

The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

Pupil premium strategy statement

<i>agreed by Governors on:</i>	
<i>Review date for Governors:</i>	3 rd May 2020
<i>Allocated Group/Person to Review:</i>	Claire Whitehead
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	28.03.2022

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB

Upper School, Lansdowne Road, Intake, Doncaster, DN2 6QN



Doncaster
Council

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Levett School
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	76%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	1 Dec 2021
Date on which it will be reviewed	1 Dec 2022
Statement authorised by	Claire Whitehead
Pupil premium lead	Claire Robert
Governor / Trustee lead	Linda Gill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,362.77 (£28542.77 -Invoiced income from dual registered schools and £3820.00 Deprivation PP from EFA)
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£38,362.77

Part A: Pupil premium strategy plan

Statement of intent

Due to the specific nature of the learners at the PRU, all students who attend The Levett School are already disadvantaged. The school must work relentlessly to ensure the best academic and social outcomes for all the students. For those who are further disadvantaged, as defined by the eligibility for the pupil premium grant, the work needs to extend beyond the school and include outside agencies and family workers to build a strong network of support around the young people.

Our pupil premium strategy aims to remove, or reduce the impact of, barriers that inhibit our students from accessing a high level of education. All pupils at The Levett School will have the same opportunities regardless of whether they receive pupil premium or not.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, mental health needs, family circumstance and background.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum as well as to ensure they can function effectively in society.
- To raise pupils' self-esteem and enable them to look after their social and emotional well-being and to develop the necessary characteristics to be successful in life.
- To ensure equality of opportunity for all pupils including returning to mainstreams where appropriate.

Evidence points to the fact that high quality teaching for all pupils is the strongest lever that schools have in improving outcomes for disadvantaged pupils. At the heart of this strategy is an investment in high quality teaching which raises pupils attainment. Our strategy is also integral to education recovery as a result of Covid, notably in its targeted support through 1:1 tutoring for pupils whose education has been worst affected.

Through a range of therapeutic interventions The Levett School will equip pupils with a range of tools to manage their behaviour and SEMH needs.

Challenges

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

Challenge number	Detail of challenge
1	The vast majority of students enter Levett at various stages of their school life with achievement levels that are significantly below their peers nationally. There is a particular concern regarding the standard of literacy, this is often three levels below ARE. This is as a consequence of periods of exclusion and / or disengagement prior to attendance at the PRU.
2	Many of our students have obstacles to their individual learning based on their oracy, communication and language; social and emotional development, their ability to interact with others and previous negative experiences of school.
3.	Many students at the PRU have undiagnosed learning or communication needs.
4	Students need support with independence, confidence, self-esteem, resilience, problem solving and life skills to enable them to access their environment and community as well as raise aspirations about what they can achieve in life.
5	<p>Attendance - Geographic impact, due to children travelling from a wide area and many travelling by taxi; taxis will only wait 3 minutes, so if a child misses their taxi, they then do not attend school.</p> <p>Parental view of some, regarding the impact of non-attendance, is poor. Some parents do not bring their child to school if they miss the taxi on a morning, nor will some parents transport their child to school themselves if they have a medical appointment. Some parents feel that it is in the best interest of their child to keep them at home, once the need for a specialist placement has been identified and a suitable placement is sought.</p>
6	Social issues which exist within the family and / or community and require a multi agency approach to resolve.
7	Split site provision – impacts greatly on management of staffing and resources – often resulting in double expenditure, such as office staff, site staff, dinner staff etc.
8	Payment of Pupil Premium – a number of schools refer their students to the Levett school, but do not forward the Pupil Premium money when invoiced; this results in a Pupil Premium deficit.

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>Improve the attendance of students by providing an appropriate curriculum which is engaging and interesting for learners. This will include an enrichment/ creative programme and trips aimed at developing social skills and develop a love of learning.</p>	<p>Improved attendance. Improved attitudes to learning and more time spent in class engaging in the learning and less time work avoiding. Enrichment/ creative curriculum planning in place and followed.</p>
<p>Academic interventions to play a fundamental role in ensuring learning is personalised and meets the individual needs of all our PP students, thus ensuring all pupils have an opportunity the reach their academic potential, measured using flight paths.</p>	<p>Establish an accurate baseline assessment for reading, writing, speaking and listening, maths and science. Set ambitious and achievable end of year targets that close the attainment gap. End of year targets will be met in Maths, reading, writing, speaking and listening and Science. Pupils will make progress in their reading age.</p>
<p>Pupil Premium learners develop socially and emotionally and consistently achieve outstanding progress from their starting points, resulting in a reduction of behaviour events and exclusions. This will be achieved through the use of Learning Mentors, the use of weekly SEAL lessons and family SEAL sessions and specialist therapeutic staff.</p>	<p>Reduction of behaviour events and exclusions which means more time in school accessing their learning and therapies and thus a reduction in the gaps in their learning.</p>
<p>Investment in therapeutic interventions to enhance a student's school experience, resulting in increased communication skills, social interaction, cooperation with others and self-confidence, whilst also building resilience. This will be achieved through the use of a Mental Health Lead, Learning Mentor, Nurture provision, Therapeutic Counsellor, Forest schools, Horticulture intervention, daily emotional and feeling check ins.</p>	<p>Increased positive social interactions and reduced behaviour events and exclusions. Positive feedback from therapists, to indicate engagement.</p>
<p>Improve attendance and engagement of students by facilitating a strong multi agency approach to meeting a variety of social, emotional and mental health needs.</p>	<p>Improved attendance. Improved attitudes to learning and more time spent in class engaging in the learning and less time work avoiding. Improved engagement from families. Positive parent voice.</p>

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: £1250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Mastery CPD for two teachers from the Maths Hub to be cascaded to all staff.</p>	<p>As all pupils arrive at our school at different times in their school life and with very differing knowledge and gaps in their Maths learning we have adopted the Maths Mastery approach.</p> <p>'Mastery is characterised by a belief that, by working hard, all children are capable of succeeding at mathematics. On this basis, children are taught all together as a class and are not split into 'prior attainment' groupings. Carefully structured teaching is planned in small steps. This provides both the necessary scaffold for all to achieve, and the necessary detail and rigour of all aspects of the maths to facilitate deep thinking. The small steps are connected and concepts are built. This leads to generalisation of the maths, and the ability to apply it to multiple contexts and solve problems'.</p> <p>Supporting Research, Evidence and Argument NCETM Mastery Explained NCETM</p>	1
<p>Clear identification of the needs of pupils through regular pupil progress meetings.</p>	<p>Pupils arrive at our school with a range of needs many have yet to be diagnosed. We have found that regular meetings with class teachers who know the pupils best help to identify these needs quickly and a supportive conversation to agree strategies with leaders ensures resources and approaches are correctly implemented.</p>	1, 2, 3, 4, 5
<p>Revise marking and feedback strategies to utilise oral feedback so as to best meet pupil need and increase progress.</p>	<p>'Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or</p>	1

	through increasing pupils' motivation to improve' Feedback EEF (educationendowmentfoundation.org.uk)	
Leadership in class support/coaching and intervention. TA cover costs to release Middle leaders. £1250	'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1, 2
Tailored CPD with a focus on: curriculum, quality first teaching, and developing subject leaders.	'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £17600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily personalised Decoding (phonics) for all pupils who need it in KS2 and KS3. £1600	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. Teaching assistants have been trained to deliver this intervention. Phonics EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2

<p>Small group Maths interventions KS2 and KS3. £8000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. These are run by both Teachers and specifically trained TAs.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>KS2 and KS3 small group Literacy intervention £8000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. These are run by both Teachers and specifically trained TAs.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Whole class ‘filling the gaps’ intervention for Maths and Science .</p>	<p>EEF research demonstrates that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. As all our learners are significantly behind with their learning and all come from different settings and have experienced a wide range of different learning and have varying gaps in their knowledge a personalised approach is necessary to ensure all pupils make progress.</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	<p>1.</p>
<p>30 minute Guided reading session twice a week.</p>	<p>The majority of pupils arrive significantly behind in their reading ability. Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

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

Budgeted cost: £19500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To appoint a Mental Health Lead to support the SEMH and well-being needs of pupils and their families ready for 2022 – 2023.</p>	<p>All pupils who arrive at our school, as a result of their life experiences and Adverse Childhood experiences (ACES), are suffering from trauma that has a huge impact on their mental health and well-being and thus on their ability to engage in learning.</p> <p>"There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)".</p> <p>what is a trauma informed school? (traumainformedschools.co.uk)</p> <p>Unknown (publishing.service.gov.uk)</p>	<p>4, 5, 6</p>
<p>Small group and 1:1 Social and emotional learning (SEL) strategies and therapeutic interventions.</p> <p>£10000</p>	<p>Targeted approaches to behaviour and universal programmes have a positive affect and reduce overall disruption. Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely</p>	<p>1, 2, 4</p>

	<p>to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
Attendance interventions and incentives continued.	Our pre-covid data has shown that attendance interventions have been shown to have a positive impact on our primary pupils. These will be regularly monitored to gauge their impact and feedback will be taken from all stakeholders.	5
Free breakfast and snacks for all pupils.	<p>Many of our pupils arrive at school without having breakfast. This is often due to poverty and chaotic households. We want all our pupils to get off to the best start they can. Numerous studies have proven the link between a free healthy meal and improved attainment, pupils' concentration and behaviour.</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</p>	5, 6
<p>Teachers to plan enrichment opportunities and experiences including Y6 residential ,Forest schools, gardening, cycle maintenance, trips, visitors and curriculum resourcing to support a creative hands on curriculum approach.</p> <p>£2250</p>	<p>Historical evidence suggests our students have failed to engage with the traditional curriculum and easily become frustrated in class. They tend to have short concentration spans and need to be able to move more and be actively involved in their learning. A significant need for out of classroom learning has been identified.</p> <p>Research has shown that being outside also aids mental wellbeing. 'Having the opportunity to engage in high quality outdoor learning helps children and young people understand and respect nature and life-cycles whilst developing the ability to identify hazards. At the same time they can develop problem-solving and team-building skills in a fun environment. Not everyone learns through reading and writing; whilst some learners might feel that they don't have determination and perseverance in the classroom they can quickly discover that they have the most grit in the class when it comes to getting things done in an outdoor environment.'</p>	1, 2, 3, 4, 5, 6

	The Benefits of Outdoor Learning Key Skills Education	
Further break time and lunchtime activities offered during unstructured times	<p>Many issues occur during unstructured times. Pupil voice has asked for more activities and resources during break and lunch times.</p> <p>Our data shows that when pupils are occupied during these unstructured times there are fewer issues occurring.</p>	2, 3, 4
<p>Personalised 1:1 in school adult mentoring.</p> <p>£7000</p>	<p>Our students often tell us that no one listens to them – this includes their schools (levett and the school making the referral), parents and society in general. This perception leads to frustration, causing anger and disengagement. Mentoring aims to build confidence and relationships, to develop resilience and character, and raise aspirations.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5, 6
To continue with the daily mile to support sensory breaks to aid concentration.	<p>Many of our pupils find it challenging to stay focused for long periods of time; many have sensory processing difficulties; and many have not been in school for significant periods of time. Our data shows that a 15 minute daily mile intervention helps pupils to refocus and remain engaged in learning for longer.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
<p>To provide uniform and equipment for pupils who need support.</p> <p>£250</p>	<p>Many of the pupils are from poverty and do not have the necessary uniform to feel part of the school community or the resources to carry out their learning. From previous experience and from pupil voice by providing these it helps pupils to 'fit in' and feel a part of the community.</p>	

Total budgeted cost: £ 38,350

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 2020 to 2021 academic year.

Last year one focus of spend was on developing reading outcomes for pupils. Money was used to train all staff (teachers and TAs in phonics and inference), purchase phonics books and wider reading books both fiction and non-fiction to engage the wide age range of pupils. Another focus was on SEL and therapeutic interventions to help pupils manage their emotions and self-regulate their behaviour. We also focused on refining the curriculum to ensure it met the needs of the changing cohort of pupils. Part of this was to invest in outdoor and hands on activities including horticulture, forest schools and food technology. This aim was to support developing SEL, raising self-esteem, increasing attendance and raising aspirations.

As a school we looked at our own in house assessments on pupils attainment in Maths, Reading, Writing and Speaking and Listening. We compared their end of year assessment to their starting point and looked at the percentage of pupils who had closed the gaps in their learning.

We also reviewed behaviour data, looking at the number of behaviour incidents, number of positive handling incidents, absconding, and numbers of exclusions logged to see if they had reduced with the impact of interventions.

Reading data demonstrates that the impact of the Phonics and reading CPD for staff has had a positive impact on the quality of reading interventions for pupils and thus pupils reading ages and fluency have improved.

Maths and Writing data suggests that pupils have not closed the gap as much as we had hoped. Although pupils were spending more time in these lessons as a result of the success of therapeutic interventions they needed more bespoke academic interventions to close the gaps. This is why Maths and literacy interventions have been a second focus for the 2021 – 2022 PPG.

Data shows that when there is a wide range of therapeutic input attendance does increase and behaviour incidents do decrease. This suggests that the SEL and therapeutic interventions had a positive impact on pupils ability to manage their emotions and self-regulate. This is why interventions have been the main focus for the 2021-2022 PPG.

The introduction of Forest Schools and Horticulture has had a positive impact on some pupils motivation and engagement in their learning with good attendance on the days of these activities. These activities have continued for 2021 – 2022.

We take into account that our cohort of pupils is ever changing and due to the needs of the pupils new peers can lead to an increase in anxiety and thus an increase in behaviour.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

The focus for Levett pupils is on therapeutic and SEL interventions initially so pupils are able to access their learning.

Then the focus moves onto closing the attainment gaps in reading, writing, speaking and listening and Maths.