

## 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	334
Proportion (%) of pupil premium eligible pupils	43%
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 25
Date on which it will be reviewed	Oct 26
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	£243,534
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£38,651
<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	£282,185

## 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><b>Persistent Absenteeism</b></p> <p>Our attendance data indicates that attendance among disadvantaged pupils (93%) was 2% lower than for non-disadvantaged pupils (95%). The number of pupils who were classed as persistently absent (attendance below 90%) last year was 43 of which 27 were classed as disadvantaged.</p> <p>Disadvantaged pupils do not attend as well as their non-disadvantaged peers.</p>
2	<p><b>Environmental factors:</b> 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            100% of SG caseload are DA families            100% of pastoral caseload is DA families.</p>
3	<p><b>SEMH – pupils lack resilience, self-esteem and struggle with coping mechanisms when faced with challenging situation</b></p> <p>73% of suspensions were for DA pupils last year – DA pupils were in receipt of 1+ suspensions, there were 6 DA pupils with 2+ suspensions</p> <p>In the previous academic year there were:</p> <ul style="list-style-type: none"> <li>• 13 pupils on the SEMH caseload for whom a physical intervention was required to keep them safe.</li> <li>• 15 incidents of children physically assaulting another child and 13 incidents of physical assault against an adult.</li> <li>• 22 incidents of child-on-child targeted behaviour many of these incidents are for complex needs SEN children 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 2025 only 50% of DA pupils reached age expectations in Reading, and 30% in Writing.</p> <p>They also struggle with the basics of number – 40% of DA pupils met the expected standard in maths in KS1.</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>

## 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 93% to 95%.	<ul style="list-style-type: none"> <li>Attendance for PP pupils to be at least 95% 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 = 14.49, 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 .</li> <li>Writing attainment for PP pupils to be much closer to non-PP pupils.</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 30%, R 50%, M 40%).</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 65% 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: £74,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional coaching/mentor support for teachers across the curriculum – TLR2 (with oncosts) - £5000 <ul style="list-style-type: none"> <li>• NPQSEND £1332</li> </ul>	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. 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 progress across the curriculum can be achieved.	4,5

<p>Use of resources to accelerate progress in English:</p> <ul style="list-style-type: none"> <li>• Accelerated Reader (reading comprehension) £7000</li> <li>• Doodle English £2000</li> <li>• Little Wandle SSP Programme £8000</li> <li>• Phonics matched books £4500</li> <li>• Book to reinvigorate library/reading spine £15000</li> <li>• Reading Cloud £300</li> <li>• CLPE £450</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 £7000 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 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</p>	<p>4,5</p>
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	assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning	
<p>Use of resources to accelerate progress in maths:</p> <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
<p>Use of resources/strategies to accelerate progress across the wider curriculum:</p> <ul style="list-style-type: none"> <li>• Subject Leadership time to develop standards/provision across the curriculum: £10,000</li> <li>• Sing-Up (music curriculum) £500</li> <li>• Kapow (wider curriculum) £1530</li> </ul>	<p>EEF Teaching and Learning Toolkit – Mastery Learning: 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 – DoL does this</li> <li>• Carefully sequencing topics so that they gradually build on foundational knowledge – LTPs/MTP’s 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 MTP’s plan to recover prior learning</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 £6,000</li> <li>• Cost of subsidising trips out (including residential) £10,000</li> </ul>		2,5

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

Budgeted cost: £91,104

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND resourcing: <ul style="list-style-type: none"> <li>• SNAP SpLD profiling and interventions £400</li> <li>• ELSA resources £500</li> <li>• Other SEND support/resources £4000</li> <li>• Additional SEND Support TAs (1.6) due to high SEND needs £48,000</li> <li>• Additional TA(KS1) due to high needs £30,000</li> <li>• Additional Focus Provision Resources £,5000</li> </ul>	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.	4,5
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: £4000 WELLCOMM £204	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	4,5

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

Budgeted cost: £116,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 £44,200 Pastoral Support Worker £35,500</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:</p> <ul style="list-style-type: none"> <li>• Boxall user credits £1000</li> </ul> <p>Other Pastoral resources: £2600</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>• 1 day per week Band D SCP 7 £8000</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,</li> </ol>	<p>1</p>

	<p>understood by pupils and families, implemented consistently and their impact reviewed regularly.</p> <p>3. Every member of staff should know and understand their responsibilities for attendance.</p> <p>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.</p> <p>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.</p>	
<p>Breakfast provision £5000</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>	2,3,4,5
<p>Purchasing of Uniform/sports kit to offset costs for PP families who need support £5000</p>		2
<p>Provision for wider experiences/treats: Discos/class parties Xmas pressie (book each) £15000</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>	2

**Total budgeted cost: £281,866**

## 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.

#### **The gap in attainment between PP pupils and their non-PP peers is reduced – with a particular focus on writing.**

The attainment gap between PP pupils and their non-PP peers was significantly reduced in 2024-2025.

91% of DA EYFS children achieved GLD in comparison 75% of non-PP EYFS achieved GLD. Both figures are above the national DA figures of 51%.

In KS1 91% of PP pupils passed the Year 1 Phonics Screening Check compared to 83% of their non-PP peers. Again, both figures are above the national DA figure of 67%.

In KS2 57% of PP children achieved a combined pass in reading, writing and maths, compared to their non-PP peers of whom 63% achieved a combined pass. 67% of PP children achieved age related expectations in writing compared to 77% of their non-PP peers. In comparison national figures show 61% of DA achieved a combined pass. The gap of 4% is the narrowest it has ever been.

#### **Attendance for PP pupils increases from 92% to 94%.**

Attendance for PP pupils did increase from 92% to 94%. This was the same as non-PP pupils and in line with national DA averages of 92.6%. PA for PP pupils was 15% similarly non-disadvantaged peers were also at 15%.

#### **Key DA pupils who struggle with their SEMH are supported effectively – reducing behavioural incidents and suspension rates**

78% of pupil surveys indicate that pupils feel school encourages them to look after their emotional and mental health.

The suspension rate for PP pupils 24-25 with +1 suspension was 4.86 compared to the national DA figure of 2.33 which is lower. PP pupils with +2 suspensions were 0.69 which is lower than the national DA figure of 1.16.

#### **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.**

Quality assurance shows 61% of PP pupils attend after-school clubs and 100% participate in school trips and visits including residential. Several were supported in attend-

ing these, but not all wished to go. Wider curriculum book looks show PP children produce work of similar if not better quality than their non-PP counterparts and are challenged by their learning

## 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)