

Pupil premium strategy statement : Lane End Primary School December 2025

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
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	31/12/2025
Date on which it will be reviewed	annually
Statement authorised by	Jane Hopwood
Pupil premium lead	Jane Hopwood
Governor / Trustee lead	Julie Gaunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£236,180

Part A: Pupil premium strategy plan

Statement of intent

We want Lane End Primary School to be the best school in the city. The staff and governors are committed to fostering positive relationships with our children, families and partner agencies to create a learning community focused on the education and wellbeing of our pupils. Together we aim to maximise our children's life chances, by providing them with the knowledge, skills and confidence to be successful and responsible citizens of the future.



Lane End Primary School is within an urban environment close to Leeds city centre.

IDACI measures indicate that more than a third of the school's pupils live in Lower Super Output Areas (LSOAs) which are in the 1st decile (the most-deprived 10% in England) for income deprivation affecting children, and that more than four fifths of children live in LSOAs that have high levels of income deprivation affecting children. IMD measures (which use a wider set of indicators than just income deprivation) provide an even more extreme picture of deprivation, with more than half of the school's pupils living in areas which are amongst the most-deprived in the country (1st decile LSOAs).

Rates of Free School Meal eligibility, which are used by the government as a broad indicator of deprivation are well above 'average', but even these figures (and other measures based on benefits take-up such as IDACI) may underestimate true levels of income deprivation: in order for a child to be eligible for FSM their family needs to be claiming specific benefits, and it may be the case that some families of children at

the school may be disinclined (or in many cases, unable) to engage with the UK benefits system. This is backed up by academic research, which found that income-deprivation measures based on means-tested benefits may underestimate deprivation in neighbourhoods with large minority ethnic populations, due to the low take-up of benefits among poor families in some ethnic groups.

Many pupils are likely to have parents who are employed in low-paid, part-time, temporary, routine or manual roles, while others may be unemployed, sick or disabled, or full-time carers. The local area is also characterised by much larger than average proportions of adults with no formal qualifications and relatively few adults who are educated to degree level.

Many local households are led by lone parents; children in these households are much more likely to be living in poverty, even if their parent is in full-time employment. Home ownership rates are exceptionally low, with most residents renting their homes from the local authority, other social housing organisations or renting from private landlords. People living in privately rented accommodation can be particularly vulnerable to poor living environments, high crime rates, limited educational backgrounds and poor physical and mental health - as well as low incomes and poor employment opportunities - are key to understanding the long-term challenges faced by families living in Beeston & Holbeck.

A growing number of families are arriving at Lane End on temporary work visas from overseas. These families lack the wider family and community networks to support their parenting, welfare and therefore their child's wider development. Short term contracts lead to transient status, family isolation and regular emotional trauma from uprooting again and again. These families do not access benefits which attract Pupil Premium, yet share the characteristics of deprivation seen in PP children.

The ethnicity profile of pupils currently attending Lane End is exceptionally diverse, with around four fifths of pupils coming from BME backgrounds and almost two thirds having English as an additional language. At least 50 different languages are spoken across the school community¹⁸. National census data from 2021 reveals that about a fifth of the local population had arrived in the country from overseas since 2010, that about a quarter of local residents do not speak English as their main language and that about 4% of the local population are either not proficient in English or do not speak English at all. Self-reporting proficiency in English under-recognises the true scale of the situation, due to parents' reticence to acknowledge their language barriers to the authorities.

Official DfE measures of 'stability' within the pupil population show that the school has a larger than average proportion of children who have joined the school after the standard point of entry as 'in-year' admissions. However, these official measures only present a partial picture of pupil mobility because they just look at the pupils who are *currently* on roll. Data for children who have left the school 'early' before the end of KS2 shows that each cohort in this school loses an average of 6 children every

academic year, and that some cohorts lost double that number last year alone. This very high rate of outward mobility facilitates high inward mobility leading to instability and 'churn' within year groups: many of the children who join the school as in-year admissions also leave after only spending a relatively short time at the school. Pupil mobility is often higher in deprived, urban areas. This churn in the pupil population can be caused by a combination of factors including: families being re-housed, families arriving from (and departing to) other countries, and 'upwardly mobile' families moving to less-deprived areas. Moreover, mobility at Lane End is probably exacerbated by additional factors, such as its proximity to the city centre where the population is more transient due to people moving in and out of the area for work, and also because some children are allocated a place at the school despite living a long distance from it and some of them move as soon as a place becomes available at a nearer school.

Over 35% of our school population are eligible for Pupil Premium Funding. School is allocated this funding because our families are in receipt of various government benefits due to low income. Many of our families have low or precarious incomes, but do not receive Pupil Premium due to other factors, such as immigration status, child protection support or because they choose not to apply for benefits for various reasons. Pupil Premium status is not, then, the sole indicator of deprivation and disadvantage at our school. Knowing that many of our families experience financial and social disadvantage, with or without Pupil Premium status, is fundamental to our school values and how we allocate our resources.

National research from the Education Endowment Foundation and DfE tells us financial factors can limit the opportunities and life chances of children. Our own data shows PP children achieve less well than their non-PP classmates, despite other factors such as having English as an additional language, attendance or SEND.

At Lane End Primary School we strive to empower all pupils to acquire, demonstrate, articulate and value knowledge and skills which will support them as life-long learners. Our ultimate goal is that our disadvantaged pupils achieve as well as their more well-off peers, both academically, socially and personally in their primary years and far into their future life at secondary school and into adult life.

Our Pupil Premium strategy allocates our resources to ensure our pupils receive the targeted provision, opportunities and experiences required to "Learn, Believe, Aspire and Achieve" in all aspects of life.

Challenges

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

Challenge number	Detail of challenge
1	Our pupils eligible for PP tend to present with a reduced “readiness to learn” – meaning are they less holistically prepared for school, not just academically, but also • socially (positive relationships, play skills, sharing, collaborating) • emotionally (self-regulation, confidence, empathy, and the skills to seek support) • physically (gross and fine motor control, energy and physical capacity eg strength, stamina, dexterity) • around communication (receptive and expressive) • independence (toileting, dressing), • curiosity (confidence, internal desire to explore, ask questions, and discover the world) • resilience (coping with disappointment, accepting boundaries, growth mindset)
2	This is strongly linked to our PP parents’ knowledge and skills around child development, play, communication, nutrition and health, and boundaries. Our PP parents are less likely to engage with parenting support or school events generally.
3	PP pupils have lower attendance and punctuality, which affects their ability to settle to learn, their engagement with quality first teaching or appropriate interventions aimed at helping them “catch-up”.
4	A higher proportion of our PP children present with complex SEND, adverse childhood trauma and delayed development.
5	A higher proportion of our PP children have delayed or disordered speech and communication difficulties, which require intensive Speech Therapy support..
6	Our PP children have a lower rate of attainment and achievement in Reading, Writing and Maths.
7	Our PP children have less experience in the wider world and have less cultural capital to join their understanding of the world together.

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
<i>To ensure our PP families positively engage with home visits, family support and school events.</i>	- Home visits for every PP child, linking with support agencies as appropriate. Every non-engaging family chased up. - Pastoral and Inclusion Support through induction process for every PP child. - PP families are positively targeted for engagement events and attend over 80% of the time. Parent/EYFS Gobs monitoring.
“Readiness to Learn” is explicitly part of induction for new pupils and those struggling longer term. Staff, agencies and parents work together effectively.	ELG and foundational skills tracked to establish needs and direct intervention. Parents are aware of age expectations and work with school and agencies to fill these deficits for their child. Parents express greater confidence. Children present with improved skills. Governor and local authority check.
Improve attendance and punctuality.	The gap between PP and non-PP children narrows to less than 2%. PP families value education and make sure their children get their full entitlement. Data check with Gobs. Parent view.
PP children with additional needs receive appropriate support which makes a difference to their wellbeing, current progress and future inclusion.	PP children’s needs are identified swiftly and appropriate advice sought, support and intervention put in place. EHCPs, Early Helps, CAMHS etc are requested when necessary – giving plenty of time for the process to be finalised ready for major transitions eg key stages. SEND audits from Gobs and local authority. Parent and pupil view.
The communication gap is narrowed. Our children develop the ability to communicate with confidence, understanding and articulacy.	Children with communication difficulties are supported through a whole school model of quality first teaching, layered with targeted intervention. External and internal audits evidence staff CPD is effective, new practice is in place, and children’s skills are accelerating over time. EAL Star and Voice 21 Tracker.
Pupil progress and standards increase in Reading, Writing and Maths. The PP gap narrows or, ideally, disappears.	- Our phonics, reading, writing and Maths pedagogy is developed in line with research based approaches. - Little Wandle phonics and reading universal and targeted provision. English Hub audits every half term. - Writing framework integrated into school writing approach. Monitoring from local authority and Gobs.

	- Maths non-negotiables further explored. Monitoring internally and through Govs.
PP children have a wide range of cultural, sporting and academic opportunities, allowing them to raise their horizons, be aware of the wider world and what other people enjoy doing outside of Beeston/Holbeck.	Children expand their experience. The cultural capital school offer is reviewed regularly and a wide range of opportunities sought. Cultural Capital on website, reviewed by staff and Govs. Pupil view.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 468,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS CPD through local authority	https://educationendowmentfoundation.org.uk/early-years?qad_source=1&qad_campaignid=23196672470&qclid=EAlalQobChMI5svCtc7EkQMV5qJBh3sCwN8EAAyASAAEqJ9KfD_BwE £800	1,2,3,4,5,6
Whole staff CDP re readiness to learn	£500 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,2,4,5,6
Senior staff actively leading T&L in their phase: Phonics, Reading, Writing and Maths, offering intervention beyond one class teacher per class.	£130,684 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3,4,5,6
Additional Learning Leaders in each year group to increase staff support for T&L.	£326,640 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Voice 21 Oracy - 3 year project – increasing staff and pupil skills in communication	£6,000 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3,4,5,6,7

	https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?utm_source=/early-years/evidence-store/communication-and-language	
English Hub - 2 year project to accelerate phonic and reading teaching and learning	£2,000 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,4,5,6
Jigsaw Maths – EYFS maths teaching strategy project	£2,000 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,5,6

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

Budgeted cost: £ 96,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chatterbugs speech and language therapy – qualified therapist one day per fortnight, alongside equivalent of 1.3 speech therapy worker: Screening of struggling pupils to identify needs, design individual programme of support and delivery of interventions across age range.	£43,939 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,4,5,6
Skilled HLTAs to assess, design and deliver targeted phonic and reading interventions from EYFS to Y2	£92,355 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,4,5,6

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

Budgeted cost: £ 213,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core Therapeutics play therapy in school one morning per week to support SEMH and wellbeing of targeted pupils and parents.	£5,500 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,4
Counselling, family support and SEMH interventions through JESS Cluster	£27,000 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,2,4,
Attendance support through our Pastoral and Inclusion Team – offering family and child support around good attendance habits and intervention as necessary.	£30,194 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	2,3,6
Pastoral and Inclusion Team – family worker to directly support struggling families.	£42,710 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,4
Pastoral and Inclusion Team equivalent of 2 full time behaviour support workers – proactive SEMH support or struggling pupils and their families. Supporting staff with systems and routines across school.	£52,661 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,4,5,6
Curriculum enrichment through wider learning experiences eg visitors, trips, residentials, including Into University, On The Verge, Play Patch, Sports Partnership, Skelton Grange, Museum Service, Lineham Farm, ArtForms etc.	£1,200 £45,000 £2,750 £4,740 £1,000 £600 £280 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	7

--	--	--

Total budgeted cost for PP and other vulnerable learners provision =

£ 779,013

34% of our pupils are PP, therefore 34% of the total budget cost = £264,864

Pupil Premium Grant received = £236,180

*Gap between the provision cost for PP children and the PP grant we receive
= £28, 684*

*School allocates an additional £542,833 for vulnerable learners and PP
beyond the PP grant we receive.*

Part B: Review of the previous academic year and trends in outcomes

Cohort analysis for 2025:

	Lane End	Leeds LA	National	Notes:
Number of pupils	58	10,079	641,830	
Male/Female ratio	40/60	51/49	51/49	Unusual cohort ratio – most classes are more equally mixed.
SEND %	15.5	19.1	16.8	Cohort had lower SEND than usual, with many new arrivals in-year. SEND cannot be easily identified in newly arrived pupils who have yet to settle, learn English etc.
Ethnic minorities %	67.2	33.7	29.5	More than twice the local and national %.
EAL %	67.2	23.9	22.9	Three times the local and national %. A high proportion are new to English.
Disadvantaged %	39.7	33.3	31.3	8.4% more pupils suffering financial hardship than national, but this is an inaccurate picture of true disadvantage in our population.

All pupils								
	Lane End			Leeds LA			Notes:	
<u>Subject</u>	2023	2024	2025	2023	2024	2025	Over the last three years Reading, SPAG and Maths are improving. We focused on achieving a more even learning profile for children, possibly producing a temporary decline in	
Reading at or above expected standard	48.4	52.6	58.6	70.3	73.1	74.2		
Writing at or above expected standard	59.7	52.6	53.4	69.4	69.8	70.5		
Spelling, Punctuation and Grammar at or above expected standard			69.0			72.5		

Maths at or above expected standard	45.2	59.6	69.0	71.9	73.2	73.7	writing in 2024, which is being addressed through our School Development Plan for 25-28.
-------------------------------------	------	------	------	------	------	------	--

Disadvantaged pupils

	Lane End			Leeds LA			Notes:
<u>Subject</u>	2023	2024	2025	2023	2024	2025	Our disadvantaged pupils perform well against similar disadvantaged pupils across the Local Authority. In the subject we do not outperform the city in (writing) we are undertaking whole school improvements.
Reading at or above expected standard	48.0	40.5	65.2	55.4	58.7	60.0	
Writing at or above expected standard	60.0	37.8	52.2	53.5	54.5	54.7	
Spelling, Punctuation and Grammar at or above expected standard			69.6			58.0	
Maths at or above expected standard	40.0	45.9	60.9	56.3	57.3	57.5	

Non-disadvantaged pupils – (Non-Pupil Premium)

	Lane End			Leeds LA		
<u>Subject</u>	2023	2024	2025	2023	2024	2025
Reading at or above expected standard	48.6	75.0	54.3	77.3	80.3	81.3
Writing at or above expected standard	59.5	80.0	54.3	76.9	77.4	78.4

Spelling, Punctuation and Grammar at or above expected standard			68.6			79.9
Maths at or above expected standard	48.6	85.0	74.3	79.3	81.1	81.7

Notes:

The term “non-disadvantaged” is not a useful description of pupil status for our school. Many of our families cannot access benefits which attract Pupil Premium funding, despite suffering financial hardship. They have multiple other factors which affect their children’s learning and development. Often the children officially classed as “Non-disadvantaged” at Lane End suffer the most from financial and social hardship. This is exactly why all vulnerable children are supported, no matter their status.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*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 impact of that spending on service pupil premium eligible pupils

-

Further information (optional)

