



# Pupil premium strategy statement

This statement details Lanesfield Primary school's use of pupil premium (and recovery premium for the 2022 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Up-dated 12.22
School name	Lanesfield primary
Number of pupils in school	297 (+ 25 Nursery Pupils)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022 -2025
Date this statement was published	January 2022 updated Dec 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Governors
Pupil premium lead	Mrs S Davidson – Deputy Head
Governor / Trustee lead	Mrs A Cooney

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022-203)	£156,665.00 (113 Pupils)
Recovery premium funding allocation this academic year (2022-23)	£ 14,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)-	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,455.00

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or challenges, achieve across all areas of the curriculum and make good progress. We aspire for all pupils to be the best they can be.

In January 2022 our Pupil premium strategy was reviewed with a clear focus on 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. Our key aim was for a lasting impact on educational gains that could be implemented at home and at school. A key focus for us was improving reading and writing outcomes; along with targeting persistent attendance issues.

Furthermore, to ensure the pupil premium funding allowed our pupils to be fully aware and recognise the impact a changing workforce can have. We know that Lanesfield pupils will most likely have a range of work life experiences as the job market is ever changing. As a school we focus our curriculum on the World of Work and wish to ensure our pupils are aware of the opportunities that are open to them in the work place.

Another key element is to sustain an effective and excellent teaching profile. This is a key part of our strategy because it is one of the most important levers that enables us to improve the outcomes for all pupils; however, offers the greatest gains for our disadvantaged pupils.

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 disadvantaged pupils.

### Challenges

Through internal and external research, we have identified a pattern to lower achievement for our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Children enter Lanesfield below national expectations for communication and language skills in nursery and reception. Historically progress has been slower in these areas.</p> <p>On entry to Reception class in the last 5 years, between 75-80% of our disadvantaged pupils arrive below age-related expectations compared to 15-20% of other pupils. This is when looking at the whole profile of each child in the Early Years Foundation Stage profile.</p> <p>Maths - In Mathematics, between 60-65% of our disadvantaged children required intervention or support to access the Reception level curriculum in EYFS. The majority of these children were working in the 3-4 years age bracket on entry to Reception.</p> <p>Communication and language - In 2022-2023 between 80-85% of our disadvantaged children had language and communication delays. With, on average, 33% requiring intervention from speech and language services. All of these children were classed as having special educational needs.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers</p>

1B	<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.</p>
2	<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"> <li>• 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.</li> <li>• In 2022 predictions to pass year 1 phonics test are the lowest ever recorded at Lanesfield.</li> </ul>
3	<p>Disadvantaged progress in all areas is slower than others, most recent statutory data highlights maths as widest divide in key stage 2.</p> <p>Additionally, it highlights that divide widens in key stage 2</p> <ul style="list-style-type: none"> <li>• National pandemic and repeated absence had impacted on reading achievement</li> <li>• Motivation and engagement for learning is lower within disadvantaged pupils</li> <li>• Increased absence concerns with disadvantaged absence regularly being below national and at least 1.5% lower than others.</li> </ul>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Our assessments, wellbeing questionnaire, observations and discussions with pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</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> <p>Teacher referrals for support have markedly increased during the pandemic. 10 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs, these pupils are receiving small group EBD interventions. Clear evidence that school lockdown as a result of the pandemic has impacted on pupil wellbeing notably more negative impact for disadvantaged.</p>
5	<p>Parental feedback and reading records highlight a lack of reading support from home environment for disadvantaged group.</p>
6	<p>Teacher pupil relationships have the biggest impact on disadvantaged pupils with many not coping with teacher changes. Teaching profile has been fluid over the last three years with at least three changes per year and an increase in less experienced teachers.</p>
7	<p>Attendance rates for disadvantaged pupils are lower, this is cohort dependent but a common issue in the majority of year groups noting at less 2% less than others.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and an increase in persistent absentees.</p>
8	<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>

## 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 oral language skills and vocabulary among disadvantaged pupils.	<p>EYFS Data indicates pupils achieve well in literacy, communication and language and a rising profile of achievement is evident throughout the current strategy 2021 - 2024 with disadvantaged pupils making the most progress.</p> <p>EYFS curriculum is language rich, text based with clear focus on oracy development.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Pupils make rapid progress in this area meeting and exceeding national expectations.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Teaching profile highlights quality first teaching as a strength and teaching profile with at least 90% good or better.	<p>SLT work with all new to Lanesfield staff as a result new staff are clearly established by end of first term.</p> <p>AHT + DHT mentor ECT staff throughout the year</p> <p>ECTs have access to an outstanding schools development program in a bid to use best practice and access outstanding CPD.</p>
I-pads Focus	<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>
Teacher training is based around the development of whole school curriculum.	<p>Chris Quigley curriculum training completed as a whole staff and knowledge of metacognition used to drive pedagogy.</p> <p>Subject leaders use the purchased CQ resources to support curriculum development and subject monitoring. Lanesfield curriculum is established and developed in line with training and to support use of the milestones to support assessment and progression.</p>
Widen vocabulary understanding throughout key stage 1 and 2	<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>
Disadvantaged pupils engage with all elements of the curriculum including offsite visits.	<p>Curriculum design offers a wide range of opportunities to develop cultural capital at Lanesfield. IT is used to ensure a wider range of virtual experiences can be weaved on a day-to-day basis.</p> <p>Brilliant club tuition established in year 5 and 6.</p> <p>Covid</p> <p>Training 4 Teaching – From the Thursday university course.</p>
Reading in the home environment is improved and can be measured by use of new reading app.	<p>Reading app embedded in all key stage 1 and 2 year groups.</p> <p>Workshop supports parental engagement</p> <p>Videos?</p>
Attendance improves for disadvantage pupils with a significant drop in the amount of PA children also being from disadvantaged background.	<p>Attendance rates improve in all year groups</p> <p>Attendance for disadvantage years groups rise by 2 %</p> <p>6-week challenge firmly established and has clear impact on the minor percentage of persistent absentees.</p>
Reading progress is on a level with other pupils in school.	<p>Established reading intervention supports accelerated progress and has an impact on writing attainment.</p> <p>BRP is a well-established intervention programme supported by clear develop lead.</p>

## Activity in this academic year 2022 -2023

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

Budgeted cost: £102,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AHT to support ECT's.</p> <p>Teaching profile highlights consistently good teaching over time 85% good or better.</p> <p>DHT Time for curriculum development.</p> <p>Working across EYFs (reception and nursery)</p> <p>Teacher cover time support program (Ryders Hayes)</p> <p>DHT phase leader EYFS - class based mornings</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>Dedicated AHT in class support time for one day a week.</p> <p>Dedicated in class support time.</p> <p>Half termly through HT meetings and feedback from Mentor fortnightly meetings and during school learning walks.</p> <p>DHT Phase leader for EYFS</p> <p>DHT dedicated teaching time to model and support quality first teaching focussing on quality first interactions as well as developing a whole new planning format for both nursery and reception.</p>	<p>1</p> <p>1B</p> <p>2</p> <p>3</p> <p>6</p>
<p>Additional teacher support 6-day job share - Wednesday two teachers work in nursery</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>Increasing the days available for pupil ensures they get an additional day of teacher support. Two 3 day teachers for job share. M6 teachers</p>	<p>1</p> <p>1B</p> <p>3</p> <p>6</p>
<p>CPD focused on English subject knowledge and pedagogical approaches delivered through LA advisor</p>	<p>Research completed by Debra Myhill notes: and The NLS <i>Framework for Teaching</i> was not the driver of their success but a valuable vehicle for subtle and intuitive teacher behaviours that grew from a detailed understanding of how children develop as readers and writers.</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>1</p> <p>1B</p> <p>2</p> <p>5</p> <p>6</p>
<p>Develop the use of ICT within the curriculum by using 1:1 iPads</p> <p>1:1 Ipad throughout key stage 1 and 2 established as a 1:1 Ipad school.</p>	<p>1. This will support the development of the curriculum through access to virtual resources. It will ensure all IT based resources can be used on a regular basis. It will allow the whole class to have access to a wider technological world that may not be available in the home environment.</p> <p>2. Additionally, this creates an opportunity to consider iPad use in the home environment should lockdown locally or nationally occur again.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>7</p> <p>8</p>

<p>PP currently at 39% (2022-23)</p>	<p>Through 2019-20 school have developed digital leaders and trialled this way of working. Using the outcomes of this and building in a continued training package we will continue to train new staff in the use of iPads and iPads pros for classroom use.</p> <p>The themes that emerged from teachers included the positive impact of iPad use in education, the potential disadvantages of iPad use in education, and technical issues. An issue that strongly emerged was the need for more training on the features of an iPad and apps along with how to use them appropriately in lessons. It was also revealed that what was initially seen as major barriers to iPad use in lessons could be easily resolved with the presence of the correct knowledge and support.</p> <ol style="list-style-type: none"> <li>3. School monitoring process</li> <li>4. Curriculum governor meeting and learning walks.</li> </ol> <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>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 57,500.00 (159,500)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading recovery teacher to work in year 1.</p>	<ul style="list-style-type: none"> <li>• In school data analysis highlighted a lack of sustained action in this area - this strategy has been removed for 2022-23.</li> </ul>	<p>1 2 3 5 6</p>
<p>Add an additional RWI teacher to support deliver of RWI in year 1.</p> <p>Additionally identify intervention focus for this teacher.</p> <p>Part-time 15 hours</p>	<ul style="list-style-type: none"> <li>• Reading is a more important driver of social mobility than socio-economic status (OECD). Children from deprived backgrounds read better and enjoy reading more when they have excellent teachers (Teacher Development Trust and Read On. Get On). Leaders who build a school culture of supportive professional development and teachers who have a love of reading have the biggest impact on children's literacy outcomes.</li> </ul>	<p>1 2 3</p>
<p>Increased level of learning support to ensure one LS in each class.</p>	<p>The learning needs of all pupils are met, first and foremost, through high quality teaching by the teacher. Teachers spend at least as much time working with lower- attainers as others.</p> <ul style="list-style-type: none"> <li>• TAs work with a range of pupils within the class and supplement and extend teachers' work, rather than replace them. Support for specific individuals or groups is structured so it helps them access general classroom teaching.</li> <li>• Teachers and TAs work effectively as a team, with a shared understanding of their respective roles in achieving lesson objectives.</li> </ul> <p>Teachers' moment-by-moment decisions regarding TA deployment are driven by pupils' needs.</p>	<p>1 2 3</p>

	<ul style="list-style-type: none"> <li>• TAs support whole-class delivery at the front of the class, rove the room or undertake administrative tasks to ease teachers' workload. This is best practise as outlined in education endowment Foundation</li> </ul>	
<p>Two learning support staff to delivery BRP intention program - reduced by one for 2022-23 to focus on reading intervention through phonics program in key stage 1.</p> <ul style="list-style-type: none"> <li>• 30 hours for years 4-6</li> </ul> <p>To create a phased approach to reading intervention so that each phase has the capacity to support under achieving pupils. As a direct result progress will be accelerated and 1:1 reading opportunities increased.</p> <p>All L.S. to be BRP trained so that additional intervention can take place by class-based learning support.</p> <p>Cost based on 3 dedicated</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> <p>Each phase has a BRP intervention learning support. The phase leader and BRP lead will manage the timetable of interventions. This is a reviewed for half termly.</p> <p>3 weekly meetings with BRP lead for autumn term followed by termly meets. HT meeting half termly. Linked to school monitoring cycle.</p>	<p>1 2 3 5 6</p>
<p>Additional learning support in EYFS - This has been removed for 2022-23 due to pupil numbers as currently due to a drop in pupil numbers the staff to pupil ratio is: 1:10 morning and 1:9 afternoon</p> <p>To reduce the staff, ratio for nursery children from 1:13 to 1:10 and support additional opportunities for communication and language.</p> <p>Improve the communication and language development for nursery and reception children so that we reach national results.</p>	<p>Increased opportunity for teacher pupil interaction within the unit along with scaffolding opportunities for teacher pupil.</p> <p>Increased capacity for intervention support within EYFS unit.</p> <p>EEF notes, "Disadvantaged children benefit from high quality programmes, especially where these include a mixture of children from different social backgrounds and a strong educational component."</p> <p>By ensuring the staffing numbers are constant this has been achieved by appointing an apprentice who will be based in nursery class and also increasing teacher pupil ratio as 2020-2021 will have two fulltime and one part time teacher.</p> <ul style="list-style-type: none"> <li>• HT meeting half-termly.</li> <li>• Linked monitoring cycle.</li> </ul>	<p>1 3 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be supported through RWI consultant program. Year 3 focus Cost L.S time + RW1</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 3 6</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 3 6</p>



LS support delivering 2.5 hours per week reduced from last year.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,100 (185,100)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School currently leases two minibuses so that off-site visit costs are minimum.</p> <p>Increased participation in wider opportunities including off-site visits and afterschool clubs.</p> <p>Add about specific reduced price for mini bus for disadvantaged and for PA support</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>Minibus will be used for all off-site visits and as a way of accessing shorter off-site visits to the local area: Art Galleries, Libraries, etc</p> <p>One of the minibuses will also be used as transport to and from school.</p> <p>Annually reviewed by SCM + KH to identify costs saved through own minibus. Termly for curriculum impact by subject leaders.</p>	<p>4 7</p>
<p>All school visits are subsidised but in 2019-2020 school introduced a two-tiered approach so that children who qualify for PP will have a further reduction. All pupils will access offsite visits - Specific funding used to reduce the cost of school trips for pupil premium.</p>	<p>As above</p> <p>Enriched curriculum opportunities.</p> <p>this is monitored and tracked through finance. Additionally, as Curriculum lead all visits go through a request process where they are evaluated to ensure they are fit for purpose and support curriculum development and cultural capital at Lanesfield.</p> <p>5. Termly reviewed and as part of budget monitoring in FGP. 6. Offsite visits evaluated following visit for curriculum impact</p>	<p>4</p>
<p>Purchase a high-quality attendance support officer to carry out home visits, monitor patterns and work alongside the DHT to lower the number of Disadvantaged pupils who are classed as persistent absentees.</p> <p>Increased attendance for the disadvantaged pupils. So that overall attendance</p>	<p>Persistent absence is still a concern and the impact has not been significant with this role, Key change would focus the work on attendance and parental engagement.</p> <p>DHT, 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>See transport Minibus</p> <p>Half Termly reviews</p>	<p>7</p>

<p>at Lanesfield meets national expectations Cost based on SLA £4,500.00.</p> <p><i>Admin time for school attendance officer (DM) and Receptionist to complete first response calls.</i></p>	<p>Termly report meeting focus on data around in school attendance. meeting</p> <p>Curriculum governor meeting</p>	
<p>To provide an additional drama club for both key stage 1 and 2 based around musical theatre.</p> <p>Increased participation in wider opportunities including off-site visits and afterschool clubs.</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>The club has been running for the last 18 months and we have been very happy with the service and the level of delivery from staff.</p> <p>We have purchased again with the understanding the trainer will remain the same.</p> <p>HT attends all afterschool performances and uses pupil voice to gather feedback regarding the view from parents and pupils.</p> <p>Termly, following implementation of each 8-week club.</p>	4
<ul style="list-style-type: none"> <li>• To purchase the wider learning 'bronze' package. This has been reduced this year</li> <li>• Year 5 steps program</li> <li>• Year 6 Xplore program</li> <li>• Xplore is a practical programme to develop activity leadership skills combined with an introduction to resilience, mentoring and mediation skills. Closely linked to PE agenda. This supports the training of our sports leaders.</li> </ul> <p>Pupils have the opportunity to develop leadership skills through Curriculum enrichment opportunities.</p> <p>Cost based on Wider learning packages</p>	<p>EEF note the importance of developing 'Character', as a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes. The Wider learning package creates opportunities for children to develop this skills and identify a 'job role' which relates to our vision where world of work is developed through the Lanesfield Curriculum.</p> <p>Termly meet with subject leader responsible.</p> <p>Termly, following implementation of each programme and as part of monitoring program to identify curriculum impact.</p>	4

<p>Where needed school will support pupils with uniform and P.E kit to ensure lessons are not missed. Use donated and lost property stock also.</p> <p><i>Kit sorted and stored in mobile. Parents able to request via parentmail and DM sends home. Working well especially for NTL children.</i></p> <p>To ensure all children have the uniform and PE kit they need to feel belonging to Lanesfield</p>	<p>Parents who have received support have expressed how this has supported them to motivate pupils for school and it has had small gains in attendance also.</p> <p>Monitored by finance team which did result in a reduction as small pockets of parents used the support.</p> <p>Termly and during monitoring of budget.</p>	<p>4 7 8</p>
<p>To offer bespoke counselling support for pupils returning to school as and when needed.</p> <p>Cost as available but will be based on needs in school</p>	<p>Teachers and learning support work to identify children for support using the behaviour records, daily self-registration charts and specialist teacher support team to identify who requires this support.</p> <p>Prevention to exclude action has highlighted how successful this can be. Exclusion analysis has highlighted this as a key way of keeping pupils in school and preventing permanent exclusion.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>4 6</p>

**Total budgeted cost: £185,100**

## 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 2021 to 2022 academic year.

*Review:*

*In preparation for the end of year review and analysis of funding all areas of the review were considered.*

*Particular focus was reading and writing as a direct reflection to the lower results in key stage 1 for all subjects and for year 2 recognising the impact covid had on writing.*

*Some key changes were implemented:*

- Removal of the year 1 reading recovery teacher. This was as a direct result of an analysis of data over a 6-year period. Analysis identified that out of 20 pupils given the support in year 1 only three pupils had sustained reading level and were actually working at age related expectations. In year 5, of the 7 pupils remaining at Lanesfield three were working within age related expectations but were not secure at end of the year group. In year 4 4 out of nine were working within age related expectations. In years 3 and 2 none of the children receiving this support were working within age related expectations. Assessing the outcomes against cost indicated very little sustained impact at an extremely high cost.*
- Due to a drop-in numbers in Nursery staff levels were reduced, because of reduction in numbers staff to pupil ratio is currently 1:9 am and 1:7. In addition 6 day teaching support as job share teachers work 3 days.*
- Increased the percentage of learning support teachers so that each class has a full-time learning support.*
- Reduction in the 1:1 BRP intervention learning support.*
- Increased the phonics support for year 1.*
- Developed CPD through the use of schools SLA agreement for all staff and focussed support for learning support with weekly training focus from the spring term.*
- In creased the amount of term teaching and in class support from snior leaders in both EYFS and key stage 2.*

### 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
The brilliant club - removed due to a lack of impact	<a href="mailto:hello@thebrilliantclub.org">hello@thebrilliantclub.org</a> 020 3758 3991
Wider learning - Wolverhampton based support	
WVTC - Wolverhampton	

