



St James' Lanehead Church of England Primary School

Pupil Premium Strategy 2024-25

Pupil premium strategy statement – St James' Lanehead C of E Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Michelle Dugdale, Headteacher
Pupil premium lead	Hannah Gregory, Deputy headteacher Lucy Hargreaves, Assistant headteacher
Governor / Trustee lead	Naomi Healey, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,060
Pupil premium funding carried forward from previous years	£5,000
Total budget for this academic year	£146,060

Part A: Pupil Premium Strategy Plan

Statement of intent

At St James' Lanehead C of E Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for two separate policies:

- Raising the attainment of disadvantaged pupils
- Supporting pupils with parents in the armed forces

This strategy outlines the amount of funding available and the procedures for ensuring the funding is allocated correctly.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We believe - 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.

Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. 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 first quality 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.
- Allocating the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating Pupil Premium funding 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:

- Ensuring all teaching is good or better.
- Providing additional learning support and 1-1 support where appropriate.
- Ensuring additional teaching and learning opportunities are provided through trained ETA's or external agencies.
- Ensuring Pupil premium resources are used to target able children on Free School Meals to achieve Age Related Expectations.
- Supporting payments for activities, educational visits and residential, allowing children to have first-hand experiences to use in their learning in the classroom.
- Ensuring all staff members are of the highest quality and are supported in developing the skillsets needed to enable them 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. .
- Providing Continuous Professional Development ensuring children access a high quality education and staff development and retention is good.
- Providing additional targeted intervention and support strategies where needed and review these regularly.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to Key Stage 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
3	Internal and external assessments indicate that mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Social and emotional barriers children face and the challenges of seeking the appropriate support impacts their 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
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Early identification for children requiring Speech and Language intervention. Children have access to a rich reading spine – exposing them to quality language and vocabulary. Vocabulary rich environment to support development of language through the curriculum. High-quality questioning through teaching to develop oracy skills.

<p>Improved reading attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Achieve national average progress scores in reading. • High quality teaching of Reading due to Continual Professional Development through Read Write Inc. and mentoring and coaching opportunities. • Targeted Continual Professional Development opportunities through analysis of data. • Targeted academic support e.g. Fast Track Tutoring, and Fresh Start improves Reading outcomes for identified pupils. • Children have access to a rich reading spine – exposing them to quality language and vocabulary. • Parents are provided with strategies, through workshops, to support reading at home. • Consistent approach to teaching reading is evident across school.
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> • Achieve national average progress scores in mathematics. • High quality teaching of Mathematics due to Continual Professional Development through White Rose Maths and mentoring and coaching opportunities. • Maths supported effectively across school. • Analysis of data shows an improvement in Mathematical strands. • Targeted academic support e.g. Fluency Bee, interventions and tutoring improves Mathematical outcomes for identified pupils.
<p>To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • improved attitude to learning. • high levels of parental engagement through attendance at learning events throughout the year. • pastoral roles impact positively on pupil progress. • high quality targeted invention with clear start and end points and progress evident.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£79,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff aware of the Pupil Premium children.	The difference is diminishing between PP/non due to timely intervention and quality first teaching, but needs to continue.	All
Effective mentoring and coaching for all staff through Read Write Inc and White Rose Maths.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2 and 3
<p>Developing a progression of vocabulary across curriculum areas.</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 2 and 3

<p>Enhancement of our maths teaching, curriculum planning and enrichment in line with DfE and EEF guidance.</p> <p>We will fund teacher/leadership release time to embed key elements of guidance in school and to access White Rose Maths resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Trauma informed approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4
<p>Provide parents with clear and timely information on how children are progressing in relation to expected standards.</p> <p>Continue to provide parent workshops to improve and support reading, Maths and vocabulary at home.</p>	<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 EE</p>	All

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

Budgeted cost: **£42,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	All

Additional phonics sessions using Fast Track Phonics, targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Additional Mathematics sessions using Fluency Bee, targeted at disadvantaged pupils who require further Maths support.	High expectations of ALL children – no ceiling/differentiation in expectations https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/	3
Regular Speech and language intervention sessions for target pupils across school, run by class TA's.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1
Daily readers for the lowest 20% of children including PPG pupils.	Research supports the effectiveness of the chosen strategies	2
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.		All
Subscriptions to online/web based programs to support children at home (Purple Mash, Serial Mash, Numbots, Learning By Questions, TT Rockstars, QR codes for Reading and Maths).	Use of digital technologies – clear evidence to support technology at home for maths, English and phonics.	All

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured intervention packages offered to support social and emotional wellbeing.</p> <p>These may focus upon the ways in which pupils work with and alongside their peers, teachers, family and community.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	4
<p>Full time Pastoral Support Leader and fulltime Pastoral Manager to support families with attendance, requests for extended absence and safeguarding matters (attending TAF, CAF, CIN, CP meetings).</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</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>	4
<p>Two Attendance Officers appointed to analyse attendance and contact low attenders.</p> <p>Staff available to complete First Day Call and support families to raise attendance / punctuality in line with the school policy.</p> <p>Weekly attendance report with identified groups.</p> <p>Comparison with national figures.</p> <p>Parental meetings with persistent absentees.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</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>	All
<p>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 PPG children across school to offer additional extra-curricular provisions during the year (subsidised by school).</p>	<p>Learning is contextualised in concrete and language rich experiences. 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>	All

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £149,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Assessment data discussed, including PPG children and areas for development identified.
- Progression documents created by subject leaders across the curriculum to support future planning and outcomes for all children.
- PPG children engaged in a range of cultural, sporting and enrichment activities.
- Pastoral Team have supported parents and carers through phone calls and meetings, providing support with accessing food banks, Christmas gifts, seeking benefits, completing paperwork and offering well-being support.
- Free School Meal vouchers provided for families during school holidays.
- Above national attendance figures and intervention and support provided when needed by Attendance Officers and Pastoral Team.

Externally provided programmes

Programme	Provider
Read Write Inc.	
White Rose Maths	
Learning by Questions	
TT Rockstars/Numbots	
Purple Mash	
Trauma Informed	LCC
Family Hub	LCC

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.