

# Pupil premium strategy statement – Lanesend 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	419
Proportion (%) of pupil premium eligible pupils	43.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2024 2024/2025 2025/226
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs Vickie Sutton
Pupil premium lead	Mrs Nikki Napier
Governor / Trustee lead	Mrs Laura Augustus

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,720
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>	£26,680
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£294,400

# Part A: Pupil premium strategy plan

## Statement of intent

At Lanesend Primary School we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with families and a personalised approach to meet children’s individual needs, every child can fulfil their individual potential, both academically and socially.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum based on Kapow, which supports pupils’ outcomes by ensuring that children are engaged and achieve well. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding.

Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders at Lanesnd Primary School are committed to ensuring that all of our disadvantaged pupils, including those with SEND or with EHCPs, receive teaching which is at least good in every lesson and that disadvantaged children who have ‘fallen behind’ their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding.

When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan

## Challenges

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

Challenge number	Detail of challenge
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1	Although our Year 1 Phonics score was above the national average score, the average score for FSM children was below their peers nationally. In 2023 at Lanesend 65% of children in receipt of FSM were at the expected threshold and 89.2% of children were at the expected threshold. This is compared with a national average of 69.6% for children in receipt of FSM (-4.6%) and 94.2% of children not in receipt of FSM (+5%).
2	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of a number of factors including COVID-19 has meant that this gap has widened for a number of PP children.
3	At Lanesend Primary School, our attendance rates are above national. In December 2023, the national average for attendance was 93.4%. However our attendance rates for the calendar year were 95.7% for children not in receipt of PPG funding vs 94.27 % for children in receipt of PPG funding.  Lates children in receipt of PPG funding were 1.48% before (0.56% for non PPG) and 0.14% after 9 (0.08% for non PPG)
4	Some pupils in receipt of PP funding show lower emotional wellbeing than their peers. These pupils lack self-belief, determination, resilience and have low confidence. They can struggle to reflect and evaluate their own behaviour and often lack self-motivation and confidence to improve. This is evident in a higher number of incidents recorded for children in receipt of PPG vs their peers.
5	A significant number of pupil premium pupils also have SEND. This impacts further on their progress and attainment.

## 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 close gap for expected standard in Year 1 Phonics.	Children in receipt of Pupil Premium funding will achieve a score closer to their peers both in school and nationally.
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.	The gap is narrowed in the progress and attainment of PP and non-PP children. Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards.

	<p>Children who need to make accelerated progress, receive targeted high-quality targeted intervention by a team of skilled LSAs which is monitored by school leaders.</p> <p>Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, and arithmetic</p> <p>Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions</p>
Absence rates and lateness for children in receipt of PPG funding will be closer to their non PPG peers.	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).</p> <p>Monitoring of attendance by Head teacher and TAC team including the implementation of the Attendance Policy brings about an increase in children in receipt of PPG funding attendance and a decrease in persistent lateness.</p>
For pupils in receipt of mental health support to sustain improved wellbeing.	<p>Sustained high levels of wellbeing as demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a reduction in behaviour incidents in children in receipt of PPG funding</li> <li>• a continued support system in place to deal with queries, concerns and issues.</li> </ul>
For pupils who have SEND and are eligible for pupil premium support to have improved outcomes.	<p>Pupil Premium data for KS1 and KS2 for reading, writing and maths will show a sustained narrowing of any gaps with progress relevant to their individual starting points.</p>

## 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: £320,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small classes	<p>We invest in smaller class sizes due to the high volume of disadvantaged children and vulnerable children, children with SEND and children with Education Health Care Plans (EHCPs) in our school.</p> <p>These numbers require higher than average adult support in school. The decision was taken to have smaller classes and more teachers than a normal 2 form entry school. This allows each child more time with their class teacher as well as more time for the teacher to plan and assess due to the decreased number of pupils. This ensures that we are prioritizing Quality First Teaching as our first approach.</p> <p>Research also proves that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds (Sutton Trust).</p> <p>EEF</p> <p>The average impact for reducing class size is around 1 month additional progress over the course of an academic year.</p>	1 2 4
Purchase of standardised diagnostic assessments.	<p>Purchase of PUMA, PIRA and GaPS test to audit knowledge, identify gaps and support with planning for teachers.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1 5

<p>Use of Assistant Head Teachers for coaching teachers</p>	<p>Use of AHT directed time to coach teachers in their specialist area/ Key Stage in order to support teacher development in line with targets on their Performance Management documents.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well-designed, selected, and implemented so that the investment is justified.</p> <p>EDF research- Effective Professional Development toolkit.</p>	<p>1 5</p>
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Lead Tutoring Catch-Up team offering targeted support in phonics, maths, reading (1:1 and small group support)</p>	<p>Having analysed our cohorts, we have identified that disadvantages pupils rarely achieve RWM combined. We have deployed familiar and trusted adults to provide 1-1 or small group tutoring provision. EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This</p>	<p>1 2</p>

	<p>arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>We have worked specifically this year on selecting pupils and scheduling sessions effectively to ensure maximum impact. (from EEF guidance- Making a Difference with Effective Tutoring)</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £80,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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<p>Use of Team Around the Child team</p>	<p>Due to the high volume of disadvantaged children and vulnerable children, we also require a larger than normal family team to support the children and their families, and the work involved with dealing with outside agencies. This team working closely with the Inclusion Team as a Team Around the Child central team.</p> <p>The TAC team engage with families and the community, support in safeguarding work and signpost parents and children to further help and support. The vast majority of work on the caseload is disadvantaged families (up to 70%).</p> <p>The team will support with early identification and help for children and families who need support, embed safeguarding culture within the school, offer pastoral support for children who are vulnerable and complete pre-emptive work where possible.</p> <p>Supporting with attendance is driven from this team by supporting children in school but also with families. Support includes: support with getting children into school, emotional support for children in understanding barriers to school, attendance meetings and supporting families with wider issues such as housing, transport etc.</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Month</p> <p>EEF Improving Social and Emotional Learning in Primary Schools, recommendation 5</p> <p>Reinforce SEL skills through whole-school ethos and activities</p> <p>EEF Attendance Intervention –Rapid Evidence assessment.</p>	<p>3 4</p>
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**Total budgeted cost: £428,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the year of 2022 to 2023.

Desired outcome	Impact
Children eligible for the PPG will have their needs identified and provision in place to ensure they are able to access the curriculum.	Staff are aware of the needs of all their children. This is supported by small class sizes. As a result, teachers are able to support children well to make progress against their starting point. If children have gaps, these are identified via assessments and supported via in class support or targeted intervention.
Children will have their need understood and met through quality first teaching in a smaller class size and through a graduated approach to support emotions and improve resilience.	Small classes have been ongoing. Boxall Profile assessments twice during school year. After each data drop, both teacher and supporting LSAs given strategies to support as well as targeted support for identified children. A small group of children were then given specialist intervention (Play Therapy) with a positive impact for them both in school and at home.
Children will have access to the resources required to enable them to learn alongside their peers. Children will have access to educational visits and experiences to support the development of experiential learning.	A wide range of trips, visits and experiences were offered during the school year. No child was left behind during our school whole school Christmas and summer event.
Children will have their need understood and met through quality first teaching in a smaller class size. Gaps in learning will be addressed through teaching and interventions if required. A graduated response will be used for additional support in class and then extra specific targeted interventions if required.	Data tracking systems were used to support targeted support for gaps in learning. A careful balance was put in place to support children receiving additional intervention and not missing time out of class. Proven interventions via either Little Wandle intervention or First Class at Number have been implemented.
Large and experienced TAC (Team Around the Child) team available. Open door policy. Families will be supported and signposted to the appropriate services where required. School will	Families continue be supported. Lanesend has the highest number of families open to Early Help and this is led by the school.

<p>proactively work with outside support agencies to support families and children.</p>	<p>Reported concerns are monitored and audited to ensure that all children are receiving the help they require.</p>
<p>Regular opportunities for parents to engage with school in a variety of ways. These include: open door policy, open lessons (shared online), class dojo, performances, events etc</p>	<p>Open lessons, assemblies, performances and events continued over the last year. Pupil Progress meetings allowed families the opportunity to meet and discuss any concerns more formally also. These events are tracked and attendance continues to be strong.</p>