

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	45
Proportion (%) of pupil premium eligible pupils	38 pupil premium- 84%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	March 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Hannah Buchanan
Pupil premium lead	Emma Place (SENDSCO)
Governor / Trustee lead	Jonathan Sharp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,428 (£15,500.00 deprivation) (£30,928.00 Invoiced income)
Recovery premium funding allocation this academic year	£1,500
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	£47,928

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy aims to remove or reduce the impact of the significant challenges that inhibit our pupils from accessing a high-quality education. Our ambition is for all pupils at The Levett School to have the same opportunities as other pupils, regardless of their starting points and experiences.

Due to very diverse journeys of the learners at the PRU, all pupils who attend The Levett School are already face vulnerability and disadvantage. The school must work relentlessly to ensure the best academic and social outcomes for all the pupils. 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 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 shows 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 pupil's attainment. Our strategy is also integral to continued education recovery as a result of Covid and the disproportionate impact it has and continues to have on some pupils, notably in its targeted support through one to one tutoring for pupils whose education has been worst affected.

Through good teaching and 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	Stability- As a result of periods of suspension and / or disengagement from education, a large number of children transition into school at various stages of their school life, having had a range of different, often negative experiences.
2	Diagnosis of need - Many children have undiagnosed provision of personal, social, academic and therapeutic support.
3	Academic progress- As a result of lost learning and adverse experiences, some children have not developed the foundational knowledge and skills they need to access the curriculum, primarily as a result of underdeveloped communication and language and knowledge of early reading.
4	Social and emotional learning- many children, particularly the youngest, do not have well developed executive function. They haven't secured the necessary knowledge and skills needed for them to build relationships and be independent and resilient.
5	Attendance Some pupils do not attend as regularly as they could. Children travel from a wide area and many travel by taxi; if a child misses their taxi, they are increasingly likely to attend school.
6	Parental engagement- Some parents do not fully understand the importance of good attendance. Some parents may feel that it is in the best interest of their child to keep them at home, for example if transport is missed or once the need for a specialist placement has been secured.

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>Improved attendance of pupils as a result of an appropriate curriculum, timetables and therapeutic offer. This will include enrichment and engagement events, and trips aimed at developing social skills and develop a love of learning.</p> <p>Parents know more, about the importance of good attendance and have developed some</p>	<p>Sustain current attendance at 76% and attendance improves by a further 10%. (single registered full time offer).</p> <p>Improved attitudes to learning and more time spent in class engaging in the learning and less time work avoiding.</p> <p>Enrichment/ creative curriculum planning in place and followed.</p> <p>Parents are more informed and receive bespoke interventions and support.</p>

skills and knowledge to ensure their child attends well.	
Admissions and transition processes to play a fundamental role in ensuring understanding of need, learning is personalised and meets the individual needs of all our PP pupils, thus ensuring all pupils have an opportunity to reach their academic potential, measured using flight paths.	<p>Establish an accurate baseline assessment for reading, writing, speaking and listening, maths and science.</p> <p>Set ambitious and achievable end of year targets which will minimise and/or close the gap to ARE.</p> <p>Pupils will make good progress in their academic progress against their flight paths within the curriculum that they study.</p>
Learners, specifically the youngest pupils, develop SEMH skills and knowledge from their starting points and consistently achieve good progress.	<p>A reduction of behaviour incidents and suspensions, which means more time in school accessing their learning and therapeutic interventions and thus a reduction in the gaps in their learning.</p> <p>The pastoral team, Thrive practitioners and profiling are an integral part of the overall provision.</p>
Therapeutic interventions contribute strongly to enhance a student's school experience, resulting in increased communication skills, social interaction, cooperation with others and self-confidence, whilst also building resilience.	<p>Increased progress in pupil Thrive profiles and engagement in the school offer.</p> <p>Reduction of behaviour incidents and suspensions.</p> <p>Increase in pupil satisfaction through pupil voice and QA of behaviour attitudes and culture.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics programme (Little Wandle) CPD Buy the programme and resources Subject leadership Implementation plan	‘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.’ Phonics EEF	3
Development of KS1 provision, specifically SLCN aligning this to EYFS principles and characteristics of effective learning.	High-quality interactions are a guiding principle for work in the early years. These interactions are essential in: Encouraging children to take part in back-and-forth conversations (ShREC) Teaching children new vocabulary and using language that isn’t everyday talk, but goes ‘beyond the here and now’ Extending children’s thinking (SST) Scaffolding children’s thinking and developing their independent learning (STAIRS) Improving early education through high-quality interactions EEF	2,3,4
Recruit specialist KS1 teacher.	A quality learning experience for children requires a quality workforce. A well-qualified, skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children. Guide-to-Effective-Professional-Development-in-the-Early-Years.pdf	2,3,4
Clear identification of the needs of pupils through robust and	‘Use high quality assessment and diagnosis to target and adapt teaching to pupils’ needs. Rapid provision of support is	1,2,3

effective admissions procedures.	important, but it is critical to ensure it is the right support.’ EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	
Create a pupil bespoke induction programme.	‘Use high quality assessment and diagnosis to target and adapt teaching to pupils’ needs. Rapid provision of support is important, but it is critical to ensure it is the right support.’	1,2,3
Leadership in class support/coaching and intervention. TA cover costs to release Middle 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)	3,4
Tailored CPD to develop subject knowledge with a focus on: graduated response, SEMH, ACES, SEN/EHCP needs.	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. "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)". what is a trauma informed school? (traumainformedschools.co.uk) Unknown (publishing.service.gov.uk)	2,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily personalised Little Wandle phonics sessions for all pupils who need it in KS1 and KS2.	<p>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.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	3
KS1 and KS2 small group Literacy intervention	<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>	3,4
One to one induction assessment sessions to baseline pupils on entry.	<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>	2,3,4
Continue to fund IXL to ensure baseline of new pupils is comprehensive and accurate.	<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</p>	2,3

	<p>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>Whole class intervention with a focus on accelerating the progress against the ARE flight path, in writing, 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>	2,3
<p>KS1 & KS2 whole class and 1:1 targeted text led intervention for reading to develop comprehension skills linked to personal development.</p>	<p>‘Use high quality structured interventions to help pupils who are struggling’</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the Pastoral Lead role to support the SEMH and well-being needs of pupils and their families.</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>	1,5,6

	<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>Develop therapeutic offer (Lego Therapy, therapy dog, anger management).</p> <p>Deliver small group and 1:1 social and emotional learning (SEL) sessions.</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 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>	2,4,5
<p>Attendance interventions and incentives continued.</p>	<p>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.</p>	5,6

<p>Free breakfast and snacks for all pupils.</p>	<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>	<p>5, 6</p>
<p>Teachers to plan and deliver enrichment opportunities and experiences including Y6 residential, animal care, trips, visitors and curriculum resourcing to support a creative hands on curriculum approach.</p>	<p>Historical evidence suggests our pupils 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> <p>The Benefits of Outdoor Learning Key Skills Education</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Develop and embed break time and lunchtime activities offered during unstructured times.</p>	<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>	<p>2, 3, 4</p>
<p>Develop and sustain HALT sessions, Keep Moat PE sessions and swimming to support physical session to aid concentration.</p>	<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</p>	<p>2, 3, 4,5</p>

	<p>to refocus and remain engaged in learning for longer.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	
<p>To provide uniform and equipment for pupils who need support.</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>	<p>1,5,6</p>

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.

The pupil premium activities carried out during the previous academic year had a profound and positive impact on the academic achievement, well-being, and overall development of pupils, especially those from disadvantaged backgrounds. These initiatives, which combined targeted academic support with mental health and well-being interventions, contributed to significant improvements in pupil outcomes.

Academic Support and Interventions

One of the key areas of focus was enhancing teaching quality, particularly through the Maths Mastery CPD, which was cascaded to all staff. Teachers gained confidence in delivering mastery-based lessons, enabling them to better meet the needs of pupils across different abilities, evidenced in QA processed. This, along with regular pupil progress meetings, helped ensure that teaching strategies were tailored to individual needs. As a result, pupils showed measurable improvements in their mathematical skills, with many narrowing the gap in their understanding.

In addition to maths, small group interventions in both literacy and maths for KS2 and KS3 pupils proved effective. The small group setting allowed for more personalised attention, enabling pupils to make significant progress in their core subjects. The daily personalised decoding sessions for phonics also had some impact on improving reading fluency and comprehension for those who needed it most.

Whole-class interventions, particularly in maths and science, also had a notable impact by reinforcing key concepts and allowing pupils to fill gaps in their understanding. This strategy helped boost pupil confidence and participation in these subjects, leading to higher levels of engagement and progress.

Mental Health and Well-being

Recognising the importance of mental health, a Mental Health Lead was appointed to support the social, emotional, and mental health (SEMH) needs of pupils and their families. This role, alongside small group and one-to-one social and emotional learning (SEL) interventions, helped pupils manage stress and build resilience. As a result, pupils were better able to engage in their learning and demonstrated improved emotional regulation.

Attendance interventions, along with incentives and the provision of free breakfast and snacks, helped reduce absenteeism and ensured that pupils were well-fed and ready to learn. These initiatives, along with additional break and lunchtime activities, provided pupils with more opportunities for social interaction and physical activity, which contributed to improved well-being and a positive school atmosphere.

Enrichment and Curriculum Opportunities

Pupil engagement was further enhanced through a range of enrichment activities, such as the Y6 residential, Forest Schools, gardening, cycle maintenance, and various educational trips. These hands-on experiences not only broadened pupils' knowledge but also helped to build their confidence, social skills, and teamwork abilities. These opportunities fostered a sense of excitement about learning and contributed significantly to the overall development of the pupils.

Mentoring and Support

Personalized one to one mentoring provided pupils with additional academic and emotional support. This tailored approach helped pupils build resilience, improve their attitudes to learning, and better engage with their lessons. Furthermore, the continuation of the daily mile as a sensory break allowed pupils to reset and refocus, improving their concentration in class and promoting physical activity as part of a healthy school day.

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.