

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	Field Lane Primary School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	70% (55/79 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	22 nd November 2024
Date on which it will be reviewed	Annually -September 2025
Statement authorised by	L Aaron
Pupil premium lead	G Brook
Governor / Trustee lead	Rachel Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,559
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,559

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Field Lane Primary School will make good progress in reading, writing and maths from their starting points, despite their backgrounds or challenges. This will be achieved through quality first teaching, the focus of which will be the areas in which our disadvantaged pupils require the most support. As a result of this, we aim to provide an adapted and personalised curriculum that meets the needs of pupils, with a focus on early identification and intervention.

At our school, we are aware of the challenges faced by disadvantaged pupils, our aim is to ensure that they pupils have access to opportunities and experiences, which give them confidence and aspiration to reach and go beyond their potential. In addition to a high quality and carefully planned inclusive curriculum, specific interventions and adaptations are made to cater for the needs of all. Interventions are a valuable and accountable resource which are precisely targeted, with clear strategies to support learning and progress. Where appropriate, pupil premium pupils are prioritised for wave 1,2 and 3 interventions. This is all delivered with the intention of removing potential barriers to them accessing Field Lane Schools inclusive approach to curriculum.

We work hard to ensure that pupils and parents/carers that are identified as disadvantaged or in need, are provided with a rigorous pastoral offer to support their needs. Our curriculum ensures that all pupils are supported in their character and personal development, equipping them with the cultural capital required for life both within and beyond their education.

Outside the classroom, we provide an inclusive, high quality and extensive enrichment programme, which ensures that all pupils, regardless of background, have access to a wide variety of opportunities. Our pupils' play a key role in improving the quality of education and experiences for all at Field Lane. Our School Council members represent the voice of their peers and are provided with opportunities to grow and develop their leadership skill set, which is echoed in pupil voice feedback.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The example template supports the challenges with some elements of school data – can you provide any context in the challenges below? What is the specific level of challenge you face – try to briefly quantify it.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as an early reader.
2	Disadvantaged pupils do not always have access to rich and varied experiences outside school, therefore their language acquisition is limited.
3	There are a small minority of pupils who are unable to access the breadth and depth of the curriculum, and therefore are not assessed nationally against the standards.
4	Our observations and assessments suggest that the education and emotional well-being of our disadvantaged pupils continue to be directly impacted by environmental factors. As a result, a high proportion of pupils eligible for pupil premium need to develop a greater resilience to their learning to combat issues such as concentration skills, low confidence and the ability to make errors and accept that this is normal, when learning and practicing new learning and experiences.
5	Early identification, pre-schooling, is limited, therefore pupils enter with specific needs, that have not been assessed by professionals and therefore provided school and parents/carers with strategies to support them. This specifically includes speech and language, neurodevelopment assessments, occupational therapy.
6.	Although attendance of disadvantaged pupils is above national, this still requires a considerable focus and management to maintain. Punctuality can impact some pupils and close work with the Educational Welfare Officer is required.

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
Pupil premium pupils in KS1 and KS2 will make good progress in phonics and reading.	Pupil premium pupils make accelerated progress their starting points. Pupils achieve national expectations in reading at the end of KS1 and KS2 and achieve national expectation in phonics in Y1.
Pupil premium pupils receive high quality feedback which provides clear steps on how to improve	Pupil premium pupils receive regular feedback as close to the point of learning as possible. This will be in the form of verbal or written feedback.
Pupil premium pupils will have access to and enjoy the broad range of enrichment activities available at Field Lane Primary School.	Pupil premium pupils will be prioritised for school clubs and events, and this will be monitored. Pastoral lead to engage parental involvement in attendance to clubs and family learning events. A broad and balanced range of extra-curricular activities and experiences will be on offer to pupil premium pupils.
Pupil premium pupils will have a strong personal development programme available to them that supports with their wellbeing and making positive relationships.	Pupil premium pupils will develop resilience strategies and use the school MIRROR values. Having a strong personal development plan ensures that pupils are equipped to develop strategies such as reflection, planning, deciding what they need to help them and building and maintaining healthy relationships. As a result, pupils will gain further qualities such as a positive mind-set, integrity and an emotional maturity. A strong PSHE curriculum will be provided incorporating the safety curriculum and preparing for adulthood.
The attendance of Pupil premium pupils will be maintained and stay in line with national. Punctuality will improve for specific pupils.	Attendance of pupil premium pupils will continue to be 95% or above Pupils below 90% will receive a letter from our attendance officer highlighting concern and offering support along with a follow up meeting if required. Further support will be gained from the Educational Welfare Officer should improvements not be made. Pupils who demonstrate attendance/persistent absentees (below 85%) or punctuality issues will be party to close support driven by the EEF parental

	<p>engagement guidance and national drive to improve school attendance. SLT and pastoral staff will prioritise this group for family and pupil support. Continued close partnerships will be fostered between the school and the Education Welfare Officer.</p>
<p>Pupil premium pupils' needs are identified by staff/external professional, through early intervention/ observations.</p>	<p>Early identification, pre-schooling, is limited, therefore pupils enter with specific needs, that have not been assessed by professionals and therefore provided school and parents/carers with strategies to support them. This specifically includes speech and language, neurodevelopment assessments, occupational therapy.</p> <p>Pupils are fully supported through the assessment of external specialists, providing of recommendations and then delivering/ reviewing by school staff.</p>

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA/Assistant Headteachers to work within Year 2/3 and Y4/5 every morning enabling targeted support and intervention in Reading and other core areas. Reading lead to identify target pupil premium pupils and learning support to teach through fast-track tutoring- Phonics 1:1	Assistant Headteachers and teaching staff to identify the targeted pupil in all classes. These pupils will be a focus for support. Effective use HLTA and learning support, to deliver in small group interventions, to increase pupil engagement and ability to access curriculum and achieve targets.	1, 2 and 3
CPD package that dedicates whole school training on how to support disadvantaged pupils with a focus on the teaching and learning model.	EEF states that quality first teaching has the highest impact on pupil progress. The whole school CPD package is designed to facilitate a joined up approach to support all pupils with a particular focus on disadvantaged pupils.	1, 2 and 5
Whole school literacy approach that intends to expose pupils to a rich vocabulary to support the understanding of subject matter and to encourage wider reading for pleasure outside the classroom		
Core subscription online RWInc training. Development Day x2 Whole Trust RWInc training.	Strong fidelity to phonics planning and delivery has a significant impact on pupil outcomes. Core training to be disseminated to all staff and regular opportunities to revisit key elements, which are tailored to staff's personal development.	1, 2 and 3

	<p>Reading lead-ongoing 2 weekly training sessions with RWInc staff.</p> <p>Reading lead to train new staff using portal and receive face to face training at the first opportunity.</p> <p>Development Day with RWInc consultant to quality assure fidelity to the phonics programme.</p> <p>Whole Trust training-RWInc for leaders and staff delivering the sessions.</p>	
RWInc resources to be maintained to supplement the teaching of RWInc.	All staff delivering and pupils taking part in RWInc have the resources that are required to engage with the programme.	1, 2 and 3
Bespoke CPD for the Head of School and SLT to develop teaching and learning throughout school.	Leaders are clear about the school improvement cycle and the quality assurance purposes.	1,2,3,4 and 5

Targeted academic support

Budgeted cost: £20,000 - for catch up tutoring

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality texts to support reading for pleasure.	<p>The Reading Framework-July 2023</p> <p>EEF Parental Engagement</p> <p>Higher attainment in reading increases life chances.</p> <p>Having access to and reading a wide variety of texts to support in language acquisition.</p>	1, 2 and 3
Additional tuition groups targeted at pupil premium pupils who require further support in English and Maths- -3x after school tuition with Y6 Staff/ LSA/ HLTA	<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- EEF educationendowmentfoundation.org.uk</p>	1, 2 and 3
Additional phonics sessions targeted at pupil premium pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted	1 and 2

<p>who require further phonic support.</p> <p>-1:1 fast track tutoring programme daily.</p> <p>Daily reading for targeted pupils to involve reading volunteers.</p>	<p>phonics intervention has been shown to be more effective when delivered as regular sessions.</p> <p>Reading Leader to target pupil premium pupils' parents/carers to engage in working with pupils at home and provide workshops on supporting parents/carers with early reading.</p> <p>Phonics/ Toolkit strand/ Education Endowment Foundation/ EEF</p>	
<p>Learning support to deliver SALT and SULP interventions to specifically, identified pupils.</p> <p>External speech and language therapist in school to support pupils and train staff on specific strategies.</p>	<p>EEF Oral language interventions-show positive impact on learning.</p> <p>External speech and language therapist will assess pupils needs and then train staff on specific interventions and strategies to support the pupil.</p>	1, 2 and 6

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead-responsible for first day calling, monitoring of pupils and support for families with focus on disadvantaged pupils in the first instance.	<p>EEF- Parental engagement.</p> <p>Government attendance campaign</p> <p>Attendance Data</p> <p>Strong attendance leads to increased engagement, focus and achievement.</p>	5
<p>Pastoral staff-</p> <p>Monitor behaviour and supports pupils with regulating and changing their behaviours.</p> <p>Home/school liaison</p>	<p>EEF- Increased parental engagement leads to strong links between home and school and parental involvement in learning at home.</p> <p>Behaviour interventions and support lead to increased engagement, focus and achievement.</p>	4
<p>Pastoral worker/ LSA/ external provider to deliver interventions with vulnerable pupils-</p> <p>Rainbow group</p> <p>Tempersaurus</p>	<p>EEF- Social and emotional learning improves interaction with others and self-management of emotions</p> <p>Daily check-ins demonstrate pupils' ability to discuss their emotions and vary these.</p>	4

Nurture support Resilience training		
Scarf programme/ Preparing for adulthood/safety curriculum/MIRROR- promoting positive behaviour, mental health, wellbeing, resilience and achievement	EEF- Social and emotional learning. The SCARF model for teaching PSHE. SCARF stands for - Safety, Caring, Achievement, Resilience and Friendship. This focuses on the social and emotional learning promotes positive behaviour, mental health, wellbeing, resilience and achievement of our pupils.	4
An enrichment programme will be developed to support pupils in accessing a range of experiences therefor developing students' cultural capital. Minibus to transport pupils to out of school enrichment and visits to support curriculum.	EEF- Enrichment activities offer pupils a context for learning and therefore hooks them into the lesson focus. Where needed, support will be given to ensure that disadvantaged pupils are able to access all opportunities at Field Lane Primary School and costs are subsidised if required.	3
Sports Coach to run after school club- pupil premium places priority	EEF- Sports participation and outdoor learning increases educational engagement.	3

Total budgeted cost: £ 70,000

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 2027 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Not applicable	Not applicable