

Lane End Primary School pupil premium strategy statement Dec 2023



This statement details our school's use of pupil premium (and recovery 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	417
Proportion (%) of pupil premium eligible pupils	35.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2025
Date this statement was published	21/12/2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Jane Hopwood
Pupil premium lead	Jane Hopwood
Governor / Trustee lead	Jay Jay Jagger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,560
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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>	£269,560

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, their families and our 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. **Our four core values are:**

Learn	Believe	Aspire	Achieve
• how to listen, speak, explain, understand, read, write, count, measure, paint, draw, make, test, notice, infer, choose, share, explore, play, experiment and try	• in their value as a person and a friend • in their ability to develop and change for the better • in their individual interests and talents	• to be a good role model and member of a family and community • to great ambitions for the future • to a fulfilling career • to change the world for the better	• their full potential academically, socially and personally • be ready for the next phase of their education • the courage to shine in performance and public speaking

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.

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	Disadvantaged children have lower attainment than their peers in English and Maths.
2	Delayed and disordered speech, language acquisition and social communication is closely linked to disadvantage.
3	Disadvantaged children have less access to cultural, sporting and enriching opportunities in the community. They have less “cultural capital” than their advantaged peers.
4	Parental engagement for workshops, consultation evenings, events, home learning etc is lower, overall, for our disadvantaged families.
5	Attendance is lower for our disadvantaged children.
6	A higher proportion of disadvantaged children require support for their social, emotional and mental health needs (SEMH).

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
To embed a ‘Communication Friendly’ approach across school. Following the Leeds Communication Friendly Standard we will embed the 5 core principles of the Communication Friendly Standard to improve our school environment, opportunities, adult/child interactions with the aim of improving outcomes for all pupils across school, closing the gap between disadvantaged and non-disadvantaged pupils. Parents will engage with school as they can better connect with our communication friendly approach.	LCFS Standard achieved. Practice across school embedded and impactful. Parents now attending events, understanding systems, valuing school.
Learning in all subjects is well sequenced, taught in a highly effective manner that leads to good outcomes for all pupils. Children will experience learning through trips, experiences and real life contexts which build upon prior learning. Teachers use feedback and assessment effectively, to inspire and galvanise pupils in their learning achievement, with the gap between disadvantaged and non-disadvantaged closing.	Pupil Progress data shows a narrowing of the gap. Progress is significant over time. Children can explain their learning journey, showing understanding and retention of key language and concepts.
Our Relationships and Regulation policy, systems and practices are simple, effective and fair. Pastoral, inclusion and SENCO teams to work in closer partnership to support key pupils with SEMH needs. Staff expertise, knowledge and skill in supporting key pupils is further developed through key school drivers such as ‘Zones of Regulation’ and ‘Trauma Informed’ Practice. Disadvantaged and non-disadvantaged pupils will have parity in SEMH outcomes.	Data will show a reduction in SEMH incidents. Concerns are swiftly addressed, with family or class based support put in place as early, effective intervention.
Attendance for all pupils will continue to improve, with the gap between disadvantaged and non-disadvantaged narrowing.	PA will reduce further. PP families will engage with the attendance support

	system, PA will be in line with PP % of overall population.
In EYFS embed the school's mission for every child to be a successful learner, confident individual, and responsible citizen through working in partnership with families, seeking funds of knowledge and ensuring systematic learning opportunities for early language and communication, with the gap between disadvantaged and non-disadvantaged children narrowing.	Communication and language profile screening scores show accelerated progress over EYFS, with disadvantage gap closing from N to end of Rec. Parents engage with workshops/Tapestry.

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: £ 303,597.50

Activity	Evidence that supports this approach: EEF Tiered model of Pupil Premium support	Challenge number(s) addressed
Experienced, senior teachers supplement class teachers – phase leaders out of class to support PPA, interventions, personal development etc.	£233,204	1,2,3,4,5,6
Experienced, qualified teachers to run booster interventions in KS1	£65,371	1,2,3,6
High quality CDP for whole staff	English CPD = £1,505 Curriculum CPD = £517.50 Feedback CPD = £3,000	1,2,3

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

Budgeted cost: £ 12,117

Activity	Evidence that supports this approach: - EEF Tiered model of Pupil Premium support - LCFSS	Challenge number(s) addressed
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Additional traded SLT through Chatterbugs plus Makaton CPD	£6,232 £225	1, 2, 6
LCFSS project	£5,660	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 192,834

Activity	Evidence that supports this approach: EEF Tiered model of Pupil Premium support	Challenge number(s) addressed
Pastoral and Inclusion Team: BSWs x3 BSW manager x1 Attendance manager x1 Pastoral manager x1	£163,388	3, 4, 5, 6
Core Therapeutics art therapy	£720	3, 4, 5, 6
CPOMS safeguarding and Pastoral Genie inclusion reporting systems	£1,290	3, 4, 5, 6
JESS Cluster partnership	£20,536	3, 4, 5, 6
Minibus x1	£6,900	3, 4, 5, 6

Total budgeted cost: £ 508,548.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Diminishing the gap for disadvantaged pupils:

<i>Academic year:</i>	<i>Reading</i> % gap to National EXS+	<i>Writing</i> % gap to National EXS+	<i>Maths</i> % gap to National EXS+	<i>Combined</i> % gap to National EXS+
2022	-47.29	-51.0	-53.0	-41.86
2023	-40.57	-47.67	-45.97	-39.0
Gap closure %	6.72	3.33	7.03	2.86

The data above shows we are narrowing the gap in all subjects.

Attendance comparison (school to national, disadvantaged and non-disadvantaged):

FSM6			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FSM6	152	School	94.1%	90.5%	95.0%	95.2%	93.8%	96.2%	93.2%	93.1%
		FFT National	92.2%	90.4%	91.6%	92.4%	92.7%	92.7%	92.5%	92.4%
		Difference	+1.8% ●	+0.1%	+3.5% ●	+2.8% ●	+1.1% ●	+3.5% ●	+0.7%	+0.7%
Not FSM6			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Not FSM6	238	School	94.7%	92.1%	93.9%	95.6%	94.6%	95.9%	96.8%	93.9%
		FFT National	95.4%	94.1%	95.1%	95.6%	95.9%	95.9%	95.8%	95.6%
		Difference	-0.7%	-2.0% ●	-1.2% ●	0.0%	-1.3% ●	0.0%	+1.0% ●	-1.7% ●

The data above indicates our disadvantaged pupils' attendance is better than similar peers nationally. This is due to our relentless focus on improving attendance.

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***

Not applicable

The impact of that spending on service pupil premium eligible pupils

Not applicable