



Pupil Premium Strategy Statement - Lanesfield 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	312
Proportion (%) of pupil premium eligible pupils	110 (35%)
Academic year/years that our current pupil premium strategy plan covers. Although we recognise a 3-year plan is recommended because we have a change in roll planned for 2025 and currently a fall in pupil numbers, we have decided to create an annual strategy for the next three years.	2023 - 2024
Date this statement was published	31.12.23
Date on which it will be reviewed	31.12.24
Statement authorised by	Zoe Rollinson Head Teacher
Pupil premium lead	Zoe Rollinson Head Teacher
Governor / Trustee lead	Ravika Raulia

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,050
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>	£16,312
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0.00
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>	£176,362

Part A: Pupil premium strategy plan

Statement of Intent

Our pupil premium strategy plan is lead by the Lanesfield school vision which in a nutshell is:

To create a school with a unique atmosphere and endless opportunities. Where every child is known as an individual, and instilled with the belief that anything is possible, and succeeds beyond expectation.





In December 2023 we reviewed the three year with a clear focus of pupil impact and sustainability. We reflected and analysed our prior use of funding and analysed the outcomes. In addition, we carried out our own research using evidence from Education Endowment Foundation (EEF) to identify key areas we needed to focus on following the direct impact of the pandemic on our disadvantaged pupils alongside that recognised the need to consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Finally, we considered the changes within our school, these include increased mobility, a drop-in pupil numbers and a changing teacher profile. As well as considered that Lanesfield will begin to move to a one-form entry school from 2025.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Key areas include: communication and language, sustained writing progress, developing opportunities to widen culture capital and improving attendance.

This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Lanesfield's approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

-  ensure disadvantaged pupils are challenged in the work that they're set
-  act early to intervene at the point need is identified
-  adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
-  ensure Head teacher remains the pupils premium champion tracking progress and wellbeing of this significant group.

If we note the above are actions identified because of recognised barriers, it would be wrong to identify these barriers to all of our disadvantaged children. It is important to note that these are common barriers, that if addressed will have impact for all pupils. Using both internal and external (EEF) evidence and analysis enables the Lanefield pupil premium strategy to be forged out of proven outcomes resulting in increased opportunities for all our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Communication Language + Writing</u></p> <p>Historically children enter Lanesfield below national expectations for communication and language skills in nursery and reception. However, in recent assessments we are seeing this change to become specifically writing.</p> <p>On entry to Reception class in the last 5 years, between 65-70% of our disadvantaged pupils arrive below age-related expectations. This is when looking at the whole profile of each child in the Early Years Foundation Stage profile.</p>

	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills, lower word acquisition and vocabulary gaps among many disadvantaged children as noted above. In year 6, 84% of pupils achieved national standard in grammar, punctuation and spelling with 32% greater depth. However, for the disadvantaged group this dropped to 71% who achieved the national standard and 7% greater depth. We can map clear progress from starting point but when comparing the disadvantaged to all other year groups progress in writing is slower.</p>
2	<p><u>Consistent High Quality Teachers</u></p> <p>Teaching profile has been fluid over the last three years with at least three changes per year and an increase in less experienced teachers. Teacher pupil relationships have the biggest impact on disadvantaged pupils with many not coping with teacher changes.</p>
3	<p><u>Lasting Covid Impact</u></p> <p>The overall impact of covid for our children at Lanesfield is clearly seen through reading and writing attainment. Recognising that we have always had children who arrive with Communication and Language skills as an area to develop this has become more of an issue with the lack of exposure to books and reading in the home environment. The long absence from the classroom and the effect of remote learning can be seen through a lack of stamina for writing as a direct result 2021-2022 were the lowest for over 6 years. This has improved to 70% for all pupils and 71% in 2022 -2023 for the disadvantaged but no disadvantaged children achieved greater depth in writing.</p>
4	<p><u>High attainers</u></p> <p>Pupil premium children are not making progress at the same rate as all other pupils and as a direct result less disadvantaged pupils are defined as high attainers.</p>
5	<p><u>Phonics</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <ul style="list-style-type: none"> • Prior to covid, by the end of year 2 all pupils had passed the phonics test. The highest percentage of pupils not passing in year 1 were disadvantaged. <p>In 2022 predictions to pass year 1 phonics test were the lowest ever recorded at Lanesfield. Actual results were much improved but still below national. In year 2, 95% passed but this is still a major area for development.</p>
6	<p><u>Engagement With Reading</u></p> <p>In addition, reading records highlight a lack of engagement with an decrease in the amount of reading at home for our disadvantaged pupils particularly in key stage 2.</p>
7	<p><u>Technology</u></p> <p>School research highlights disadvantaged families do not have access to technology that would enable high quality remote learning and access to learning less disadvantaged families have access to remote learning beyond the school day.</p>
8	<p><u>Attendance</u></p> <p>Absence last year for disadvantaged was 91.6 % (national 94%) and in particular persistence absence rates for pupils eligible for PP are 22%. This has a profound effect on overall attainment in all areas.</p> <p>Additionally, it highlights that divide widens in key stage 2</p> <ul style="list-style-type: none"> • National pandemic and repeated absence had impacted on reading achievement • Motivation and engagement for learning is lower within disadvantaged pupils <p>Increased absence concerns with disadvantaged absence regularly being below national and at least 1.5% lower than others.</p>
9	<p><u>Parental Engagement + Support In The Home</u></p> <p>Lack of parent engagement and support for pupils within the home. Additionally, for disadvantaged pupils who are EAL IT support from parents has been limited.</p>
10	<p><u>Lanesfield Passport</u></p> <p>Children have less opportunities to widen cultural capital outside of school as many children have limited opportunities to broaden life experiences and develop personal interests.</p>

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
Improved oracy and writing outcomes across all stages.	EYFS achieve GLD reaching national expectations Disadvantaged pupils achieve in- line with national other pupils with an increase in children recognised as higher attainers.
Higher rates of progress across KS2 for pupils identified as disadvantaged and higher attaining.	Ks1 results indicate some disadvantaged pupils achieving at a greater depth level in all subjects. KS2 disadvantaged pupils achieve at a greater depth level for writing and sustain current achievement in maths and reading.
Achieve and sustain improved wellbeing	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • self-registration indicates a significant reduction in consistently low scores. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils All pupils access curriculum enrichment activities and complete their Lanesfield passport.
Overall attendance improves with Disadvantaged pupils achieving national.	Disadvantaged pupils achieve alongside peers and persistent attendance for this group decreases.
Close attendance gaps and reduce the amount of persistent attendance for disadvantaged pupils.	Attendance for all pupils remains in line and exceeds national Persistent attendance for disadvantaged pupils reduces.

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: £ 127,80.00

Activity	Evidence that supports this approach	Challenge number
<p>Senior leadership team to support ECT's. In class and as Mentors</p> <p>Teach first teacher based within KS1</p> <p>DHT Phase leader for EYFS</p> <p>DHT Time for curriculum development. Working across EYFs (reception and nursery). Modelling, planning and sharing research to support practice.</p> <p>Additional END time to focus on PP identified as having SEND needs</p>	<p>Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The EEF guide identifies this as a substantive area of impact for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-</p> <p>Teaching profile highlights consistently good teaching over time 85% good or better.</p> <p>Quality first teaching is key.</p> <p>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment."</p> <p>high-quality-teaching</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf</p>	<p>1,2,3</p>
<p>CPD focused on English subject knowledge and pedagogical approaches delivered through LA advisor</p> <p>Introduce an additional taught writing session in key stage 1 based on key text and immersion within the text.</p> <p>Two senior leaders to complete Oracy program and cascade practice across school</p> <p>PDM - professional development meetings to be based around research and delivered throughout the year by senior leaders.</p>	<p>Research completed by Debra Myhill notes: Drawing on data from a larger study, this paper considers the role of teachers' grammatical knowledge, both content and pedagogical content knowledge, in mediating learning about writing in the classroom. It also illustrates how students' learning about writing is influenced by teachers' metalinguistic knowledge. The study highlights that grammatical pedagogical content knowledge is more significant than grammatical content knowledge in supporting meaningful teaching and learning about writing.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1,2/3</p>
<p>HLTA to deliver interventions and tuition support across KS2</p> <p>All classes throughout school to have a full-time learning support.</p>	<p>Specific targeted 'interventions' can support pupils. Trained TAs can enhance T&L and not to replace the teacher's role</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p>	<p>1, 4,5,6,9</p>

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

Budgeted cost: £ 44007.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One learning support staff to deliver BRP intention program morning focussed on years 5 - 6.</p> <p>All learning support to have identified children to work with for BRP and deliver this intervention.</p>	<p>Boostingreading@primary is proven, good practice intervention. Each year pupils consistently make accelerated gains over four times the expected rate of progress.</p> <p>In 2014, research highlights Reading Age gains of over 14 months over the 10-week period of intervention.</p>	1,3,4,5
<p>Purchase accelerated reading program - used to support teacher reading assessments and provide age related stages and diagnostic reports</p>	<p>Effective diagnostic assessments can indicate areas for development for individual pupils or across classes and year groups</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</p>	1,3,4,5, 9
<p>Develop the use of ICT within the curriculum by using 1:1 iPads</p> <p>1:1 Ipads throughout key stage 1 and 2 established as a 1:1 Ipad school.</p> <p>Also available online for parents to use as support</p>	<p>Through the use of iPads disadvantaged pupils demonstrate higher learning engagement and collaboration. This is evident in high and low attainment groups and results in more disadvantaged pupils reaching ARE and above at end of year 6.</p> <p>This S.C. is based on a 2013 study (where empirical data through lesson observation was triangulated with perception surveys and group interviews of both teachers and students. It was found that the use of iPad was associated with more learner engagement and collaboration. It also found that the P21C2 pioneers, particularly the low and high ability groups, performed better than their peers in the year-end examinations).</p>	1, 6, 7, 10
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be supported through RWI consultant program. Year 3 focus</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Widen vocabulary understanding throughout key stage 1 and 2</p> <p>Also available online for parents to use as support</p>	<p>All children will have an increased understanding of a wider range of words and apply these within everyday learning.</p> <p>All subjects have a clear vocabulary map which is monitored and reviewed.</p> <p>Spelling lessons are clearly taught using research-based methods delivery though effective pedagogy which is reviewed annually</p> <p>Spelling Shed established as a key routine practice tool used in all phases.</p>	1, 2, 3, 5, 6 10

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

Budgeted cost: £22000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lease two minibuses for offsite visits and collection and drop off for pupils.</p> <p>Increased participation in wider opportunities including off-site visits and afterschool clubs.</p> <p>Attendance: Reduced cost to - disadvantaged pupils.</p> <p>Persistent attendance can be fully funded for use on mini-bus.</p>	<p>Highlighted by OFSTED cultural capital has greatest impact on pupils' long term.</p> <p>Bourdieu (1986) emphasised that cultural capital is intrinsically linked to economic and social capital. Access to economic and social capital allows greater access to cultural capital and he (1973) observed that, as a side effect, cultural capital is often linked to social class and as a result reinforces social divisions, hierarchies of power and inequality within society.</p> <p>Attendance quote</p>	8, 10
<p>DM and attendance officer to work as a team with focussed monthly meeting to carry out first day absent calls, carry out home visits, prepare reports and identify patterns of absence that need local authority actions.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. For example, data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.</p>	8
<p>Warriors of wellbeing program</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later in life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	8, 10

Total budgeted cost: £ 193,803.94

Part B: See additional document uploaded for end of 2023 and previous 3-year strategy.

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
Cool Kids (aimed at building the motor skills of under achievers so that they can develop in physical activity)	NHS - School Staff trained
Quick fire multiplication facts	TT Rock stars
Accelerated reader	Renaissance
Number sense	NCETM Mastery HUB
Education City	Edentum
Children's University City of Wolverhampton	Children's University City of Wolverhampton
Teach your Monster to Read	Apple Apps
Education city	Pearson

