



# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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   | Lakey Lane                    |
| Number of pupils in school  | 454                           |
| Proportion (%) of pupil premium eligible pupils   | 38%                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22<br>2022/23<br>2023/24 |
| Date this statement was published   | September 2021                |
| Date on which it will be reviewed   | September 2022                |
| Statement authorised by   | Mr Sean Boyd                  |
| Pupil premium lead  | Mr Sean Boyd                  |
| Governor / Trustee lead   | To be appointed               |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £207,130 |
| Recovery premium funding allocation this academic year  | £5,583   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £212,713 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Lakey Lane our aim is to ensure that children are safe, secure & successful. We place a high priority on developing a child's personal, social and emotional development. We believe that this is the foundation to future success. As a result of this, children will thrive as a result of their enriched and high-quality education experience.

We strive to ensure that every child has the best start to their education through high expectations, excellent teaching, an exciting engaged curriculum and a purposeful parent partnership. We believe that through a personalised approach we are able to meet children's individual needs, ensuring that 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, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

High quality teaching, targeted academic support and wider 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.

We are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive high quality teaching in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive regular intervention and daily support.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Baseline assessments indicate that many of our pupils who join our school enter well below age related expectations, particularly in reading, writing and spoken English.                                |
| 2                | Home engagement with early reading and phonics practice. Limited access to reading resources at home for some pupils.  |
| 3                | Disruptions created by Covid-19 lockdowns and isolation periods. Impact of this longer term on attendance and punctuality. (Persistent absence and punctuality for some pupil groups remains a concern.) |

|   |  |
|---|--|
| 4 | Social and emotional issues for groups of children across the school.  |
| 5 | Discussion and observations show that many of the children at Lakey Lane do not have the educational and expected early life experiences which affects the knowledge and cultural capital of disadvantaged pupils. |

## 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   |
|--|--|
| Increased progress in reading for disadvantaged pupils.  | Achieve national average progress scores in KS2 reading. Increase % of disadvantaged children achieving EXS at the end of KS2. R-Y5 increase % of disadvantaged pupils achieving ARE.              |
| Increased progress in writing for disadvantaged pupils.  | Increase in % of disadvantaged children achieving EXS at end of KS2 (+20%)<br>R-Y5 increase % of disadvantaged pupils achieving ARE (+10%)   |
| Increased progress in mathematics for disadvantaged pupils.  | Achieve national average progress scores in KS2 mathematics. Increase % of disadvantaged children achieving EXS at the end of KS2. R-Y5 increase % of disadvantaged pupils achieving ARE           |
| Increased number of disadvantaged pupils achieved the expected score in the phonics screening check at the end of Y1 (and if retaking, at the end of Y2) | Y1 Phonics: Ensure that disadvantaged pupils achieve 32+ on phonics screen.<br>Y2 Phonics: Targeted support for retake pupils to ensure they achieve 32+ on phonics screen.                        |
| To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils, across school.   | To improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils.<br>To decrease the number of late marks for disadvantaged pupils. (Aim= 50% less) |

## 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: £96,250

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>To deliver high quality first teaching in reading, phonics, writing and mathematics and develop the practice of ECTs /new to year group staff in these areas.</p> <p>To close the gaps in attainment between disadvantaged and non-disadvantaged pupils through targeted intervention teaching.</p> <p>2 AHTs teach 50% targeted intervention groups and working in class to support ECT. RQTs and other identified teaching staff across the school.</p> | <p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach To Spending</p>                              | 1 & 2                         |
| <p>To provide a CPD package that improves the quality of teaching and ensures that at least 50% of teaching is outstanding over time</p>   | <p>EEF – Effective professional Development</p> <p>Three recommendations for designing and selecting effective professional development.</p> | 1 & 2                         |
| <p>Weekly instructional coaching in reading (cost of release time cover)</p> <p>Regular coaching (leverage leadership) (cost of training and release cover time)</p>   | <p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach To Spending</p>                              | 1 & 2                         |

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

Budgeted cost: £ 85,963

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Additional support for children requiring intervention teachers and HLTA (1:1 and small group support).</p> <p>Catch-Up Tutor (1:1 and small group support)</p> <p>Additional speech and language support and intervention.</p> | <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>- Individualised instruction = + 4 Months</li> <li>- One-to-one tuition = +5 months</li> <li>- Metacognition &amp; self-regulation = +7 Months</li> <li>- Small group tuition = +4 Months</li> <li>- Teaching assistant supervision = +4 Months</li> </ul> | <p>1, 2 &amp; 5</p>           |

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

Budgeted cost: £30,500

| Activity   | Evidence that supports this approach                                       | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Improve the attendance and punctuality of PP children across school. Use the services of Central Schools Attendance Support Team to support this. First day response and home visits where appropriate. Attendance rewards and prizes embedded.</p> | <p>EEF – Working with parents to support learning</p>                      | <p>3</p>                      |
| <p>Raise the profile of reading across school via reading incentives, home reading journals, competitions, use of school library and whole-class quality texts.</p>  | <p>EEF – preparing for Literacy EEF – Reading Comprehension strategies</p> | <p>1, 2 &amp; 5</p>           |

|   |   |          |
|---|---|----------|
| <p>Employment of Learning mentor to meet with identified children that require emotional</p> <p>activities/support/workshops during lunchtimes. Use of pastoral staff (learning mentor x1, part-time TA) to ensure regular access to mentoring, physical intervention breaks.</p> <p>Targeted support from the in-school pastoral team and nurture group/inclusion team on identified needs from the learning behaviours matrix</p> | <p>EEF – Improving behaviour in schools</p> | <p>4</p> |
|---|---|----------|

**Total budgeted cost: £ 212,713**

## 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 2020 to 2021 academic year.

| Aim  | Outcome  |
|--|--|
| High rates of progress in speech and early language acquisition in nursery and reception.  |  |
| Increased rates of progress in writing and reading at KS2 and KS1  |  |
| Increased rates of progress in writing and reading at KS2 and KS1- resulting in higher % attainment at expected and, for the more-able disadvantaged pupils, at greater depth. |  |
| Increased parental engagement in workshops/ curriculum meetings.<br>Increased support from parents for their children eg in hearing their child read regularly at home.        | Progress and attainment of pupils affected by disruptions to learning and attendance, as a result of Covid-19. |