehension Sessions	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2 & 6
Deputy and SENCO interventions:	On average, one to one tuition is very effective at improving pupil outcomes.	1 & 2
Speech and language tool to be used 'Language Link' and relevant interventions planned	On average, oral language intervention programmes have a high impact on pupil outcomes of 6 months' additional progress.	5

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £14,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental support from Child and Family Support Worker	Parental engagement as a positive impact on average of 4 months additional progress. There are also higher impacts for pupils with lower prior attainment. EEF Toolkit	3
Use of HLTA to deliver forest school sessions	A 2020 study by the University of Exeter found that forest school had a positive impact of the mental health and well being of children, particular those from	3



	disadvantaged pupils. The study found that forest school helped to reduce stress and anxiety and improve children's self-esteem and confidence	
Attendance at clubs and visits	Involvement in extra-curricular sporting activities may increase pupil attendance and retention. EEF Toolkit	4

Total budgeted cost: £62,546



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 2023 to 2024 academic year.

Data at key assessment points;

EYFS has shown a drop below national to 52.9%. Although still below national, the pupil premium children out performed non pupil premium children with 60% securing GLD. Continued intervention of children in receipt of Pupil Premium in Year 1 will seek to close that gap between national levels and the levels of the PP children. (July '25)

77% of children met standard in the Year 1 Phonics test which is broadly inline with national. However, all of the PP children passed their phonics test which has been down to the keep up interventions taking place throughout the year.

End of KS1 outcomes were well above national in all areas although PP children performed below Non-PP children in Reading, Writing, Maths and combined (50%- 2/4 children). Maths Mastery development has supported these children in Year 2 and as result, 75% achieved the expected standard in mathematics. Maths mastery will continue to be used to keep the increased levels of performance of PP children in maths.

End of KS2 outcomes were strong as a cohort and PP children performed slightly better than non- PP children in writing, maths and combined but slightly lower than non PP- children in reading.

Exit data from Lego Therapy showed consistently positive outcomes against entry data. This is having an effective impact on vulnerable pupils ability to access the curriculum in the classroom and find effective ways to self-regulate.

Our Pastoral Manager continues to have a crucial role in offering support to pupils and families. As a result, vulnerable learners continue to experience excellent support in overcoming barriers to attendance and learning.



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