

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Luck Lane
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023 - 2026
Date this statement was published	Oct 2023
Date on which it will be reviewed	Jan 2024
Statement authorised by	Lauren McCaffrey
Pupil premium lead	Naheeda Azam
Governor / Trustee lead	Michelle Wood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	262,170
Recovery premium funding allocation this academic year	25,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>287,835</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our objective for our Pupil Premium children is to ensure they have as much chance as their non-PP peers to be successful across the curriculum. We aim to ensure that the gap between PP and non-PP pupils is as narrow as possible.

Our Pupil Premium strategy aims to unpick the pastoral and SEMH support our PP pupils need so that barriers are removed/reduced.

A huge priority is to unpick the gaps in learning for PP pupils, that have been created by their past attitudes towards learning/education, persistent absence and/or disruptions caused by Covid 19.

We aim to use the strategy to provide our PP pupils with rich and varied curricular experiences so that they are inspired to achieve and develop ambition.

### Challenges

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

Challenge number	Detail of challenge
1	Persistent absenteeism.
2	Environmental factors: families who require multi-agency support, safeguarding incidents/concerns and limited/restricted experiences.
3	SEMH – pupils who lack resilience, self-esteem and struggle with coping mechanisms when faced with challenge/struggle.
4	Gaps in basic skills in both maths and English (i.e. times tables, number facts, punctuation use, phonics/spelling).
5	Limited vocabulary and low levels of literacy including speaking, listening and oracy, as well as reading fluency, which can impact on learning across the curriculum.

## 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
Attendance for PP pupils increases and is broadly in-line with the national average.	<ul style="list-style-type: none"> <li>Attendance for PP pupils to be in-line with national average</li> <li>Attendance for PP pupils is no different to their non-PP peers</li> </ul>
Persistent absenteeism is reduced for PP pupils and is broadly in-line with the national average.	<ul style="list-style-type: none"> <li>Persistent absenteeism to be at least in-line with national average</li> <li>Persistent absenteeism for PP pupils is no different to their non-PP peers</li> </ul>
SEMH for PP pupils who struggle is developed.	<ul style="list-style-type: none"> <li>Behaviour/well-being incidents for key PP individuals reduced</li> <li>SNAP profiling (or Boxall profiling when used) demonstrates progress with areas to develop</li> </ul>
Progress in reading, writing and maths is good for PP pupils.	<ul style="list-style-type: none"> <li>Progress for PP pupils is not significantly different to Non-PP pupils (when comparing key year end data with baseline assessments)</li> </ul>
Attainment of PP pupils in reading, writing and maths is good.	<ul style="list-style-type: none"> <li>Attainment for PP pupils in Y2 and Y6 in R/W/M is better than in 2022</li> <li>Attainment for PP pupils is nearer to the national average in Y2 and Y6 for R/W/M</li> <li>The gap between PP and non-PP attainment in Y2 and Y6 is reduced – particularly for Y2</li> </ul>
PP pupils actively engage with and are challenged by the wider curriculum.	<ul style="list-style-type: none"> <li>PP premium books across the curriculum demonstrate challenge and engagement.</li> <li>PP pupils talk confidently, articulately and positively about their learning in foundation subjects – demonstrating they know and remember more</li> <li>All PP pupils attend trips and take part in in-house workshops</li> </ul>

## Activity in this academic year

### Teaching

Budgeted cost: **£103,672**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher in KS1 with expertise in early reading to aid implementation of new phonics scheme to address poor reading/phonics achievement in EYFS and Y1</p> <p>50% of AHT salary: <b>£35149</b></p>	<p><i>EEF Teaching and Learning Toolkit – Smaller class sizes:</i></p> <p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption – <i>this is the case in UKS2</i></p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>When a change in teaching approach does accompany a class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p> <p>Some studies have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p>	4,5
<p>Additional coaching/mentor support for teachers across the curriculum –</p> <p>2 x TLR3 (with oncosts) – <b>£8100</b> 1 x TLR2 (with oncosts) - <b>£4338</b></p>	<p><i>Distributed Leadership (Hallinger and Heck, 2009)</i> has been found to impact upon organisations improvement and pupil achievement.</p> <p><i>EEF Model of Implementation (2019)</i> – focuses on the need to create an action plan and then prepare for its delivery – we need additional leadership capacity to ensure that aims for accelerating pupil progress across the curriculum can be achieved.</p>	4,5
<p>Use of resources to accelerate progress in English:</p> <ul style="list-style-type: none"> <li>• Accelerated Reader (reading comprehension/MyOn) <b>£6278</b></li> <li>• Doodle English <b>£1832</b></li> <li>• Little Wandle SSP Programme <b>£14000</b></li> <li>• Phonics matched reading books <b>£4000</b></li> <li>• Book to reinvigorate library/reading spine <b>£10000</b></li> </ul>	<p><i>EEF Teaching and Learning Toolkit – Phonics:</i></p> <p>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.</p> <p><i>EEF Teaching and Learning Toolkit – Reading Comprehension:</i></p>	4,5

<ul style="list-style-type: none"> <li>Junior Librarian <b>£250</b></li> </ul>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><i>EEF Teaching and Learning Toolkit - Impact of homework:</i></p> <p>Homework (<i>in this case classroom work extended through RR, Doodle English/maths, TT Rockstars and Read Theory</i>) that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning – <i>a range of apps available to pupils intelligently extend learning from the classroom at levels appropriate to the individual – giving immediate feedback along the way.</i></p> <p><i>EEF Teaching and Learning Toolkit – Individualised learning:</i></p> <p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology. <b>On average, individualised instruction approaches have an impact of 4 months’ additional progress.</b> Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement – <i>this is the approach with the range of apps/digital books available and highlights the need for enough devices for regular pupil access.</i></p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil’s attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</p>	
<p>Use of resources to accelerate progress in maths:</p> <ul style="list-style-type: none"> <li>Doodle Maths <b>£1832</b></li> <li>TT Rockstars <b>£143</b></li> </ul>	<p><i>See points above relating to individualised learning and homework.</i></p>	<p>4,5</p>

<p>Use of resources/strategies to accelerate progress across the wider curriculum:</p> <ul style="list-style-type: none"> <li>Curriculum linked resources linked to fact-files <b>£5000</b></li> <li>Subject Leadership time to develop standards/provision across the curriculum: <b>£5000</b></li> <li>Sing-Up (music curriculum) <b>£400</b></li> <li>Kapow (computing and music curriculum) <b>£600</b></li> </ul>	<p>EEF Teaching and Learning Toolkit – Mastery Learning:</p> <p>Core components of the mastery approach that schools should be careful to implement include:</p> <ul style="list-style-type: none"> <li>Effective diagnostic assessment to identify areas of strength and weakness – <i>DoL does this</i></li> <li>Carefully sequencing topics so that they gradually build on foundational knowledge – <i>LTPs/Fact-files ensure this</i></li> <li>Monitoring of pupil learning and regular feedback so that pupils can master topics prior to moving to the next – <i>DoL ensures this</i></li> <li>Additional support for pupils that struggle to master topic areas – <i>DoL unpicks gaps and fact-files plan to recover prior learning</i></li> </ul>	2,4,5
<p>Offset costs of trips and visits linked to the curriculum/long term plan:</p> <ul style="list-style-type: none"> <li>Cost of visitors to school to avoid additional requests for money from parents <b>£2,000</b></li> <li>Cost of trips out (including residential) when PP families need support to afford <b>£5,000</b></li> </ul>		2,5

## Targeted academic support

Budgeted cost: **£100,794**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of School-led tutoring</p> <p>Funded by the National Tutoring Program 50% = £11822</p> <p>50% (+extra to secure quality provision) school contribution = <b>£15000</b></p>	<p><i>EEF Teaching and Learning Toolkit – Mentoring:</i></p> <p>Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.</p> <p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Small group tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Teaching Assistant Interventions: Teaching and Learning Toolkit – EEF</p>	3,4,5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
<p>SEND resourcing:</p> <ul style="list-style-type: none"> <li>• Additional SENDCo support given increased caseload (volume of EHCP application etc) <b>£17248</b> (1 term of teacher due to go on MAT leave)</li> <li>• SEND TA <b>£27903</b> (1:1 support/intervention)</li> <li>• Additional fixed term support for the SEND team given complexity of caseload <b>£27903</b></li> <li>• Uplift from Band D to Band E contracts to account for complex nature of SEND role <b>£3000</b></li> <li>• SNAP SpLD profiling and interventions <b>£253</b></li> <li>• ELSA resources <b>£500</b></li> <li>• Clicker (EAL resource) <b>£200</b></li> <li>• Other SEND support/resources <b>£3069</b></li> <li>• Nesy <b>£465</b></li> </ul>	<p><i>EEF SEN in mainstream schools – summary of recommendations:</i></p> <p>Create a positive and supportive environment for all pupils, without exception - ensure all pupils can access best teaching.</p> <p>Build an ongoing, holistic understanding of pupils and their needs – use the graduated response, and regular assessment. Make use of the information collected.</p> <p>Complement high quality teaching with carefully selected small-group and 1:1 intervention.</p>	4,5
<p>Exploration of other intervention packages/support (to be unpicked as more data is available/used as a contingency for variance with other plans):</p> <p>Lightning Squad: <b>£350</b>          CPD/Other resources: <b>£3490</b></p>	<p><i>EEF Teaching and Learning Toolkit – Small group tuition:</i></p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	4,5

## Wider strategies

Budgeted cost: **£83,369**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that the Pastoral Team are focussed on targeting key PP pupils with additional support and intervention to support their SEMH: Proportion of salary linked to PP pupils on caseload (80%) Head of Inclusion <b>£32873</b> Behaviour Support Worker <b>£26492</b></p>	<p><i>EEF Teaching and Learning Toolkit – Social and emotional learning:</i> Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1,2,3,4</p>
<p>Use of resources to support provision for supporting SEMH needs: Pastoral resources:</p> <ul style="list-style-type: none"> <li>• SNAP behaviour profile/interventions <b>£253</b></li> <li>• Boxall user credits <b>£500</b></li> <li>• Zones of Regulation Resource <b>£500</b></li> </ul> <p>CPD/other resources: <b>£1600</b></p>	<p><i>EEF Teaching and Learning Toolkit – Impact of behaviour interventions:</i> The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>2,3,4</p>
<p>Support with attendance procedures given volume of caseload:</p> <ul style="list-style-type: none"> <li>• 1 day per week Band D Point 17 <b>£6054</b></li> <li>• Attendance support from BCL Consultancy (Attendance Officer,</li> </ul>	<p><i>DfE Improving school attendance: support for schools and local authorities: principles underpinning an effective whole school strategy for attendance:</i> 1. Use clear and consistently applied systems and processes to improve,</p>	<p>1</p>

<p>work to improve procedures, home visits) <b>£4750</b></p>	<p>reward and incentivise attendance and address absences.</p> <ol style="list-style-type: none"> <li>2. Make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.</li> <li>3. Every member of staff should know and understand their responsibilities for attendance.</li> <li>4. Robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups.</li> <li>5. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.</li> </ol>	
<p>Breakfast provision (Flying Start SEMH intervention + food when needed) <b>£3000</b></p>	<p><i>Dr Katie Adolphus, Dr Clare Lawton and Professor Louise Dye from the Human Appetite Research Unit at the University of Leeds, School of Psychology:</i></p> <p>The positive effects of breakfast consumption on cognitive function tended to be stronger in children who were undernourished. Habitual breakfast consumption frequency is positively related to academic performance, such that those children that eat breakfast more regularly have better school grades and achievement test scores. We also found a positive effect of breakfast on on-task behaviour in the classroom.</p>	<p>2,3</p>
<p>Purchasing of Uniform/sports kit to offset costs for PP families who need support <b>£2000</b></p>		<p>2</p>
<p>Provision for wider experiences/treats:</p> <ul style="list-style-type: none"> <li>• Discos/class parties</li> <li>• Xmas pressie (book each)</li> </ul> <p><b>£5000</b></p>	<p>A large proportion of our pupils do not own books, nor do they have the opportunity to host/attend parties/celebrations etc. We feel this is highly beneficial for their social/emotional development – and their happiness.</p>	<p>2</p>

**Total budgeted cost:**

**Teaching (£103,672) + Targeted Support (£100,794) + Wider Strategies (£83,369) = £287,835**



## 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 2022 to 2023 academic year.

**Attendance for PP pupils increases and is broadly in-line with the national average - All children attend school regularly.**

Absence rate	Luck Lane	National
PP	7.78	11.3
Non-PP	6.44	6.1

Absence rates for PP pupils is better than the national average at Luck Lane but is still higher than for non-PP pupils (not significantly).

**Persistent absenteeism is reduced for PP pupils and is broadly in-line with the national average.**

Persistent Absence	Luck Lane	National
PP	23.5	17.2
Non-PP	20.2	

Persistent absenteeism is above the national average – there is not a significant difference between PP pupils and their non-PP peers.

**Progress in reading, writing and maths continues to be good for PP pupils.**

Average points progress from baseline	Reading		Phonics (PSC)		SPaG		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Y2	9.5	7.5	12.0	12.5	12.2	10.8	8.8	8.9
Y6	5.2	2.6			6.3	4.4	9.1	8.4

PP pupils at Luck Lane have made better progress (when comparing end of year scaled scores to baseline assessments) than their non-PP peers.

**Attainment of PP pupils in reading, writing and maths continues to be good i.e., above the national averages for PP children.**

Attainment	Reading		Phonics (PSC)		SPaG		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Y2	53	56	94	89	33	52	25	47	64	72
Y6	60	64			69	76	69	71	69	76

All pupils at the end of KS1 underperformed and Non-PP attainment was higher than that for PP pupils – except for in Phonics.

All pupils at the end of KS2 attained lower than the national average and PP pupils were outperformed by their non-PP peers (although not significantly).

**PP pupils actively engage with and are challenged by the wider curriculum.**

There are no significant differences in pupil engagement or work output when comparing the majority of PP pupils to their non-PP peers. Where there are big differences, this can be explained by complex SEND (including SEMH/Behavioural need). In some cases, triangulation of quality assurance information indicates that PP pupils are achieving more than their non-PP peers – particularly in UKS2.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*