

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Lambs Lane Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	25%
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	September 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sharon Finn Headteacher
Pupil premium lead	Stephanie Meikle Assistant Headteacher
Governor / Trustee lead	Clare Pilgrim, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72685
Recovery premium funding allocation this academic year	£0
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	£72685

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed, and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Each year some funds will be kept in reserve to cover incidental costs such as, uniform, food, tickets for events etc.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an excellent teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

Challenges

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

Challenge number	Detail of challenge
1	Low levels cultural capital
2	Poor language and communication skills
3	Excellent teaching not present in every classroom
4	Lack of targeted support
5	Lack of school readiness
6	Poor attendance
7	Poor behaviour
8	Lack of parental engagement
9	Arriving at school hungry and not ready to learn
10	Lack of focus and confidence due to poor mental health and wellbeing

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
Improve the quality of teaching and learning experiences in every classroom by the end of year 3	Book Looks, learning walks and observations provide evidence of excellent learning in all classrooms
Staff will have access to a wider range of effective teaching strategies trialled in a range of schools	Impact will be demonstrated during reviews at PPM
Teachers have access to tailored support that meets their individual needs	Evidence from learning walks, book looks and other reviews shows that teaching is improving.
Focus pupils make accelerated progress to ensure that gap narrows and, where possible, they meet ARE	Impact demonstrated through PPM
Personalised learning opportunities help to deliver accelerated progress	PPMs, data reviews and book looks show evidence of increased progress.
Opportunities provided help PP students to develop greater cultural capital	Expand vocabulary, opportunities etc. to improve access to the curriculum and raise aspiration

Improve focus and concentration through targeted support in group or individual sessions	Progress towards targets set at beginning of support sessions.
To improve attendance and increase parental engagement and support:	Attendance data shows positive impact and hard-to-reach parents are ore connected to school
An increase in cultural capital creates better access to the curriculum and widens understanding of opportunities.	Pupils are able to articulate a deeper understanding of the wider world and their impact on it.

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: £13, 240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encouraging self-led professional development: non-contact time for self-directed professional development	Beyond Show and Tell – Sharing and Learning to make “best” practices even better – National education Trust	3
Engagement in action research through collaboration with the Schools Learning Alliance	Beyond Show and Tell – Sharing and Learning to make “best” practices even better – National education Trust	3, 2
A teaching development programme delivered by external and internal experts	Oracy Project – EEF Toolkit: Oral Language Interventions. On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. Read, Write Inc. – EEF Toolkit: Phonics. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 5

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

Budgeted cost: £39, 522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed intervention: Introducing targeted English and maths teaching for pupils who are below age-related expectations or making less than expected progress	<p>It is suggested that as class sizes reduce, the amount of time a teacher can spend with an individual, as well as the range of approaches they can try, increases.</p> <p>Impact is greatest when class size is reduced to fewer than 20 pupils. There is evidence that smaller classes have larger effects for lower achievers, disadvantaged children and very young pupils. (+3 months progress)</p> <p>Feedback in small groups is more effective (high impact for very low cost +8 months)</p>	4, 10, 11
One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using teachers	EEF toolkit: Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)	4, 5

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

Budgeted cost: £19, 923

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support for pupils with poor mental health and well-being	EEF toolkit - Social and Emotional Development (Average impact +4 months)	5, 10
Family Support worker providing support for parental engagement and attendance	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic	5, 6, 8

	outcomes. Evidence from the Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	
Increase Cultural Capital by providing access to trips and visitors	EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions - (moderate impact +3 months) and Outdoor adventure learning (+4 months)	1, 2, 8
Breakfast Club	Children who are hungry do not perform as well - breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).	5, 9
PSHE Jigsaw tool	EEF Toolkit: Social and Emotional Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2, 5, 7, 10
Behaviour Curriculum	EEF Toolkit: Behaviour Interventions. Both targeted interventions and universal approaches have positive overall effects (+ 4 months).	

Total budgeted cost: £72, 685

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 2023 to 2024 academic year.

Lambs Lane had positive results in reading, writing and maths in the KS2 SATs this year. Our results were higher than the national averages in Writing, Maths and GPS.

The percentage scoring higher than 110 in Maths, Reading and GPS (greater depth) was high. The proportion of disadvantaged pupils reaching the expected standard in three of the four subjects (reading, writing, maths and SPAG) was 55% (with 55% achieving GD in at least one subject) compared to 43% Nationally.

Across the school, pupil premium pupils made more steps progress than non-pupil premium pupils in reading, writing and maths.

In 2024, 96%, of all pupils in Year 1 and 2 passed the phonics screening (Nationally, 80% of pupils in Key Stage 1 passed the Phonic Screening test by July 2024.) 85% of pupil premium pupils passed - this is well above the national figure of 62% for disadvantaged pupils.

Our overall attendance in 2023/24 was 93.4%. Persistent absence amongst pupil premium children was 36% in July 2023 but this was reduced to 25.5% and closer to the National figure (21.6%) by the end of the year. However, we recognise that the gaps are larger than in previous years, which is why attendance remains a focus on our current plan.

Our assessment and observations indicated that pupil behaviours, well-being and mental health, particularly in KS2 had been significantly impacted in previous years with the impact particularly significant for disadvantaged pupils. This was therefore a particular focus last year and due to the success – particularly in Year 5 and 6, we will continue with it as a focus next year.

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
Read, Write Inc.	Ruth Miskin
Power Maths	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	