Pupil premium strategy statement

This statement details our school's use of pupil 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

Detail	Data
School name	Levendale Primary
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028
Date this statement was published	November 2026
Date on which it will be reviewed	December 2027
Statement authorised by	J Lewis
Pupil premium lead	J Lewis
Governor / Trustee lead	S Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,050.00
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	£23,050.00

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for our disadvantaged students:
1. Disadvantaged students achieve in line with non-disadvantaged students, nationally.
2. Disadvantaged students are provided with, and take advantage of, a range of opportunities to develop cultural capital.
3. Disadvantaged students acquire the knowledge and develop the skills needed to pursue the next stage in their education, training, or employment.

Our pupil premium strategy plan works towards achieving our objectives in the following ways:
1. Quality First Teaching for all students.
2. Strategies employed to close vocabulary gaps and allow students to develop as effective readers and in turn enable them to access a rich and deep curriculum.
3. Use of 'gap analysis' and timely intervention so that students know more and remember more.
4. Provide support to improve attendance so that all Disadvantaged students can access a full curricular and extra-curricular offer.
5. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning.
6. Efforts to ensure that pupils are secondary ready and have an awareness of future careers.
7. Facilitate the social and emotional development of pupils through support and nurture.

Key principles of our strategy plan:
• Narrowing the gap between Disadvantaged and non-Disadvantaged students is the responsibility of all staff.
• All of our schools share an ethos of inclusivity.
• Strategies employed are evidence based.
• Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Communication, speech and language skills
2	Access to educational resources and materials
3	Self-esteem and well-being
4	Extra-curricular opportunities
5	Academic progress

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
The teaching of vocabulary is central to lessons.	Teachers identify and teach children vocabulary that enables children to express their ideas effectively and develops their knowledge of specific words.
Teaching will develop speech and language capabilities. Children will have opportunities to develop speaking and listening skills, their confidence and ability to speak effectively aloud.	Children have increased confidence to communicate effectively in order to meet the needs they will have in the future. Speech and language skills are developed in lessons with opportunities to practise and refine speaking aloud. The curriculum will support the development of speech and language.
Targeted interventions support children to achieve in reading, writing and maths.	Children are supported to achieve in all subjects and receive targeted interventions as needed. Reading is prioritised. Phonics is prioritised in Early Years and Key Stage one.
Children will have the resources they need to learn.	Communication and relationships with parents are supportive and effective in identifying if children need resources for school, home learning or uniform.
Targeted interventions are aimed at children with emotional health and well-being needs.	The curriculum supports children's well-being. Staff identify children who need additional support and know ways to help, including through support from outside agencies. We use the Thrive programme to identify personal targets.
Children are offered a wide range of extra- curricular activities.	We monitor children that attend clubs and engage with parents to offer additional activities. Clubs, trips and experiences are made available to PP children at no/low costs.
Children needing additional support in their learning are identified for Targeted support.	Assessment identifies children who need additional academic support and first quality teaching alongside interventions support those children to make progress.

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: £6,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for staff including vocabulary, oracy and Phonics training using Little Wandle package and resources	Validated phonics programme. EEF – Communication and language approaches delivered by staff deliver high impact up to 6 months for low cost. Children on entry presenting with poor speech and language skills.	1, 2
CPD for Thrive programme for Thrive practitioner – support for child development. mental health and well-being. Release time for teacher to complete Thrive profiling assessments, deliver interventions and support staff through CPD and to work with children.	The Thrive programme can benefit children by supporting them to have a secure sense of belonging, improved emotional resilience, better access to and engagement in learning. This can lead to improved educational attainment, reduced future risks and improved mental health. Collaborative learning strategies used to develop confidence, clear feedback given about speaking and listening and individualised instructions used to support less confident pupils. Encouraging pupils to think about their own learning is also an effective strategy. – EEF moderate to high impact.	1, 2, 3, 4, 5

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

Budgeted cost: £12,775.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards enabling first quality teaching and support for children who need it.	Specific interventions in place, Thrive, 1:1 and small group reading, Little Wandle catch-up, pre-teaching in Core subjects, Booster groups in Year 6, etc.	1, 2, 3, 5

Purchase of Educational psychologist time to work with individuals, groups and parents as appropriate	EEF - attitudes, skills and behaviours – such as self-control, confidence, and social skills are thought to underpin success in school and beyond	3, 5

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

Budgeted cost: £ 3525.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular opportunities targeted at PP children including wraparound, subsidised trips, uniform requirements, music tuition	Sport can improve mental health, confidence, social skills and resilience, which can then affect attainment and well-being. Opportunities to be part of a group and learn a new talent. No barriers to school – Uniform.	2, 3, 4, 5

Total budgeted cost: £ 23, 050.00

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 2025 to 2026 academic year.

Little Wandle Phonics intervention has ensured strong outcomes at phonics screening checks. Children requiring additional phonics interventions accessed well-structure programmes through the Little Wandle programme and all demonstrated progress in reading.

Vocabulary development is a key part of the curriculum and children are exposed to consider word choices and more opportunities to develop oracy. Where children required more focussed interventions, staff had the resources needed to develop effective personal programmes.

Our SENDCO continued to refer children needing additional support to services, and children accessed outside support, including Educational Psychology with personalised programmes in place to support them.

Our PSHE curriculum and Thrive resources enabled support for mental health and well-being, with measurable targets in place to evidence progress.

CPD for staff within Trust schools to enhance curriculum offer in curriculum areas.

We have a trained Thrive Practitioner, who has delivered training and support to teachers and worked alongside children to deliver interventions with measurable positive outcomes.

Children were able to access school trips, wraparound, music provision and other extra-curricular activities at no/low cost.

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
Home School Communication	Seesaw
Bug Club	Pearsons
Little Wandle	Collins

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The school has 1.6% of pupils in this category, equating to £1,050 funding in total and included in the total budget for Pupil Premium within this strategy to maximise impact. We have analysed individual needs of pupils and recognise emotional well-being, continuity of learning and social integration as potential barriers. We have used our Service Pupil Premium money in line with our objectives for pupil premium as listed above. We have targeted support for transition within school including between phases of school, ensuring key adults are identified to provide emotional support and well-being strategies. We have provided free access to wraparound care. We have used Thrive profiling to identify needs and have facilitated opportunities to provide academic catch-up.
The impact of that spending on service pupil premium eligible pupils
Monitoring through academic progress meetings, attendance and behaviour tracking, working in partnership with parents and intervention reviews has evidence positive outcomes in each area for pupils.