

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Data
School name	Lane Green First School
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Tom Wright
Pupil premium lead	Michelle Turner Assistant Headteacher
Governor / Trustee lead	Lindi Ackroyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45110
Recovery premium funding allocation this academic year	£ 4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 45110

Part A: Pupil premium strategy plan

Statement of intent

Our Vision : Lane Green First School continually strives for excellence. Our approach is fundamentally simplistic but effective. All staff focus upon establishing positive relationships with pupils and creating bright attractive environments for them to work in. This supportive climate linked to high expectations of all pupils and a strong reward culture ensure that the children enjoy school, work hard and make progress.

All classes are mixed ability and we do not operate any streaming within the school as this is contradictory to our culture of high expectations for all. Our “Caring and Achieving” statement captures the inclusive nature of our school and reminds us all that every child is equally important.

We believe in developing the whole child and Outdoor Education features heavily with every child with all children accessing Forest School Provision. We value the partnership with parents and aim to make ourselves approachable at all times. We recognise that parent support contributes hugely to our pupil’s progress and we want them to understand how we work while also being there to listen and respond to any issues they may have. We see ourselves as very much a community school and our commitment to Bilbrook is evident in our partnership with local groups and remains an integral part of our school identity.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged learners at the end of KS1 in Reading, Writing and Maths (R, W, M) is below that of their peers.</p> <p><u>Summer 2022</u> –</p> <p>Pupil Premium Expected and above Reading – 50% expected Writing – 17% Maths – 66%</p> <p>Non-Pupil Premium Expected and above</p>

	<p>Reading – 65% Writing – 70% Maths – 74%</p> <p><u>Summer 2023</u> Pupil Premium Expected and above Reading – 63% Writing – 75% Maths – 75%</p> <p>Non-Pupil Premium Expected and above Reading – 73% Writing – 76% Maths – 77%</p>
2	<p>The attainment of disadvantaged learners across the curriculum does vary in year groups and curriculum areas.</p> <p>Autumn Review 2022 There is a significant gap between disadvantaged learners and non-disadvantaged learners in writing at Key stage1.</p> <p>Autumn Review 2023 There has been a reduction in gap between disadvantaged learners and non-disadvantaged learners in writing and math at Key Stage 1. There is a 10% gap between disadvantaged and non-disadvantaged learners in Reading at KS1.</p>
3	<p>Our current attendance data for Years R,1,2,3 and 4 from FFT (2022-2023) indicates that attendance among FSM6 was lower than not FSM6.</p> <p>Reception – FSM6 – 90% Not FSM6 – 92% Year 1 – FSM6 – 93% Not FSM6 – 95% Year 2 – FSM6 -90% Not FSM6 – 96% Year 3 – FSM6 – 89% Not FSM6 – 94% Year 4 – FSM6 – 90% Not FSM6 – 94%</p> <p>Autumn Review 2023 The percentage of sessions recorded as an absence for disadvantaged learners is 9.2%, a total of 896 session(s). Absence of disadvantaged learners' school is 1.7% lower than the national percentage of 10.9%. This is also the same as the percentage of the previous year in school of 9.2%.</p>

	The percentage of sessions recorded as an absence for non-disadvantaged learners is 5.9%, a total of 2,097 session(s). Absence of non-disadvantaged learners is 0.2% lower than the national percentage of 6.1%. This is also 0.9% greater than the percentage of the previous year in school of 5.0%.
4	<p>Autumn 2022 Review</p> <p>The attendance to extra curriculum activities had excellent uptake across the whole school. Funding was used to pay for sports coaches, forest school sessions, story rangers to run afterschool clubs these were a great success.</p> <p>Autumn 2023 Review</p> <p>The attendance for children to attended an extracurricular club regularly improved 70 % of disadvantaged children regularly attended a club. 60% of non-disadvantaged children regularly attended a club</p>
5	<p>The Income Deprivation Affecting Children Index (IDACI) shows that the school's catchment is amongst 20% most deprived areas in the country; this is also the case for the Index of Multiple Deprivation (IMD).</p> <p>Due to this information there may well be an under identification of disadvantaged learners within the school community.</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
1. Diminished difference in attainment at GDS at the end of KS1 in Reading, Writing and Maths between PP children and that of others.	KS1 RWM outcomes in 2024/25 show that there is a reduced disparity between disadvantaged pupils and their peers who are not disadvantaged.
2. Diminished difference in attainment across the curriculum between PP children and that of others	Attainment using TA data in 2024/25 show that there is a disparity of less than 10% between disadvantaged pupils and their peers who are not disadvantaged.
3. Improve confidence, resilience and self-esteem of PP children.	Assessments and observations indicate improved confidence, resilience and self-esteem. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment, pupil and parent voice.

<p>4. Improved uptake of extra-curricular activities by PP children.</p>	<p>More than 50% of disadvantaged learners attend extra-curricular activity regularly and in line with non-disadvantaged learners.</p>
<p>5. Increased attendance rates for pupils eligible for PP.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</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: £ 22,239

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the revised Feedback Policy whereby Whole Class Feedback has been adopted. Key misconceptions form the start of the next learning cycle. Teachers will use Insight as a data management system to centralise summative and formative assessments, which will inform their teaching programme.	Feedback provided to pupils is timely and underpinned by cognitive science. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2 & 5
Teachers provide reading opportunities across the curriculum and subject specific vocabulary (Tier 3 words) is explicitly taught with opportunities provided for pupils to articulate new learning. High quality texts to be bought in key curriculum areas to supplement curriculum.	Having a wide range of vocabulary underpins learning and understanding this has been evident in a range of research including the work by Alex Quigley in 'Closing the Vocabulary Gap' and his book 'Closing the Reading Gap' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1 & 2
Purchase of Accelerated reader program across school.	Monitoring the reading ability and ZPD of students to ensure reading material is providing sufficient challenge for all readers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1 & 2

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
Staff to use the SSLP's 5 principles of pedagogy to research, implement, review and change practices in the classroom	Provide opportunities for independent research, peer engagement and reflection of new practices. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1, 2 & 5
Provide subject leadership opportunities within the school to develop curriculum and improve attainment	Appoint and provide training for new subject leaders. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1, 2 & 5
Staff training and development of metacognition to improve Teaching and learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2 & 5

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching and same day catch-up strategies are used to support the progress of pupils with SEND and disadvantaged learners. (£15000)	Using Support staff and some teaching staff to deliver precision teaching/ catch up or pre teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2 & 5

EPATT reading programme is targeted at the lowest 20% of readers to improve fluency and recognition of high frequency words.	<p>To access the curriculum and understand texts research has found that students need to be read 95% of the text to have an understanding of the text.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1 & 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use staff training and reading materials to support the embedding of restorative practice and restorative conversations with children and parents.	<p>Evidence has shown using a restorative approach where all parties has a voice has been proven to have many benefits, including increased attendance, reduced exclusions and improved achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	4, 5 & 6
A member of the support team to continue to access supervision for Emotional Literacy Support Assistant training.(£800)	<p>Mental health and wellbeing needs to prioritised in schools and evidence suggests that if children's mental health and wellbeing is not good then they are unable to learn as effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	4, 5 & 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Allocated timetable slots provided for ELSA support for children with identified need. (£3900)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
<p>Curriculum mapped out across years Reception to Year 4 to ensure a range of life experiences are available to all students.</p> <p>All staff members to organise and lead on an educational visit / an additional opportunity for a group of students within the school eg. Trip to Theatre</p> <p>Provide financial support to enable more PP children to participate in extra- curricular activities including music tuition (£5000)</p>	<p>Evidence suggest by providing a variety of life experiences and opportunities out of the classroom it develops attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_searchh&search_term</p>	4
<p>Attendance and Pastoral team, with VIP education to monitor attendance and follow rigorous school procedures already in place.</p> <p>Also monitor 'close to' becoming persistent absentees. (£5000)</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attent</p>	1, 2, 3, 5, 6

Use of BASE 25 counselling service to provide weekly 1:1 counselling for students with need (£45 per hour – 3 hrs a week - £5265)	<p>Mental health and well being needs to prioritised in schools and evidence suggests that if children's mental health and well being is not good then they are unable to learn as effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5 & 6
Pastoral Manager (who is mental health first aider) liaises and works closely with children and families to get appropriate support. (£10,000)	<p>Mental health and well being needs to prioritised in schools and evidence suggests that if children's mental health and well being is not good then they are unable to learn as effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5 & 6
Financial support provided for uniforms and sports wear (£500)	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms (EEF, 2021)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=unif</p>	3 & 6

Total budgeted cost: £ 45110

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.

Outcome 1 – review Autumn 2023

There is a diminished difference in the attainment of disadvantaged learners at the end of KS1 in Writing and Maths it is more in line with their peers.

Outcome 2 – review Autumn 2023

Our teacher assessments in the Summer of 2023 and the KS1 SATs results show that in the majority of areas there is a narrowing of a difference between the attainment of disadvantaged learners and not disadvantaged learners.

More work is needed in securing more disadvantaged children achieve GDS.

Outcome 3- review Autumn 2023

Pupil voice, lesson observations and book looks show there is generally little to no disparity between disadvantaged and not disadvantaged students. Obviously, confidence and resilience is difficult to measure but we are continuing to monitor attitudes to learning, behaviour and behaviour for learning.

Outcome 4- review Autumn 2023

Primary attendance	FSM6	Not FSM6
School	90.8 %	94.1%
National	89.8%	93.9%

Outcome 5- review Autumn 2023

The attendance for children to attended an extra curricular club regularly improved 70% of disadvantaged children regularly attended a club. 60% of non disadvantaged children regularly attended a club.

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
TT Rockstars	
Accelerated Reader	Renaissance
Cornerstones Maestro	Cornerstones
EPATT	Staffordshire Council
Deepening Understanding	Planpion
Spelling Shed	EdShed
Reading Eggs	Reading Eggs