

The Levett School



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Pupil Premium Policy

<i>Policy agreed by Management Committee on:</i>	01.07.2025
<i>Review date for Management Committee:</i>	01.07.2026
<i>Allocated Group/Person to Review:</i>	Every Year
<i>Agreed frequency of Review, by allocated person:</i>	Hannah Buchanan
<i>Last Review date:</i>	May 2025

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Doncaster
Council

Introduction

At The Levett School, we believe in providing an inclusive, high-quality education for all our pupils, regardless of their background. We are committed to raising the attainment and life chances of disadvantaged pupils, as they may require additional support to meet their full potential. The Pupil Premium Grant (PPG) is an essential resource that allows us to deliver this support, ensuring that all pupils have an equal opportunity to succeed. This strategy outlines the effective use of the PPG to achieve the following goals:

1. **Raise the attainment of disadvantaged pupils**
2. **Support pupils with parents in the armed forces**

Legal Framework

This strategy is informed by relevant legislation and statutory guidance, including the Children Act 1989, Equality Act 2010, and guidance from the Department for Education (DfE) and the Education and Skills Funding Agency (ESFA). It is also aligned with key policies such as the LAC Policy and the Pupil Premium Impact Statement. The strategy ensures that The Levett School meets all statutory duties related to the use of PPG and adheres to best practices in its implementation.

Roles and Responsibilities

- **Management Committee:** Responsible for overseeing the Pupil Premium strategy, ensuring its effectiveness, and ensuring that the school meets its statutory duties regarding PPG. They also review the use of the PPG funding and assess its alignment with the wider School Development Plan.
- **Headteacher:** Oversees the day-to-day implementation of this strategy, ensuring that the PPG funding is used effectively to support eligible pupils. The headteacher ensures that the strategy aligns with the school's overall objectives and works with the pupil premium lead to monitor and evaluate progress.
- **Pupil Premium Lead:** Takes on the role of coordinating and delivering the day-to-day management of the PPG strategy. This includes working with the headteacher and staff to implement interventions, monitor the impact of spending, and liaise with parents and external agencies to support pupils effectively.

Pupil Premium Grant (PPG) Allocation

The PPG is allocated to The Levett School based on the following categories of pupils:

- **Ever 6 Free School Meals (FSM):** Pupils who have been eligible for FSM at any point in the last six years.
- **Looked After Children (LAC) and Post-Looked After Children (PLAC):** Pupils who are in care or those who have been adopted or are under a special guardianship order.
- **Service Children:** Pupils with parents serving in the armed forces or those who have been registered as service children in the past six years.

For the financial year 2026 to 2027, the PPG allocation is as follows:

- **Reception to Year 6 (Ever 6 FSM):** £1,550 per pupil
- **Year 7 to Year 11 (Ever 6 FSM):** £1,100 per pupil
- **LAC and PLAC:** £2,690 per pupil
- **Service Children:** £360 per pupil

The Levett School only receives PPG funding for pupils who are single-registered. The school is responsible for invoicing the referring school for dual-registered pupils to receive the funding.

Objectives for PPG Spending

The Levett School has the following key objectives for the PPG:

- To raise the academic achievement of disadvantaged pupils and close the gap between them and their peers.
- To improve the personal and social development of pupils receiving PPG, including well-being and mental health.
- To work in partnership with parents and carers to support pupil progress and success.
- To ensure that all vulnerable groups, including those not receiving FSM but identified as socially disadvantaged, receive the support they need.

How PPG Is Spent

In line with government guidelines, the PPG is spent on strategies that benefit pupils and address barriers to their learning. These strategies are grouped into three broad categories:

- 1. Teaching and Professional Development:**
 - High-quality teaching is fundamental to the success of all pupils. The school will invest in continuous professional development (CPD) for staff to ensure that teachers are well-equipped to meet the needs of disadvantaged pupils.
 - Recruitment and retention of quality teachers to ensure pupils are taught by skilled staff.
- 2. Targeted Academic and Pastoral Support:**
 - Structured interventions such as small group tuition, one-on-one support, and academic tutoring to help disadvantaged pupils meet age-related expectations.
 - Focus on English and Maths, where many disadvantaged pupils face particular challenges.
 - Providing additional resources such as reading materials, equipment, and technology to support pupils' academic progress.
- 3. Wider Strategies:**
 - Addressing non-academic barriers to success, including improving attendance, promoting good behaviour, and providing social-emotional support.
 - Initiatives to support well-being, such as mental health interventions, counselling, and mentoring.
 - Enrichment opportunities such as school trips, extracurricular activities, and cultural experiences to raise aspirations and broaden pupils' horizons.

Specific examples of interventions may include:

- Phonics, Literacy and numeracy support.
- Creative activities.
- Attendance and intervention incentives.

- Pastoral care through mentoring or therapeutic interventions.
- Providing uniforms, breakfast clubs, and transport for school trips.

Using Evidence-Based Strategies

The Levett School bases its use of PPG on evidence-based practices to ensure maximum impact. The school consults resources like the Education Endowment Foundation (EEF) Teaching and Learning Toolkit to identify effective strategies. Key principles of our approach include:

- **Tailored interventions:** Each pupil's support is based on individual needs, such as targeted academic support or social-emotional interventions.
- **Regular feedback:** Teachers and support staff provide ongoing feedback to pupils to help them improve.
- **Clear short-term goals:** Interventions focus on achieving specific, measurable targets to provide pupils with opportunities for success.

Support for Looked After Children (LAC) and Post-Looked After Children (PLAC)

The LAC and PLAC premium is allocated directly to the school and is managed in collaboration with the Local Authority's Virtual School Headteacher (VSH). The funding supports the needs of these pupils as outlined in their Personal Education Plans (PEPs). The school works closely with carers and the VSH to ensure that the premium is used effectively to support each pupil's educational needs.

Use of the Service Pupil Premium (SPP)

The Service Pupil Premium supports children from military families. The funding is used to provide pastoral support, help pupils adjust to school transitions, and facilitate communication between service children and their deployed parents. This may include:

- Providing pastoral care and mental health support during periods of parental deployment.
- Funding for school trips or activities that support the pupils' connection to their military community.

Monitoring and Accountability

The progress of PPG-eligible pupils is monitored regularly, with teachers discussing individual pupil performance and adjusting interventions as needed. Ofsted inspections and regular reviews ensure the school is held accountable for the progress of disadvantaged pupils.

The Levett School publishes its Pupil Premium Strategy on the school website by December each year. This includes an evaluation of the effectiveness of the interventions, which is reviewed annually by the headteacher and governing board. If necessary, a Pupil Premium Review will be conducted to ensure that funding is used effectively.

Conclusion

The Levett School is committed to providing the highest standard of education to all pupils, particularly those from disadvantaged backgrounds. By strategically using the Pupil Premium Grant, we aim to ensure that all pupils, regardless of their background, are given the support they need to

achieve their full potential. Through a combination of high-quality teaching, targeted academic support, and wider strategies to support personal development, we aim to make a lasting impact on the lives of our disadvantaged pupils.

Monitoring and review

The headteacher and SBM are responsible for reviewing this policy annually.

Any changes to this policy will be communicated to all relevant stakeholders.

