

Pupil premium strategy statement – Lane End Primary School



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	428
Proportion (%) of pupil premium eligible pupils	40.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Jane Hopwood
Pupil premium lead	Jane Hopwood
Governor / Trustee lead	Phil Goodfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,830
Recovery premium funding allocation this academic year	£13,660
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ None carried forwards
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>	£277,490

Part A: Pupil premium strategy plan

Statement of intent

Over 40% of our school population are eligible for Pupil Premium funding. This is above the national figure of 22% (2020 – 2021). At Lane End Primary School our vision for our disadvantaged pupils is the same as for every other child. Our long term vision for every child is to empower all pupils to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners. Our ultimate objective is that our disadvantaged pupils achieve at least as well as their non-disadvantaged peers. Our current pupil premium strategy ensures that we are using the funding in a targeted way, to ensure these pupils receive the provision, opportunities and experiences required to “Learn, Believe, Aspire and Achieve” in all aspects of life. The key principles of our strategy are underpinned by the research and findings from The Education Endowment Foundation and DfE. We recognise that eligibility for pupil premium funding is not the sole indicator of disadvantage and so carefully use the funding to target pupils and families we know who experience disadvantage, yet may not be eligible for the funding, for example families not in receipt of public funds, those just getting by, families on Children Protection support etc. We also know that disadvantaged children can present with a wide range of barriers to learning and achievement. Our Senior Leaders, along with Teaching and Support Staff adopt a personalised approach when designing a package of support or intervention.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower attainment than their non-disadvantaged peers in English and in Maths
2	Disadvantaged children, at our school, have less developed communication and language skills
3	Our disadvantaged children have less access to out of school learning opportunities such as trips, sports clubs, reducing their access to enriching cultural capital.
4	Parental engagement with school for consultation evenings, workshops, home learning is lower for our disadvantaged pupils and families
5	A higher proportion of disadvantaged children require support for 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
The communication and language skills of our disadvantaged children will be quickly addressed in EYFS, and the gap will reduce	EYFS communication and language profile scores will show accelerated progress from N to end of Rec
Disadvantaged children make accelerated progress and close the attainment gap between them and their national non-disadvantaged peers	Mid and end of year data show the difference is reduced, and that all pupils have progressed significantly in this area.
Disadvantaged children with SEMH difficulties access appropriate support and there is a clear reduction in incidents	CPOMS incidents will show a reduction in SEMH based difficulties. Children and families with SEMH concerns will access early intervention to address their needs.
Parents/carers from our disadvantaged families engage with school events and learning opportunities at the same high rate as our non-disadvantaged families. They report they feel part of the school community.	Tracking engagement at school events, home learning opportunities. Parents/carer voice elicited through questionnaires, feedback sessions etc.
Our disadvantaged children access cultural/sporting/academic opportunities to a greater degree, and parents are more aware of how to access opportunities.	Our disadvantaged children take part in trips, events and enrichment activities after school and in the holidays, with parents accessing opportunities more independently

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:

Training for SDP = **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SDP target A: Accelerating learning through effective feedback strategies	<i>EEF Teacher feedback to improve pupil learning</i> research paper identifies active feedback as key to accelerating progress. We are undertaking whole school training with Shirley Clarke, Institute of Education at UCL.	1,2,5

SDP target B: Improving outcomes through the effective use of memory and metacognition strategies	EEF Metacognition and self-regulation research, highlights this approach increases children's ability to remember more, to do more and to understand more.	1,2,5
SDP target C: Communication and Language development	Leeds Communication friendly Schools Standard	1,2,5

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

Budgeted cost: **£91,687**

Chatterbugs = £3,936

Intervention staffing for PP = £87,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional intervention teachers:</i> <i>S Berry 0.4</i> <i>L Goodhall 0.3</i> <i>S Mcullagh 0.2</i> <i>T Earnshaw FT</i> <i>H Dubej 0.8</i>	Dept for Education School based tutoring guidance EEF effective use of intervention	1,2,4,5

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

Budgeted cost: **£182,655**

Pastoral and Attendance team = £62,716

Behaviour team = £86,230

£ 1 x minibus lease = £6,900

SLA with Leeds City Council Attendance Support Service = £280

CPOMS = £1,000

Pastoral genie = £995

JESS Cluster partnership = £20,134

Pastoral projects eg clothing bank, attendance prizes etc = £400

Subsidy for school trips, events, visitors = £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SDP target D: Mobility and Attendance Also: -After school and holiday clubs -Trips and residentials -Family workshops and events - ELSA SEMH groups - Family support - Counselling - Rapid response practical pastoral support - Specialist behaviour support	The EEF outlines participation in the Arts, access to physical activity and access to Summer Schools amongst strategies that can have positive impact on pupils. At Lane End Primary School we offer a range of enrichment opportunities within school time, during the holidays and every evening after school. Disadvantaged pupils are targeted for these clubs and the costs are either met by school or generously subsidised. Family support is offered in line with the graduated response model, following the Early Help approach. All behaviour and SEMH support is underpinned by Trauma Informed practice (L Bomber), Anna Freud Mental Health approaches and Schools Restorative Practice (R Hendry).	2,3,4,5

Total budgeted cost: £ 282,342 Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improve <u>communication skills</u> and continue to diminishing differences in language development	Screening results have shown progress across EYFS and KS1, for our constant cohort. This year we are committing to the LCFSS project across school as growing numbers of our new arrivals show language deficit and delayed social communication development.
Improve <u>reading fluency</u> and comprehension skills and diminish any differences in phonological skills and awareness	The introduction of Little Wandle has had a significant impact on the progress and attainment of our pupils in Reception. Our phonics champion and specific intervention teachers have worked with individuals and small groups of pupils to accelerate their phonic knowledge and close gaps so that they are working more in line with their peers.
Build secure <u>mathematical understanding and fluency</u> , and diminish any differences in numerate competencies	We know that, as stated by the EEF, that evidence indicates high quality teaching is the most important lever schools have to improve pupil attainment, including those for the disadvantaged pupils.

	At Lane End, our children receive a carefully structured and progressive curriculum which is ambitious for all. Staff have been involved in training during 21-22 which has directly impacted upon the teaching and learning of maths in each classroom. Appropriate resources have been purchased and staff have been trained to select and use these appropriately having maximum benefit for our pupils. The maths subject leader coaches and mentors staff and ensures that the Lane End maths curriculum is being delivered effectively for all pupils, including disadvantaged. One to one and small group tuition has been provided for pupils needing this. Internal data has shown that many of our pupil premium children have made good progress and some have made accelerated progress in maths. Particular improvements have been made in children's fluency and recall of times tables due to the new approach now adopted and embedded within school.
--	--

Externally provided programmes

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

Programme	Provider
Leeds Communication Friendly Schools Standard	Leeds Speech and language Therapy Service
Shirley Clarke UCL	Dr Shirley Clarke

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