

## 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	Luck Lane Primary
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 - 27
Date this statement was published	Oct 24
Date on which it will be reviewed	Oct 25
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	£251, 600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£28,305
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£279,905

## Part A: Pupil Premium Strategy Plan

### Statement of intent

The key aim of our strategy is to ensure that Pupil Premium (PP) children have as much opportunity 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 approach aims to address the barriers faced by PP children through a robust diagnosis of absence information, attainment data analysis and behaviour incidents, with the aim of providing quality pastoral support and interventions for pupils and their families.

Observations, diagnostic toolkits and assessments indicate challenges associated with SEMH, a lack of resilience and poor attitudes to learning. We aim to provide pastoral support, and bespoke learning interventions to support children's readiness to learn so they can access the curriculum like their peers.

Ensuring all our children are fluent readers is a priority; we provide robust phonics teaching alongside targeted catch-up provision. In addition, there is high-quality English teaching through a rich text-based approach with a focus on developing children's oracy skills.

A stringent gap analysis to identify gaps in learning especially in the basic skills of reading, writing and maths means disadvantaged children can have the targeted intervention support needed to catch up with their peers.

By working closely with our families, we will aim to remove barriers to good attendance and reduce persistent absence. We aim to identify attendance needs early and follow this up with support. Our approach involves timely parent meetings, sign posting parents to Early Help and a whole school approach in which all staff are empowered to understand the needs of disadvantaged children and work closely with families to meet these needs.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Persistent Absenteeism</p> <p>Our attendance data indicates that attendance among disadvantaged pupils (92%) was 4% lower than for non-disadvantaged pupils (96%). The percentage of pupils who were persistently absent last year was 21.36% - this was 17.44% for non-disadvantaged pupils compared to 27.34% disadvantaged.</p> <p>Disadvantaged pupils do not attend as well as their non-disadvantaged peers.</p>
2	<p>Environmental factors: there is a high percentage of disadvantaged families who require multi-agency support, and a high volume of safeguarding incidents/concerns (SG) are linked to disadvantaged families. (DA)</p> <p>90% of SG referrals have been for DA families</p> <p>100% of SG caseload are DA families</p> <p>90% of pastoral caseload is DA families.</p>
3	<p>SEMH – pupils lack resilience, self-esteem and struggle with coping mechanisms when faced with challenging situation</p> <p>74% of suspensions were for DA pupils last year – 5 DA pupils were in receipt of 1+ suspensions, there were 3 DA pupils with 2+ suspensions</p> <p>In the previous academic year there were:</p> <ul style="list-style-type: none"> <li>• 8 pupils on the SEMH caseload likely to abscond, 4 of whom required work with outside agencies – SEMH Outreach.</li> <li>• 7 incidents of children reaching escalation and crisis all DA pupils.</li> <li>• 8 incidents of children requiring physical intervention again all involving DA pupils.</li> </ul>
4	<p>Many DA pupils have gaps in basic skills in both maths and English (i.e. times tables, number facts, punctuation use, phonics/spelling) - this has resulted in lower attainment for DA pupils at the end of KS1:</p> <p>By the end of KS1 children struggle with decoding and fluency – in 2024 only 53% of DA pupils had passed their PSC.</p> <p>They also struggle with the basics of number – less than 50% of DA pupils met the expected standard in maths.</p>
5	<p>The majority of our DA pupils have 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.</p> <p>By the end of KS2 less than 30% of the DA cohort achieved ARE in writing – this was the same at the end of KS1.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our three-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance for PP pupils increases from 92% to 94%.	<ul style="list-style-type: none"> <li>Attendance for PP pupils to be at least 94% at the end of the academic year</li> <li>Persistent absenteeism for DA pupils to be reduced from 27% (national average = 15.2% for primary schools)</li> <li>Evidence of improvements for PA pupils who are DA – through absence management procedures.</li> </ul>
Key DA pupils who struggle with their SEMH are supported effectively – reducing behavioural incidents and suspension rates	<ul style="list-style-type: none"> <li>70% of pupil surveys to indicate that pupils feel school encourages them to look after their emotional and mental health.</li> <li>SNAP profiling (or Boxall profiling when used) demonstrates progress with areas to develop for key DA pupils.</li> <li>The suspension rate for DA pupils to significantly reduce and to be nearer that national average (LLP suspension rate for DA last year = 8.24, National for primaries = 1.81).</li> <li>A reduction in the number of SEMH related behaviour incidents (in particular escalation/crisis and need for physical intervention).</li> </ul>
The gap in attainment between PP pupils and their non-PP peers is reduced – with a particular focus on writing.	<ul style="list-style-type: none"> <li>Attainment for PP pupils in Reading/Writing/Math (RWM) is at least 50% combined by the end of KS2 (less than 30% last year).</li> <li>Writing attainment for PP pupils to be much closer to non-PP pupils (28% gap last year)</li> <li>The gap between PP and non-PP attainment in Y2 to be less than 10% when comparing attainment in RWM (gap last year = W 14%, R 25%, M 22%).</li> </ul>
PP pupils actively engage with and are challenged by the wider curriculum – at least 70% of PP books and pupil interview responses indicate children are challenged by the wider curriculum.	<ul style="list-style-type: none"> <li>PP books across the curriculum demonstrate challenge and engagement – as shown through quality assurance of wider curriculum books.</li> <li>PP pupils talk confidently, articulately and positively about their learning in foundation subjects – demonstrating they know and remember more as shown in pupil interviews during quality assurance activities.</li> </ul>

	<ul style="list-style-type: none"> <li>• 100% of PP pupils attend trips and take part in in-house workshops.</li> <li>• At least 60% of PP pupils attend after school clubs.</li> </ul>
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## 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: £72,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher in KS1 with expertise in early reading to continue to aid implementation of new phonics scheme.</p> <p>50,000</p>	<p>EEF Teaching and Learning Toolkit – Smaller class sizes: 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 – this is the case in UKS2 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. 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. Some studies have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Distributed Leadership (Hallinger and Heck, 2009) has been found to impact upon organisations improvement sand pupil achievement. EEF Model of Implementation (2019) – 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</p>	4,5

	progress across the curriculum can be achieved.	
Additional coaching/mentor support for teachers across the curriculum – 1 x TLR3 (with oncosts) – £2500		4,5
Use of resources to accelerate progress in English: <ul style="list-style-type: none"> <li>• Accelerated Reader (reading comprehension) £3000</li> <li>• Doodle English £2000</li> <li>• Little Wandle SSP Programme £1000</li> <li>• Phonics matched reading books £4500</li> <li>Reading Cloud £250</li> </ul>	<p>EEF Teaching and Learning 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. EEF Teaching and Learning Toolkit – Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Accelerated Reader Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. EEF Teaching and Learning Toolkit - Impact of homework: Homework (in this case classroom work extended through RR, Doodle English/maths, TT Rockstars and Read Theory) that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning – 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.</li> </ul> <p>EEF Teaching and Learning Toolkit – Individualised learning: 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. On average, individualised instruction approaches have an impact of 4 months’ additional progress. Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement – this is the approach with the range of apps/digital books available and highlights the need for enough devices for regular pupil access. For pupils identified as</p>	4,5

	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	
Use of resources to accelerate progress in maths: <ul style="list-style-type: none"> <li>• Doodle Maths £2000</li> <li>• TT Rockstars £200</li> <li>• Numbots £150</li> <li>• White Rose Maths Fluency Bee £500</li> </ul>	See points above relating to individualised learning and homework.	4,5
Use of resources/strategies to accelerate progress across the wider curriculum:  <ul style="list-style-type: none"> <li>• Sing-Up (music curriculum) £400</li> <li>• Kapow (wider curriculum) £1530</li> </ul>	EEF Teaching and Learning Toolkit – Mastery Learning: Core components of the mastery approach that schools should be careful to implement include: <ul style="list-style-type: none"> <li>• Effective diagnostic assessment to identify areas of strength and weakness – DoL does this</li> <li>• Carefully sequencing topics so that they gradually build on foundational knowledge – LTPs/Fact-files ensure this</li> <li>• Monitoring of pupil learning and regular feedback so that pupils can master topics prior to moving to the next – DoL ensures this</li> <li>• Additional support for pupils that struggle to master topic areas – DoL unpicks gaps and fact-files plan to recover prior learning</li> </ul>	2,4,5
Offset costs of trips and visits linked to the curriculum/long term plan: <ul style="list-style-type: none"> <li>• Cost of trips out (including residentials) when PP families need support to afford £2,000</li> </ul>		2,5

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

Budgeted cost: £111,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEND resourcing:</p> <ul style="list-style-type: none"> <li>• SNAP SpLD profiling and interventions £400</li> <li>• ELSA resources £500</li> <li>• Clicker (EAL resource) £200</li>   <li>• Additional KS1 SEND Support to cover MAT leave (£10,000)</li> <li>• Additional TA(EYFS/KS1) due to high needs (£30,000)</li> <li>• SEND TA x 2 (£70,000)</li> </ul>	<p>EEF SEN in mainstream schools – summary of recommendations: Create a positive and supportive environment for all pupils, without exception - ensure all pupils can access best teaching. Build an ongoing, holistic understanding of pupils and their needs – use the graduated response, and regular assessment. Make use of the information collected. Complement high quality teaching with carefully selected small-group and 1:1 intervention.</p>	<p>4,5</p>
<p>Exploration of other intervention packages/support (to be unpicked as more data is available/used as a contingency for variance with other plans): CPD/Other resources: £500</p>	<p>EEF Teaching and Learning Toolkit – Small group tuition: The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition</p>	<p>4,5</p>

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

Budgeted cost: £67,000

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 £35,000 Pastoral Support Worker £27,000</p>	<p>EEF Teaching and Learning Toolkit – Social and Emotional Learning: 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>1,2,3,4,5</p>
<p>Use of resources to support provision for supporting SEMH needs: Pastoral resources: • SNAP behaviour profile/interventions £253 Boxall user credits £1000</p>	<p>EEF Teaching and Learning Toolkit – Impact of behaviour interventions: 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>•</li> </ul>	<p>DfE Improving school attendance: support for schools and local authorities: principles underpinning an effective whole school strategy for attendance:</p> <ol style="list-style-type: none"> <li>1. Use clear and consistently applied systems and processes to improve, (home visits) £4750 reward and incentivise attendance and address absences.</li> <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>1</p>
<p>Breakfast provision £1000</p>	<p>Dr Katie Adolphus, Dr Clare Lawton and Professor Louise Dye from the Human Appetite Research Unit at the University of Leeds, School of Psychology: 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>2,3,4,5</p>
<p>Purchasing of Uniform/sports kit to offset costs for PP</p>		<p>2</p>

families who need support £1000		
Provision for wider experiences/treats: Discos/class parties Xmas pressie (book each) 25000	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.	2

**Total budgeted cost: 2511,512**

## 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 2024 to 2025 academic year.

### 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?	As part of all other PP spending.
What was the impact of that spending on service pupil premium eligible pupils?	They benefited from the same experiences as PP children.

## Further information (optional)