



Lanesend Primary School



Pupil Premium Strategy

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	396 (October 2024 Census)
Proportion (%) of pupil premium eligible pupils	47.6%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Vickie Sutton
Pupil premium lead	Mrs Nikki Napier
Governor / Trustee lead	Mrs Jo Hunter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,400 165,000 (101,400 left)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£266,400

Part A: Pupil premium strategy plan

Statement of intent

Lanesend Primary School provides an inclusive and nurturing environment where we aspire for every child to fulfil their potential – academically and socially. Through our core values of pride, belonging and respect, children thrive and celebrate their achievements, embracing challenges with courage and resilience and being encouraged to love learning. Children secure the knowledge and skills they need to become happy and successful life-long learners, contributing confidently to the world in which they live.

We aim for every child in our school to make good progress and achieve high attainment across the curriculum, whatever background or challenges may be faced. The focus of our Pupil Premium Strategy is to support disadvantaged children so that barriers to them achieving this goal and to achieve as well as those who are not disadvantaged.

We have identified the challenges that disadvantaged children may face at our school and have drawn up this strategy to address these challenges. However, the strategies in place support all children who face the same challenges.

Ensuring that teaching is of a high quality is key to this strategy, focusing on addressing those areas providing the greatest challenge to our disadvantaged children. Not only is this proven to have the biggest impact on pupil attainment for these children but will benefit all children. Underpinning our outcomes, is the aim for non-disadvantaged children's attainment to improve alongside the progress made by disadvantaged children.

Our strategy responds to robust data which identifies individual pupils' barriers so that their academic needs are targeted. In addition, our family support team, provides invaluable support for children's pastoral wellbeing so that they are in school and ready to learn and thrive.

Challenges

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

Challenge number	Detail of challenge
1	Internal and statutory assessment outcomes show a significant gap between disadvantaged and non-disadvantaged children in reading and phonics, writing and maths.
2	Oracy skills for disadvantaged children are a further challenge with Early Years intake data showing a significant gap.
3	Attendance rates for disadvantaged children are lower than non-disadvantaged which impacts academic attainment and wellbeing.
4	Observations and discussions with pupils (including pupil voice) as well as data, shows that disadvantaged children faces greater challenges socially and with their behaviour. There may also be challenging home situations. In addition, a

	significant proportion of disadvantaged children who have SEND so face additional barriers.
5	The percentage of disadvantaged children participating in after school enrichment activities is significantly lower than their non-disadvantaged peers.

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 reading and phonics attainment for disadvantaged children.	<ol style="list-style-type: none"> 1) Phonics outcomes show that outcomes for disadvantaged children are in line with those for non-disadvantaged children; 2) Reading outcomes show that children are in line with those for non-disadvantaged children.
Improved writing attainment for disadvantaged children.	Writing outcomes show that children are in line with those for non-disadvantaged children.
Improved maths attainment for disadvantaged children.	Maths outcomes show that children are in line with those for non-disadvantaged children.
Improved attendance for disadvantaged children which is sustained.	Sustain improved attendance, including persistent absence, for disadvantaged children so that the gap between disadvantaged and non-disadvantaged children reduces to less than 1%.
Improved wellbeing and reduced social and emotional impact on disadvantaged children.	Sustained high levels of wellbeing for disadvantaged children as demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations; • a significant reduction in negative behaviour incidents.
Increased participation in enrichment activities.	A significant increase in participation in enrichment activities by disadvantaged children.

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: £111,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appropriately deploy staff to support disadvantaged children's needs:</p> <ol style="list-style-type: none"> 1. TLR posts to support progress in Reading, Writing and Maths and put into place a timetable for subject leadership release time for non-TLR post holders; 2. Use of Key Stage Leaders to coach 	<p>'Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils.' (EEF Evidence brief: <i>Using research evidence to support your spending decisions.</i>)</p> <p>'Mentoring and coaching can be an important source of support.' (EEF Evidence brief: <i>Using research evidence to support your spending decisions.</i>)</p>	<p>1 and 2</p>
<p>Quality First Teaching actions:</p> <ol style="list-style-type: none"> 3. Purchase of curriculum resources to support high quality teaching and learning; 4. To embed new planning structures for core subjects to help children to know and remember more; 5. Purchase of standardised tests to enable accurate tracking and analysis; 6. Embed the new Insight assessment system; 7. Staff CPD on interpreting data and assessments; 8. Implement pupil progress meetings which are focused on progress towards ambitious targets so that effective interventions and actions are put into place; 9. Staff CPD on high quality teaching pedagogy; 10. Staff CPD on oracy; 11. Design and implement pre and post learning low-stakes testing to track progress across all subjects 	<p>'Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils.' (EEF Evidence brief: <i>Using research evidence to support your spending decisions.</i>)</p> <p>Reading comprehension strategies EEF</p> <p>Very strong evidence shows that children make significant progress.</p> <p>'Supporting continuous professional development is crucial to developing teacher practice.' (EEF Evidence brief: <i>Using research evidence to support your spending decisions.</i>)</p> <p>Feedback EEF</p> <p>Very strong evidence for significant progress.</p> <p>Talk for Writing has strong evidence for improving writing</p>	<p>1 and 2</p>

and strengthen feedback systems; 12. Carry out regular moderation with other DCAT schools to ensure judgements are sound.		
Phonics Actions: 1. Continue to embed the 'Little Wandle' phonics scheme systematically; 2. Continue to work with Springhill English Hub for support; 3. Carry out regular phonic assessments and adjust interventions so that best possible progress is made.	Phonics EEF Extremely strong evidence for very good progress.	1 and 2

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

Budgeted cost: £75,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Additional LSA led interventions to target disadvantaged children for spelling, 2. Full time phonic interventions by expert LSA and classroom LSAs in KS2 3. ELSA interventions	Teaching Assistant Interventions EEF good evidence for good gains	1 and 2

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Family Team incorporating the Attendance Team and Pastoral Support Leader	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	3, 4 and 5

<p>2. Attendance awards</p> <p>3. Enrichment leader with TLR</p>	<p>involved with dealing with outside agencies.</p> <p>Arts Evidence (EEF) strong for good gains Arts participation EEF</p> <p>Behaviour Interventions have sound evidence Behaviour interventions EEF</p>	
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Total budgeted cost: £266,400

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 2023 to 2024.

Pupil outcomes for the end of Key Stage 2, following the implementation of the strategies outlines in the Pupil Premium Statement for 2023 – 2024.

Subject	National % ARE+	School % ARE+	National % Disadvantage ARE+	School % Disadvantage
Reading	74	70	60	48
Writing	72	46	58	27
Maths	73	64	58	51
Combined	61	38	43	21

Pupil outcomes for other statutory assessment, following the implementation of the strategies outlines in the Pupil Premium Statement for 2023 – 2024.

	National %	School %	National % Disadvantage	School % Disadvantage
EYFS GLD	68	67	52	56
Year 1 Phonics	80	63	68	61
MTC	34	35		29