

Pupil premium strategy statement – Leverton Primary

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 at 3.12.24

(3 Year plan started 2022-2023 – reviewed and updated 2024-2025)

Detail	Data
Number of pupils in school	436 (including 33 Nursery pupils)
Proportion (%) of pupil premium eligible pupils	21% (93 pupils including Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025 and 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ms Lisa Gibbs (Head)
Pupil premium lead	Miss Emma Wade
Governor / Trustee lead	Mrs Joanne Tredgett (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,520
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	PP £4704
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£151,224

Part A: Pupil premium strategy plan

Statement of intent

Intent:

Our ultimate objectives for our disadvantaged children are that the whole school, led by the senior leaders, has clear values, collective ownership and a strong culture of expectation about the needs of our vulnerable children, whether they are disadvantaged or not. The school will have a culture of achievement for all by providing quality first teaching, focusing on the areas in which children and our teachers need the most support. Developing our teachers is proven to have the most impact on closing the gap whilst also benefitting all children. We have high expectations of all members of our school community, noting and evaluating the impact of our actions which are accountable to all. The work done to improve the outcomes for our disadvantaged pupils, including those with previous higher attainment, will be well researched and will be evidence based. We unite around the teacher being the variable, and being able to adapt their practice to suit the needs of our children.

Implementation:

Successful implementation of a pupil premium strategy is a carefully staged process that takes time, rather than a one-off event. Our strategies have been praised by the Essex Disadvantaged Programme (of which we have been members since 2020) and the whole school community praised for the collegiate, collective knowledge and understanding of the needs of our more disadvantaged children, including their cultural, social and financial capital. We now are working towards ensuring that these values and the culture in the school translates into rapid, early results for our disadvantaged children.

Funding is channelled into the classrooms: teachers are employed carefully and trained fully so that they are aware of the physical and emotional needs of all pupils and with a care, in particular for those who need extra support. Quality first teaching is the principal means of applying this so that the thousands of little interactions each day lead to greater learning.

Impact:

All members of the community will have expert training in order to understand the needs of all our children and their families, engaging with empathy and understanding. High expectations are defined so that all pupils understand what they are entitled to and what is expected of them. There will be a commonality of language in order to provide clarity and smooth progression for all our pupils. This includes striving to ensure there is no unconscious bias in our community and working on the resilience of our pupils and ensuring they know how to improve. We will use a range of indicators to measure our impact.

Teacher development is our key principle: Developing expert teachers will have an impact on all our areas that present as a challenge to our disadvantaged children.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Some challenges have changed since the initial plan was written in 2020 and some have stayed the same.

Challenge number	Detail of challenge
1 (Part of original strategy challenges but now prioritised from challenge 5 to challenge 1)	Attendance: Upon scrutinising Autumn 2024 data for attendance, approximately 31% (improved from 50% in autumn 2023) of our current persistent absentees are identified as being Pupil Premium. However, 40% (down from 54% in 2023) of these Pupil Premium children are already below 80% attendance including 1 severely absent Pupil Premium child. We have fewer pupils identified as Pupil Premium than in 2022/2023 and this can also push our PA percentage up. 25% of pupils on reduced timetables, due to additional needs (including SEMH) are identified as Pupil Premium. We believe this links to our 'Key School Identified Priorities' from our School Development Plan.
2 (Part of original strategy challenges but moved from challenge 1 to challenge 2 and now incorporates social skills)	Language and vocabulary incorporating social skills: We have found that, particularly in the last few years, internal assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This was also identified as a whole school action in our recent ungraded Ofsted (Oct 2024). This is evident from Nursery through to KS2 and is more prevalent among our disadvantaged pupils than their peers. It is also more prevalent in our Year 3 and 4 pupils, where we believe the impact on these pupils of Covid lockdowns during their Early Years, had a significant impact on their SEMH, language and vocabulary development. We believe this links to our 'Key Ofsted actions' and 'Further school-identified priorities' from our School Development Plan.
3 (Part of original strategy challenges under 'resilience' but redefined to incorporate metacognition and self-regulation to address SEMH and academic progress)	Metacognition and self-regulation: Our assessments (including a post-lockdown wellbeing survey), observations in class and knowledge of our children, have identified social, emotional and behavioural issues for many pupils, notably due to a lack of confidence, focus and resilience. Children are often lacking independence and have developed 'learned helplessness', which we must overcome. These are being addressed (primarily through our TPP training program), but these challenges particularly affect disadvantaged pupils, including their attainment in the long run. Developing children's SEMH self-regulation as well as their academic regulation in terms of metacognitive skills links to our 'Key School Identified Priorities' and 'Further school-identified priorities' from our School Development Plan.
4 (Part of original strategy challenges but moved from challenge 2 to challenge 4 to recognise that the above challenges must be addressed in order to allow for progress in this challenge)	Literacy skills encompassing Reading and Writing: We have found through observations, discussions and assessments that the overall Literacy skills of our disadvantaged pupils can often be below that of age-related expectations. We have also found that reading and writing skills at the end of KS1 could be more successful. Our recent Ofsted (Oct 2024) suggested that focussed adapted teaching could support Literacy skills, alongside other curriculum areas. We know that Challenge 2 (Language and vocabulary incorporating social skills) and Challenge 3 (Metacognition and self-regulation) feeds into this particular challenge and links to our 'Key School Identified Priorities' and 'Further school-identified priorities' from our School Development Plan.
5 (Part of original strategy challenges but moved from challenge 4 to challenge 5)	Cultural Equity: Since lockdown, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. We also note that due to 'cost of living' standards, enrichment opportunities for pupils may have dwindled. Cultural equity impacts on pupil prior knowledge and therefore pupil memory schema. Stakeholders must fully understand the difference between equity and equality to support individual needs. This links to comments in our latest Ofsted report (Oct 2024) that identify the need to continue our efforts for cultural equity in our curriculum.

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>Overcoming Challenge 1 (Attendance):</p> <p>Increase the attendance of our pupil premium children, closing the attendance gap between disadvantaged and non-disadvantaged pupils.</p> <p>Develop an attendance team to manage the load – Attendance officer, Deputy Headteacher (Attendance/ DSL) and Pupil Premium Lead.</p> <p>Teachers to take more ownership of having attendance conversations with the parents/ carers of persistent absentees rather than the attendance officer/ lead. This is to build on teacher/ parent rapport/ relationships as recommended by Essex Disadvantaged Champion training.</p>	<p>Pupil Premium lead will work alongside Deputy Headteacher (Responsible for overseeing attendance) and the Attendance Officer to discuss and implement advice and training on improving attendance. They will also form an attendance team. New attendance policy (August 2024) will be in place.</p> <p>The attendance team will define which groups of persistent absentees to work with to have a greater impact on attendance outcomes.</p> <p>Attendance will continue to be tracked by the attendance officer.</p> <p>Attendance will be tracked closely.</p> <p>Attendance will improve for Pupil Premium children and will be better in future academic years than it is currently.</p>
<p>Overcoming Challenge 2 (Language and vocabulary incorporating social skills):</p> <p>Improve the language and vocabulary of children, in particular for our disadvantaged children by increasing staff training on the use of vocabulary in Literacy lessons.</p> <p>Continue to use approved language and vocabulary programs Neli and Wellcomm to support early language and vocabulary.</p> <p>Incorporate explicit vocabulary teaching into the Writing Cycle and Guided Reading lessons.</p> <p>Coach staff to be confident in receiving feedback that promotes Standard English.</p> <p>Increase the study of oracy, working with the school's partnerships to embed an oracy program from September 2025. Linking to the findings of the Oracy Education Commission, Voice 21 and the EEF.</p>	<p>Staff will improve their Literacy lessons to include a richer range of vocabulary and include useful/ purposeful tier 1, 2 and 3 vocabulary in their general day to day conversations with pupils and explicit teaching during Reading and Writing lessons.</p> <p>Staff will begin to build upon training (receiving feedback) and begin to be open to the idea of correcting each other when Standard English and accurate grammar is not used, setting a high standard of English language and vocabulary, immersing the pupils in this throughout the school. Children will also begin to have the confidence to correct errors in Standard English and grammar.</p> <p>Pupils will be increasingly familiar with useful language and vocabulary to help support their Literacy skills, for example, understanding the meaning of idioms and the use of conjunctions to give meaning in Reading. Staff will begin to use and discuss</p>

<p>Our disadvantaged children will make more rapid progress than in the previous years and the gap in language acquisition will be narrowed.</p> <p>Commit to research evidence informed approaches to address disadvantage using early intervention for catch up in language.</p> <p>Develop the coaching skills of our MLT in order to move to an instructional coaching method for developing our teachers from Sept 2024</p>	<p>idioms and model the use of other types of useful tier 1, 2 and 3 vocabulary, across the curriculum.</p> <p>Disadvantaged children will have better outcomes in the coming years in Reading and Grammar assessments, than in previous assessments.</p> <p>Staff in EYFS and KS1 will become more familiar with the use of the Wellcomm speech and language program.</p> <p>The Neli speech and language program will continue to show good outcomes for the Reception children that are selected to attend.</p> <p>Novice teachers will be more reflective and become more skilled practitioners, supported by expert coaches.</p> <p>Teachers will understand more about how to deliver oracy as a curriculum subject in it's own right to support pupils in learning <i>through</i>, <i>to</i> and <i>about</i> talk,</p> <p>Pupils and teachers will begin to understand and witness oracy as, "Articulating ideas, developing understanding and engaging with others through speaking, listening and communicating." (<i>Oracy Education Commission – We need to talk (October 2024)</i>)</p>
<p>Overcoming Challenge 3 (Metacognition and self-regulation):</p> <p>Continue to train our staff in the use of TPP (Trauma perspective practice)</p> <p>Train our teachers in the use of metacognitive questioning.</p> <p>Increase the resilience of all children so that they can manage their SEMH effectively, begin to learn more about themselves as young people and be able to learn more efficiently and with greater confidence.</p> <p>Improve the discussion and feedback that we give to children to improve and encourage the use of metacognition and self-regulated learning for all.</p>	<p>Teachers, LSAs and Support staff are robustly trained on the use of Trauma Perspective Practice (TPP) and Zones of Regulation by the SENCo. Observations/ conversations show that it's use is fully embedded into Leverton's daily practices.</p> <p>Teachers will be trained in the use of metacognitive questioning, encouraging children to plan, monitor and evaluate appropriately. Observations/ conversations show that this is supporting the resilience and learning of children, particularly our disadvantaged.</p> <p>Children will be able to say where they can go to get extra support without always feeling that the teacher is the first solution.</p>

<p>Develop the coaching skills of our MLT in order to move to an instructional coaching method for developing our teachers from Sept 2024</p> <p>Developing areas in the school for SEMH/ SEND use. These areas should also support external practitioners, e.g. Speech and language therapists, Educational psychologists, TAF and One Plan meeting practitioners etc.</p>	<p>Novice teachers will be more reflective and become more skilled practitioners, supported by expert coaches.</p> <p>An improvement in the physical spaces around school where pupils with SEMH/ SEND (many of which are identified as PP) can access the support they need.</p>
<p>Overcoming Challenge 4 (Literacy skills encompassing Reading and Writing):</p> <p>Improve the Reading and Writing skills of children, in particular for our disadvantaged children by increasing staff training on Guided Reading and the Writing Cycle.</p> <p>Embed the ELS phonics scheme from Reception to Year 1.</p> <p>Embed the ELS spelling program (encompassing Phase 6) for Year 2.</p> <p>Purchase and embed a phonics catch up program that can be used for Year 3 / 4 (ELS)</p> <p>Commit to research evidence informed training and approaches to address disadvantage, educating our teachers and developing their knowledge in the best approaches to improving Reading and Writing.</p> <p>Develop the coaching skills of our MLT in order to move to an instructional coaching method for developing our teachers from Sept 2024</p>	<p>Staff will improve their Reading lessons by taking a greater focus on text choice and Reading skill focuses following a significant amount of training, coaching and mentoring.</p> <p>Reading to become the focus for the school. With all stakeholders buying into the concept that if children become great readers, then this will open the doors for them to become great in other subjects.</p> <p>Interventions across the school are primarily focused upon the teaching of Reading.</p> <p>Following training, teachers will begin to support children in prior knowledge, and include specific language and vocabulary teaching to enhance the Reading and Writing skills of pupils (see above intended outcomes on Language and Vocabulary).</p> <p>Disadvantaged children will have better outcomes in the coming years in Reading and Writing assessments, than in previous assessments.</p> <p>Teachers will embed new practices across the school following training, including, but not limited to, 'The Writing Cycle', 'Alan Peat's exciting sentences', 'Sustained Silent Reading' (SSR), 'Sustained Silent Listening' (SSL), Skill-based Guided Reading lessons, Essential letters and sounds' (ELS) phonics and ELS spelling schemes as appropriate.</p> <p>Novice teachers will be more reflective and become more skilled practitioners, supported by expert coaches.</p>
<p>Overcoming Challenge 5:</p> <p>Increase the cultural capital of our pupils, in particular, our disadvantaged pupils.</p>	<p>Pupils will be prioritised by need rather than label when opportunities are offered to attend arts, sports or other extra-curricular events. This priority could take the form of an offer of a place, funding for a place on an event or another means of supporting a family to offer cultural experiences to our</p>

<p>Increase the engagement in lessons – training teachers in offering pupils more exciting/ interesting/ engaging lessons.</p> <p>Identify the 40 activities that each child will experience at Leverton (Leverton Life Experiences)</p> <p>Developing areas in the school for SEMH/ SEND use. These areas should also support external practitioners, e.g. Speech and language therapists, Educational psychologists, TAF and One Plan meeting practitioners etc.</p>	<p>children. Knowing the needs of our individual children will play a big part in this identification of suitable pupils.</p> <p>The Reading bus will be available for all children to use, allowing disadvantaged children the opportunity to access a library and the opportunity to read high-quality, prize-winning literature.</p> <p>A forest school will have begun to be developed in the waste-land adjacent to our school, between the school and the Roundhills estate to enable disadvantaged pupils to have access to outside learning area that promotes creativity.</p> <p>An improvement in the physical spaces around school where pupils with SEMH/ SEND (many of which are identified as PP) can access the support they need.</p>
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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: Improve teaching (Teacher development)

51% Pupil Premium Grant funding allocated - £77,004 of £151,224

Activity	Challenge number(s) addressed	Evidence that supports these approaches within our 'Teaching' activities
To identify and target the training, coaching and mentoring needs of our class teachers (including ECTs) and to improve the quality of teaching overall.	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • The EEF Guide to the Pupil Premium Education Endowment Foundation • Evidence brief: Using research evidence to support your spending decisions Education Endowment Foundation • The tiered approach to Pupil Premium spending Education Endowment Foundation • Discussion prompts for governors and trustees Education Endowment Foundation • Using Pupil Premium: Guidance for School Leaders
In house and out of house training/ CPD as required following identification of training needs.	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Teaching and Learning Toolkit EEF • Addressing Educational Disadvantage in schools and colleges: The Essex way (Marc Rowland; 2021) • An updated practical guide to the Pupil Premium (Marc Rowland; 2015)
Teachers (including ECTs) to promote further use of wellbeing, in-class techniques to overcome SEMH barriers to learning. (TPP)	1, 3	<ul style="list-style-type: none"> • Learning without labels: improving outcomes for vulnerable pupils (Marc Rowland 2017) • Effective Professional Development EEF • Metacognition and Self-regulated Learning EEF • Cognitive science approaches in the classroom EEF • Marc Rowland October 2021: MLT is the key to training other staff.

Continued core and foundation subject leader drop-in observations and effective feedback to continue the good practice of 'The Writing Cycle', 'Reading comprehension' and 'White Rose Maths'.	2, 4, 5	<ul style="list-style-type: none"> • Teach First NPQLTD (National Professional Qualification in Leading Teacher Development) • Induction for early career teachers (England) statutory guidance Reducing school workload - GOV.UK (www.gov.uk) • Teachers' Standards guidance (publishing.service.gov.uk) • Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk) • SEND - SEMH - Trauma Perceptive Practice (essex.gov.uk) • Working together to improve school attendance - GOV.UK • Lets Talk School Attendance (essex.gov.uk) • Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) • Primary school maths resources White Rose Maths (whiteroseeducation.com) • Oracy Commission • EEF oracy • Voice 21 oracy
The link Governor will be regularly updated with regards to Pupil Premium, including relevant action plans, data, strategies and any training relevant to them.	1, 2, 3, 4, 5 (overseeing these)	
To continue to be part of the Essex Disadvantaged Champion program.	1, 2, 3, 4, 5	
Pupil Premium Lead to support the above strategies alongside having the role of Teacher Development Lead, Induction Tutor, Assessment Lead and being part of the school attendance team.	1, 2, 3, 4, 5	

<p>Pupil Premium/ Teacher Development Lead to use her NPQLTD training to teach MLT the instructional coaching model – This model will then replace formal observations, strengthening teacher development and expertise. This will incorporate protected time for effective instructional coaching.</p>	<p>2, 4, 5</p>	
<p>Pupil Premium/ Teacher Development Lead to train teachers in Metacognition as outlined in the EEF's summary of recommendations</p>	<p>2, 4</p>	
<p>Pupil Premium/ Teacher Development Lead to train teachers in Oracy as outlined in the Oracy commission's 'We need to talk' October 2024 report.</p>	<p>2, 4, 5</p>	

INSETs for teachers planned to enhance and support engaging lessons	1, 2, 4, 5	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

30% Pupil Premium Grant funding allocated £44,809 of £151,224

Activity	Challenge number(s) addressed	Evidence that supports these approaches within our 'Targeted Academic Support' activities
Wellcomm speech and language program for EYFS and KS1	2, 4	<ul style="list-style-type: none"> • Evidence and programme development Nuffield Early Language Intervention (NELI) (teachneli.org) • Phonics EEF (educationendowmentfoundation.org.uk) • Essential Letters and Sounds - Oxford Owl • Essential Letters and Sounds Essential Spelling Oxford University Press (oup.com) • Oral language interventions EEF (educationendowmentfoundation.org.uk) • Best evidence on impact of COVID-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)
Neli vocabulary program - Improve the language and vocabulary of Reception children	2, 4	<ul style="list-style-type: none"> • Oral language interventions EEF (educationendowmentfoundation.org.uk) • Best evidence on impact of COVID-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)
Continue to employ the learning mentor	1, 3	<ul style="list-style-type: none"> • Closing the Vocabulary Gap (Alex Quigley; 2021): 'As teachers we cannot end social inequality or material poverty, but we can begin to make a difference in the classroom. We can help the word poor grow their vocabulary and become word rich. In helping children find their voice, thereby cracking the academic code of school, we offer the hope that every child can break beyond the boundaries of dismal postcode prophecies'
ELS (Essential Letters and Sounds) To subscribe to ELS spelling program For Y2 pupils who will have completed the school's new ELS phonics program in Year 1 and ELS progress program for Y3/4	2, 4	<ul style="list-style-type: none"> • Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) • Only 7% of books published from 2017-2019 featured characters from a minority ethnic background so a focus was made to increase this across this school • CLPE Reflecting Realities - Survey of Ethnic Representation within UK Children's Literature (November 2020) Centre for Literacy in Primary Education
To transform a learning space in the school to provide a support hub for those pupils with SEMH	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • The EEF Guide to the Pupil Premium Education Endowment Foundation • Evidence brief: Using research evidence to support your spending decisions Education Endowment Foundation

<p>and SEND needs, where their interventions can happen and their SEMH, SEND and academic needs can be met.</p>		<ul style="list-style-type: none"> • The tiered approach to Pupil Premium spending Education Endowment Foundation • Discussion prompts for governors and trustees Education Endowment Foundation • Using Pupil Premium: Guidance for School Leaders • Teaching and Learning Toolkit EEF • Addressing Educational Disadvantage in schools and colleges: The Essex way (Marc Rowland; 2021) • An updated practical guide to the Pupil Premium (Marc Rowland; 2015) • Learning without labels: improving outcomes for vulnerable pupils (Marc Rowland 2017) • Metacognition and Self-regulated Learning EEF • Cognitive science approaches in the classroom EEF • Marc Rowland October 2021: MLT is the key to training other staff. • Teach First NPQLTD (National Professional Qualification in Leading Teacher Development) • Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk) • SEND - SEMH - Trauma Perceptive Practice (essex.gov.uk) • Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

19% Pupil Premium Grant funding allocated £29,411 of £151,224

Activity	Challenge number(s) addressed	Evidence that supports these approaches within our 'Wider Strategies' activities
Continue to employ the attendance officer and Deputy Headteacher in her DSL/ attendance capacity)	1	<ul style="list-style-type: none"> • Best evidence on impact of COVID-19 on pupil attainment EEF (educationendowmentfoundation.org.uk) • The EEF Guide to the Pupil Premium Education Endowment Foundation • Evidence brief: Using research evidence to support your spending decisions Education Endowment Foundation • The tiered approach to Pupil Premium spending Education Endowment Foundation • Discussion prompts for governors and trustees Education Endowment Foundation • Using Pupil Premium: Guidance for School Leaders • Teaching and Learning Toolkit EEF • Addressing Educational Disadvantage in schools and colleges: The Essex way (Marc Rowland; 2021) • An updated practical guide to the Pupil Premium (Marc Rowland; 2015) • Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) • Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk) • SEND - SEMH - Trauma Perceptive Practice (essex.gov.uk) • Homework EEF (educationendowmentfoundation.org.uk) • Cultural Education Final 20130805 Choristers Added (publishing.service.gov.uk) • Outdoor adventure learning EEF
Continue to employ additional Learning Mentor.	1, 3	
Continue to employ support for looked after children (LAC) (SENCO)	1, 3	
Breakfast/ After school clubs	1	
Trips/ Enrichment support	1, 2, 3, 4, 5	
My Maths club (Previously Mathletics)	1	
Homework club	1	
Music lessons (<i>Rock-Steady</i>)	5	
Reading for Pleasure plan	1,3	
Cool Milk	1, 3	
Learning mentor lunchtime.	1, 3	
Forest school	5	

Total budgeted cost: £151,224

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance:

Following Covid lockdowns, attendance for our Pupil Premium children has still not yet reached pre-covid levels. Whilst we did make many efforts to improve the attendance of our Pupil Premium children and there were improvements, this still remains a problem and continues to be our top priority in this annually updated strategy.

Following advice from Essex attendance teams, we created an attendance team consisting of the attendance champion, attendance officer and the pupil premium lead and worked hard to unpick attendance issues fully before attempting to resolve them on an individualised level. Many of our children with SEMH or SEND/ medical needs also happened to be Pupil Premium and required external agency support to improve their attendance.

Last year we introduced 'Leverton Bucks' for a group of 11 Year 6 pupils, some of which were disadvantaged. This was a short-term, low-cost initiative, where pupils were able to monitor their own attendance. This was targeted at pupils who had between 75-95% attendance and could potentially make quick increases to their attendance percentage over the 2 terms of implementation. This initiative is due to be continued and scaled up in the current strategy, with pupils that would suit the program. Other interventions, such as changing the curriculum for those children that required some specialist support to attend, were also successful.

Our latest Ofsted (Oct 2024) comments, *'The school places great emphasis on ensuring pupils have high attendance and good punctuality. Staff focus on making sure the school is a place where pupils want to come to learn.'*

Language and vocabulary incorporating social skills:

All EYFS children (and some pupils in Year 1 and 2) were assessed within our targeted early intervention strategies, 'Wellcomm' and 'Neli', for developing their language and vocabulary. All pupils who fell below the expected level during these assessments were identified for small group or 1-1 support by our Neli and our Wellcomm intervention teachers. All identified pupils made the expected progress during the interventions and all children were able to catch up to expected levels. This included (but did not restrict to) our disadvantaged children that were selected via assessments for these intervention programs. We again, plan to carry this intervention forward into the next strategy, due to its successes.

Some year groups incorporated explicit vocabulary teaching into their lessons, for example Year 4's tiered vocabulary lessons in their Writing Cycle, or the vocabulary discussed to support pre-teaching in the Friday Guided Reading lessons. This helped to highlight the importance of vocabulary for some teachers and pupils.

Our latest Ofsted inspection (Oct 2024), suggested that subject-specific vocabulary needs to be a priority for the school as a whole and further explicitly taught. Therefore,

we will put this into place alongside changes to the curriculum to also link in Oracy skills in the current strategy.

Metacognition and self-regulation:

Teaching staff received initial training on Cognitive Science and Metacognition and self-regulation in September 2023. They received further training on Metacognition in February 2024. This was followed up with observations from the senior teacher (teacher development and pupil premium lead) to ensure that staff were beginning to use the training with their pupils. In the Summer of 2024 teachers attended staff meeting training on good practice in Metacognition. This was again followed up with drop-in observations in autumn 2024.

During our recent Ofsted (Oct 2024), pupils were able to talk about the use of Metacognition and how it helped them to learn and become independent learners. Observations during this time, demonstrated the use of metacognitive skills from teachers and pupils. The Ofsted comment, *'Many initiatives are beginning to show signs of growth, including the school's approach to staff training.'* Support our approaches to metacognition and the training for this.

LSA training on Metacognition and self-regulation took place in November 2024 to enable LSAs to support teachers in the implementation.

Metacognition and self-regulation has been a focus element for our teacher development through our instructional coaching program and will continue into the next strategy.

Literacy skills encompassing Reading and Writing:

Literacy encompassing Reading and Writing:

KS2 results Summer 2024 –

KS2 Reading – Pupil Premium attainment at the expected level in Reading has dropped since last year from 64% to 54%, but is still above our 2019 percentage of 42%. Again, Pupil Premium attainment at the Greater Depth level has dropped since last year from 13% down to 8%, but is still above the 0% that it was in 2019.

KS2 Writing - Pupil Premium attainment at the expected level in Writing has dropped to our 2022 percentage of 50% but remains above our 2019 percentage of 47%. Pupil Premium children did not meet the Greater Depth standard in Writing this year.

Increased moderation within our own and other link schools has continued to help us to be more secure in our teacher assessment judgements in Writing this year.

Year 1 Phonics screening check - Pupil premium children did well with 83% of pupils attaining the pass mark. This is above our previous year results (78%), in line with our pre-covid results (83%) and well above National results (68%).

Year 2 Phonics screening check – Our pupil premium children attained a 78% pass rate. This is below our previous year attainment. The 2 pupil premium children that did not pass the screening check both have significant additional needs.

Beyond assessment data – Pupils continue to be able to talk confidently about Alan Peat’s exciting sentences as a way of embedding different sentence types into Writing and are able to write at length, due to our writing cycle approach.

The school continues to improve the culture of Reading, and children have more love for books, with increased Reading for pleasure opportunities. Children are also able to talk more confidently about Reading skills that they are learning, such as inference or retrieval, echo and choral reading.

Children look forward to school events and cultural capital activities related to Reading, including our annual book sale, where children and their families can donate and then buy pre-loved books at a very low cost, including being able to take home some free books. This has enabled all pupils (including disadvantaged pupils) to have access to quality texts at home, regardless of their financial capital.

Our latest Ofsted (Oct 2024) includes the following comments about Reading and Writing, *‘Developments in English and mathematics equip staff to deliver important content and knowledge in a systematic way. For instance, themes they are studying. The reading programme enables pupils to develop their early reading skills well. Children in the early years explore speaking and listening to sounds within the environment. Staff provide pupils with reading books that are at the correct level of challenge. Parents welcome the information that the school provides to help support their child to read. Many pupils become confident and fluent readers.’* and *‘Teachers expose pupils to high-quality texts linked to the curriculum.’*

Cultural Equity:

All year groups were expected to conduct termly ‘launch days’ to begin new topics with an engaging approach. All year groups were also expected to conduct a termly external educational visit or hold an internal workshop day (such as hosting the historical company ‘History off the Page’, where children can use crafts drama and role play to immerse themselves in history). This will continue into the current strategy.

Teachers were encouraged to plan lessons around the engagement and we welcomed lessons that promote exciting experiences for pupils.

We had a range of clubs that pupils could attend for free and an external sports company ran pay-to-attend clubs. This too will all continue into the current strategy.

Last year, pupil premium children were invited to attend a maths club on an invitation-only basis. This practice of selecting pupils for clubs based solely on their disadvantaged label will now cease in this current strategy, as we focus more on being a learning-led not label-led school and pupils will be invited based on their individual learning needs.

Our Reading bus continued to be open on a daily basis for our outdoor lunchtime library. ‘Rock Steady’ music club bursaries enabled 6 Pupil Premium children the opportunity to engage with music and school performances. Children were also able to perform in class and year group assemblies – increasing their confidence. Some Pupil Premium funding was used to support clubs and trips to enable all our pupils (including our disadvantaged pupils) to have these opportunities to increase their cultural capital.

Our recent Ofsted (Oct 2024) comments that, *'Pupils enjoy attending the range of clubs the school offers, including sports, drama and gardening. The school's '40 experiences for life' underpins the staff commitment to providing a curriculum that is enriched with broader opportunities. This includes termly visits to places of interests and welcoming visitors to the school. Pupils are taught to value the importance of education beyond the now, looking towards their future aspirations.'* and *'The school reflects constantly on how to make the curriculum more personalised to its context and locality'*
'Staff have thought carefully about how the curriculum is designed to meet the needs of all pupils, including those who are disadvantaged.'

Honesty of evaluation:

Whilst the senior leaders have had extremely positive feedback already about the values and culture of the use of the premiums, this again needs to be continued through to this annually updated strategy. This is to be continued with the advice from Marc Rowland in mind that we can improve factors for children when we can control them. We are also mindful that each disadvantaged child has different needs and, although we assess them as a group, we know they are not homogenous and that they all have individual needs which we aim to support. These needs are discussed formally during termly Pupil Progress meetings and on a daily basis dependent on individual need to inform our planning for improvements. Their individual and family needs are considered, including cultural, social and financial capital needs.

Externally provided programmes

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

Programme	Provider
Mymaths	Oxford University Press
Rock-Steady	
Cool Milk	
Wellcomm	GL assessment

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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