

Pupil Premium Strategy Statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	St James' Lanehead CE Primary School
Number of pupils in school	280 (275)
Proportion (%) of pupil premium eligible pupils Reception – 4/40 Year 1 – 16/39 Year – 2 11/40 Year 3 - 10/36 YEAR 4 – 13/40 Year 5 -16/40 Year 6- 13/40	Total –83/275 = 30.2%
Academic year/years that our current pupil premium strategy plan covers	2021-2024 (although reviewed annually)
Date this statement was published	8 th November 2022
Date on which it will be reviewed	Termly (July 2023, July 2024)
Statement authorised by	Janet Hartley (Chair of Governors)
Pupil Premium Lead	Martine Dallison
Governor / Trustee Lead	Russell Hawkes

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£129,555 (plus £5460 CLA)
Recovery Premium funding allocation this academic year	£17553
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total for this year	£152,568

Part A: Pupil Premium Strategy Plan - Statement of Intent

Our belief is - and research evidence shows (e.g. from The Sutton Trust, EEF, John Hattie, Ofsted, DfE Reports) - that quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator.

We have experienced a huge impact from the coronavirus pandemic. School and general life has changed significantly. This is due to the prevalence of the pandemic in the North West and in particular Burnley which has 21% higher death rate than the national average.

The increase of claimants of job seekers allowance had increased from 23000 in March 2020 to 44705 in Feb 21 and still falls into the highest 9% of total claimants across the UK in May 2022.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teaching Assistant to each Year Group - providing small group work focused on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained ETA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Professional Excellence and a Personalised Curriculum are a central focus of the School Improvement Plan. They will have the biggest positive effect on our most disadvantaged pupils; ensuring the gap closes between the most disadvantaged and the most advantaged pupils in our school community. The focus on developing Professional Excellence and a Personalised Curriculum ensures all staff members are of the highest quality and are supported in developing the skillsets needed to enable our children to make rapid progress from low starting points and secure levels of high attainment, at the end of each Key Stage and across all year groups. The drive for Continuous Professional Development ensures of children access a high quality education, but that motivation is high and staff development and retention is good.

While we know that enriching classroom experiences are paramount in the Early Years, we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it. In addition to these, some children will need more time and/or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly

Challenges

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

Challenge number	Detail of challenge
Covid:	<ul style="list-style-type: none"> • EYFS intake in 2021 had a greatly reduced pre-school offer due to Covid-19, lacking in opportunities to develop the 'Prime' areas of learning and ensuring 'school readiness'. • Lack of oracy • KS1 and KS2 Children experienced lockdown in both EYFS/KS1 and multiple bubble closures as a result of positive cases in school, so haven't experienced a 'normal' school year since they started. Some children have had no had access to English during this time and have had limited support from parents with remote learning.

	<ul style="list-style-type: none"> • Writing is lower across the school with many pupils not being able to have the correct stamina for writing <p>Our community was significantly hit by Covid (as was the North West as a whole, with a death rate 21% higher than the England average, employment rate 19% higher than National average – Northern health Science Alliance)</p>
1	Poor parental engagement
2	Narrowing the attainment gap across Reading, Writing, Maths and Science. Many Pupil Premium children fit into vulnerable groups - SEND – ASD, SEMH, C&L
3	Narrowing the attainment gap across Reading, Writing, Maths and Science. Attainment gap in children achieving greater depth particularly in writing
4	Attendance and Punctuality issues.
5	Frequent behaviour difficulties within a core group of children

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 oral language skills for all pupils across school	<ul style="list-style-type: none"> • S and L focus across school – daily focus in all classes. Consistent strategies used across school to develop vocabulary and language. • All staff are confident in delivering ‘Talk Boost’ to support communication in targeted children across all year groups • Early identification for children requiring S&L intervention. • Children have access to a rich reading spine. Exposing them to quality language and vocabulary
Increase cultural capital, ensuring children experience and access a wide range of learning experiences to make learning meaningful.	<ul style="list-style-type: none"> • Children will have experienced a range of experiences, visits, working with creative practitioners etc., bringing learning to life. • Butterfly Moments • Children have access to a range of extra-curricular provision to broaden their experiences. • School will fund visits for PP children, taking away the financial barriers for families.
Improve the outcomes for our SEND children, ensuring they make good progress from their starting points.	<ul style="list-style-type: none"> • Children receive daily-targeted intervention in small groups. • Children make good progress from their starting points, monitored through half termly pupil progress meetings and POP meetings. • Specialist teacher input where required to further support appropriate teaching strategies

Ensure the best outcomes for all PP pupil through targeted support	<ul style="list-style-type: none"> • Daily literacy/numeracy/phonics interventions • Small group work to target individual needs across the school. • Daily reading support • Purchase of RWI scheme and targeted intervention • Purchase of First Class at Number intervention
Increased parental engagement with school	<ul style="list-style-type: none"> • Increased active parental engagement, supporting learning. • Pastoral roles fully utilised • Parents and families attending our learning events during the academic year. • PP families attending parents classes, helping to improve life chances and access to education/skills for life • Course for parents in association with Lancashire Adult Learning
Progress in Reading	<ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Reading • RWI Scheme
Progress in Writing	<ul style="list-style-type: none"> • Achieve national average progress scores in KS1 Writing and KS2 writing • RWI Scheme
Progress in Mathematics	<ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Maths • First Class at Number Scheme
Greater Depth in writing	<ul style="list-style-type: none"> • Achieve national average for greater depth writing • Rwi Scheme
Other	<ul style="list-style-type: none"> • Ensure attendance of disadvantaged pupils is above 96% • Appointment of 2 attendance officers
Improved attitudes to learning	<ul style="list-style-type: none"> • Whole school behaviour training • Safer Handling training for all staff • Butterfly moments

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: £7624

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
<p>All Pupil Premium children make at least good progress from their starting points in Reading, Writing and Mathematics</p>	<ul style="list-style-type: none"> All class teams aware of the PP children Allocated class TA support, offering boosters and interventions, for all year groups, supporting quality first teaching across the curriculum. 	<p>The difference is diminishing between PP/non due to timely intervention and quality first teaching, but needs to continue.</p> <p>Making Best Use of Teaching Assistants Education Endowment Foundation EEF</p> <p>Sutton Trust – quality first teaching has direct impact on pupil outcomes</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure.</p>	<p>Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress.</p> <p>Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms (see monitoring schedule)</p>	<p>1, 2, 4, 6</p>
	<ul style="list-style-type: none"> Regular CPD for teaching staff to ensure 100% of teaching is deemed good/outstanding (see CPD calendar). 	<p>Highly quality CPD, to ensure skilled and confident staff will see better progress from children.</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p>	<p>Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed.</p>	<p>1, 2, 4</p>

	<ul style="list-style-type: none"> Whole School Training for safer handling and RWI. 	<p>Skilled staff and improved confidence Continuity of lesson delivery throughout school</p>	<p>Reading and writing leads to monitor along with curriculum lead</p> <p>Pastoral manager to monitor</p>	2, 3, 5
	<ul style="list-style-type: none"> Provide parents with clear and timely information on how children are progressing in relation to expected standards 	<p>EEF reports on positive impact on parental involvement on outcomes for children.</p> <p>Working with Parents to Support Children's Learning Education Endowment Foundation EEF</p>	<p>Termly reports to parents. Parents meetings (Virtual if needed) Curriculum maps to parents. Parental engagement questionnaires</p> <p>Annual calendar of parental involvement (e.g. phonics, reading, maths, ICT workshops, assemblies, Learning and reporting Meetings)</p>	3
	<ul style="list-style-type: none"> Continue to run parents classes to help improve the early phonics, maths and English skills of parents to help them support their children at home. 		<p>Parent class calendar of events/classes.</p> <p>Links with Lancashire Adult Learning/local adult education providers</p>	3, 6
Whole school training will ensure staff can best support attainment, development and emotional well-being of all Pupil Premium children	<ul style="list-style-type: none"> Whole staff CPD focusing on learning metacognition, mental health and wellbeing to support children's learning: attachment training, adverse childhood experiences and early trauma, complex trauma, safeguarding 	<p>Knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils</p> <p>Improving Social and Emotional Learning in Primary Schools Education Endowment Foundation EEF</p>	<p>CPD log</p> <p>General interactions with children around school CPOM's</p>	1, 2, 4, 6

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

Budgeted Cost: £24,875

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children make at least good progress from their starting points	<ul style="list-style-type: none"> Regular Speech and language intervention sessions (Talk Boost/ Early Talk Boosts/Lego therapy) for target pupils across school, run by class TA's 	Communication and Language is the highest area of need on our SEND register – research supports the effectiveness of the chosen strategies Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF	<ul style="list-style-type: none"> Entry and exit data will be collected for pupils who are part of intervention groups and this will be used to discuss the next steps for pupils during termly Pupil Progress Meetings/ termly POP meetings with SEND Co. 	1, 2, 3, 4
	<ul style="list-style-type: none"> RWI Daily lesson followed by pini-time throughout the day 		<ul style="list-style-type: none"> Phonics assessments will be conducted regularly and monitored by English Lead to ensure at least good progress Targeted readers will be monitored by phonics lead Pitch of phase/text matched monitored by phonics lead 	1, 2, 3, 4
	<ul style="list-style-type: none"> Daily readers for (at least) the lowest 20% of children and PP pupils. 			1, 2, 3, 4
	<ul style="list-style-type: none"> Mastery maths curriculum to accelerate the progress of ALL learners through quality first teaching and same day intervention. Additional booster group implemented where children are struggling to access the content) through daily TA support 	High expectations of ALL children – no ceiling/differentiation in expectations Improving Mathematics in the Early Years and Key Stage 1 Education Endowment Foundation EEF	<ul style="list-style-type: none"> Maths leader monitoring calendar/SLT Monitoring calendar Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress. Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms 	1,2 ,3, 4
	<ul style="list-style-type: none"> SEND Co-ordinator to ensure all staff are given the support to ensure SEND children have access to appropriate provisions to ensure best outcomes from starting points. 	Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF	<ul style="list-style-type: none"> Appraisal of SEND Co's in school POP's Parental engagement of SEND children through termly POP meetings 	2, 4

	<ul style="list-style-type: none"> Subscriptions to online/web based programs to support children at home (Purple Mash, Numbots, Learning By Questions, Now Press Play) 	<p>Use of digital technologies – clear evidence to support technology at home for maths, English and phonics. Using Digital Technology to Improve Learning Education Endowment Foundation EEF</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p> <p>Working with Parents to Support Children’s Learning Education Endowment Foundation EEF</p>	<ul style="list-style-type: none"> MC to monitor use of chosen technologies at home. Tasks set online to support the children’s learning journey. 	1, 3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost: £127,985

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children have excellent attendance and engaged in their learning	<ul style="list-style-type: none"> Full time Pastoral support leader and fulltime pastoral manager to support families with attendance, requests for extended absence and Safeguarding matters (attends TAF, CAF, CIN, CP meetings). EEF (+3) <p>2 x attendance Officers appointed to analyse attendance and contact low attenders. 4 staff available to complete First Day Call and support families to raise attendance / punctuality.</p> <p>We define parental engagement as the involvement of parents in</p>	<p>Parent surveys</p> <p>Dedicated person in role, who builds a trusted relationship with parents and provides the supported where needed, leading to better outcomes for all.</p> <p>Working with Parents to Support Children’s Learning Education Endowment Foundation EEF</p>	<ul style="list-style-type: none"> Parent surveys Weekly attendance figures Termly HT report to the Governing Board 	3, 4, 5

	<p>supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis 			
	<ul style="list-style-type: none"> • Each week, an attendance report will be produced, stating attendance figures, comparing the current week’s figure to previous weeks/National. • The Pastoral Lead will conduct attendance meetings with parents of persistent absentees and those at risk of low attendance. • Pastoral Lead will ensure the attendance policy is followed up, with daily calls home/home visits etc. <p>EEF (+4)</p> <ul style="list-style-type: none"> • Social and Emotional Learning – interventions which target social 	<p>Attendance data – improving trend (exc. Covid)</p> <p>Reduction in term-time absence requests over last 6 years</p> <p>Working with Parents to Support Children’s Learning Education Endowment Foundation EEF</p>		<p>3, 4, 5</p>

	<p>and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>			
<p>All children have access to a quality, rich curriculum, developing cultural capital</p>	<ul style="list-style-type: none"> • Access to a range of extra-curricular provisions and a rich, first-hand curriculum offer to build cultural capital, language and vocabulary and life experiences – all subject leaders informed of PP children across school to offer additional extra-curricular provisions during the year (subsidised by school) • 	<p>Learning is contextualised in concrete and language rich experiences.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF – sports participation increase educational engagement and attainment</p> <p>EEF – outdoor learning shows positive benefits on academic learning and self-confidence.</p>	<ul style="list-style-type: none"> • A rich curriculum offer, with a range of opportunities for first hand learning and enriched with creative practitioners, ensuring learning is memorable and meaningful (long-term) • Weekly curriculum meeting calendar, Enrichment Overview, S of W, Extra Curricular offer • Monitored by Pastoral Manager 	<p>1, 2, 4, 6</p>

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 21-22 academic year.

- To support all pupils, including PP children, assessment focus has been on using KLIP's for each year group and termly assessments (see the Assessment Policy), which have been monitored and moderated robustly internally and monitored through pupil progress meetings.
- Through monitoring, both PP leads and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2021-22. Current assessments have then been used to inform this strategy document for the academic year 22-23 ensuring the most seamless learning possible.
- This can be ratified via internal assessment systems
- FSM children engaged in a range of cultural/ sporting activities – see Sport's funding report
- Pastoral Team have supported parents and carers with phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support. School have continued to provide FSM vouchers since the pandemic.
- Pastoral Lead has attended multi agency and safeguarding team meetings to support the child and family.

Externally provided programmes

Programme	Provider
Mastry Maths Hub	
S&L interventions - Talk Boost/ Early Talk Boost/NELI	LCC
Learning by Questions Times Table Rockstars and Numbots	

Developing an Evidence-Based Strategy to Make the Most of Pupil Premium | Primary Anna Freud National Centre for Children and Families

Anna Freud National Centre for Children and Families

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How poverty affects people's decision-making processes | JRF

The Education Hub

The Education Hub – WELCOME - THE EDUCATION HUB

Visible Learning - Accessible Global Research Database

Visible Learning - Home (visiblelearningmetax.com)

What Works Clearinghouse Practice Guides

WWC | Practice Guides (ed.gov)