

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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	Strike Lane Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Katherine Shuttleworth
Pupil premium lead	Anna O'Grady
Governor	Leslie Cross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,740
Recovery premium funding allocation this academic year (used to top-up 40% shortfall of School Led Tutoring Grant)	£4,494
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£44,234

Part A: Pupil premium strategy plan

Statement of intent

At Strike Lane we want to ensure that all disadvantaged pupils have access to quality first teaching and carefully targeted interventions to help them to become successful learners and high achievers. As not all our Pupil Premium children have lower attainment than their peers, our PP strategy will be used to help maintain and improve the attainment of all children.

We will also ensure any barriers to learning, including attendance, opportunities to build on learning away from school, and financial support for trips and iPads are addressed and that all children in Strike Lane are given the same opportunity to thrive.

Challenges

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

Challenge number	Detail of challenge
1	A few children in receipt of PP do not make the expected progress despite interventions being in place. Persistent absence is higher than average amongst the PP group of children (16.7% compared to 9.2%).
2	Whilst pure PP children are achieving similar attainment in Reading and Maths as the rest of their peers, attainment in writing is slightly lower and the % of children achieving above expected standards is significantly lower.
3	PP children have a range of different challenges which are specific to the individual and cannot be categorised together - barriers to learning and key targets are identified for all individual PP children to ensure continued progress.
4	Not all PP children have the opportunity to engage in wider extra-curricular activities before or after school - ensure all PP children have access to wider experiences and facilities that all other children access.

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
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 7.5%)

proportion classed as persistent absentees.	Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (Aut 2021: 6 pupils).
<p>Reading/Writing/Maths expected attainment and progress to continue to be in line with whole school attainment.</p> <p>More pure PP children to achieve above expected in core subjects</p>	<p>Maintain Pure PP attainment in line with peers for R, W M</p> <p>Increase above expected for PP from :</p> <p>Reading - 5.6% (2 children)</p> <p>Writing – 2.8% (1 child)</p> <p>Maths – 5.6% (2 child)</p> <p>High quality inclusive teaching across the school.</p> <p>PP children are able to access whole class reading and writing opportunities and apply the knowledge and skills taught to their own independent work at the expected or above expected level as appropriate.</p> <p>This will be done through:</p> <p>CPD on formative assessment and memory, retrieval practice, reading strategies and planning of writing units</p> <p>CPD for staff in phonics, reading, vocabulary, writing and mastery approach to maths skills.</p> <p>Interventions/closing the gap strategies putting in place for children who are below expected standards.</p> <p>Tuition in precision teaching; fast track phonics; spelling programme for KS2; guided reading groups/independent reading/Reciprocal Reading/ Whole Class Reading /IDL/Hit the button and TT Rock Stars</p> <p>School Led Tutoring</p>
All PP children have the same opportunities as other children, to either carry on or consolidate their learning at home or extra opportunities at school.	<p>All PP children have access to iPads during the school day and the opportunity to continue access to their learning at home</p> <p>PP children will engage in continuing their learning outside school hours or in extra provision before the school day starts</p> <p>This will be done through:</p>

	<p>Funding to be used for the PP children to be a part of the iPad buy in scheme.</p> <p>Activities made available for the PP children to access learning opportunities outside school.</p> <p>All PP children to have access to extra time and support in school to complete tasks usually done after school.</p> <p>Home learning can continue through devices or home learning if pupils are isolating due to Covid.</p>
All PP children have access to wider experiences and facilities that all other children access.	<p>Monitor on MIS system (Arbor) number of PP children attending visits, clubs and extra-curricular activities to ensure in line with other children.</p> <p>Children use these experiences to develop their own confidence, self-worth, ideas and creativity to use in their learning.</p> <p>PP children can demonstrate independent learning skills including resilience in lessons and home learning</p> <p>This will be done through:</p> <p>PP funding is available to support attendance on residential visits and also on experiences which enhance the school's curriculum and experiences of the children.</p>
Clear impact can be demonstrated for academic/social and emotional interventions used for PP children	<p>Those PP children who may struggle with social and emotional or academic challenges are given full support to access and be included fully in learning in classrooms</p> <p>All PP children attend school on time and regularly and are ready to learn.</p> <p>This will be done through:</p> <p>Barriers to learning and key targets are identified for all PP children, including those who are meeting expected standards and progress.</p> <p>Where necessary Family Learning Mentor support is in place or used to direct families to additional services.</p> <p>Strategies put in place are measured and reviewed termly via PP plans and Boxall Profile where necessary</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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole Class Reading 3 x per week including pre-teach of vocabulary 2 x per week teacher reading from Higher Level texts Mastery Approach to Maths	Pie Corbett Reading Spines Education Endowment Fund - Improving Literacy in KS1 & KS2 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 NCTEM – National Centre for Excellence in Teaching of Maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1
Staff CPD - formative assessment and retrieval practice	EEF Formative https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment EEF Meta-Cognition & Self-Regulated Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1
Use of IT in classrooms to support learning through enquiry, research, presentation, retrieval practice and	EEF Using Digital Technology to Improve Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	2

problem solving programs		
Targets identified for all PP children which may reflect support needed which is additional to academic learning – use of Teaching Assistants in class to support these targets	EEF - Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3
Trips, visits and learning opportunities are available to all children	Expanding children's Cultural Capital and first-hand experiences to ground their learning.	4

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

Budgeted cost: £5,209 (including School Led Tutoring Grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Reading & Writing Interventions	EEF Toolkit guidance:	1,2

<p>Precision Teaching 3 x 15 mins per wk</p> <p>Fast Track phonics</p> <p>Pre-teach sessions for vocab/reading</p> <p>Guided/Individual reading</p> <p>Reciprocal Reader Programme</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	
<p>Maths Interventions</p> <p>Precision Teaching 3 x 15 mins per wk</p> <p>Hit the Button</p> <p>TT Rockstars</p> <p>Pre-teach of mathematical vocabulary</p> <p>IDL Numeracy</p>	<p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’</p>	

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

Budgeted cost: £ 36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies ‘at risk’ pupils as, or before, they start school.</p> <p>Family Learning Mentor to :</p> <p>Family drop in weekly</p> <p>Offer parenting group sessions working on specific needs developed through a needs analysis.</p> <p>CAF/ TAF process with vulnerable families-allowing them to access key services</p> <p>Attendance monitoring and meetings when needed.</p> <p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	1,2,4

<p>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings. Half termly reports sent to parents to inform of persistent absence</p> <p>Increased links with PAST team, SEND team and Health Professionals</p> <p>Providing strategies through the FLM for children to be ready to learn in class – training given by FLM to TA's to carry out small group programmes.</p> <p>Boxall Profiling to take place where necessary to measure impact of strategies.</p> <p>Individual/Group work led by the FLM. Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions</p> <p>Behaviour tracking is monitored by FLM and support accessed through the Inclusion Hub for District 4</p>		
<p>Improving attendance and readiness to learn for the most disadvantaged pupils.</p> <p>Loan of school iPads where necessary when children may be learning from home. Check ins with family when children are not completing work set.</p> <p>Providing printed copies of work where children are self-isolating if necessary.</p>		1,2,4
<p>Monitoring of PP attendance via MIS (Arbor) system</p> <p>Support with costing of trips</p> <p>Support with purchase of iPads in KS2</p> <p>Support for after school clubs and activities</p> <p>Staff training to increase outdoor learning experiences for all children through Forest Schools approach</p>	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	2,4

Total budgeted cost: £ 49,209

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 2021 to 2022 academic year.

50% of the children accessing National Tutoring Programme (15 hours additional tutoring during the Summer Term) were PP children.

End of year attainment data across Y1-6 shows that PP children are approximately between 15% to 20% lower than their peers in Reading, Writing and Maths.

However:

- 83% of pure PP children (no SEND) are expected + in Reading compared to 84.9% of their peers
- 68% of pure PP children (no SEND) are expected + in Writing compared to 75.6% of their peers
- 88% of pure PP children (no SEND) are expected + in Maths compared to 84.3% of their peers

The majority of PP pupils have made good progress or better during this year, and particularly those children with SEND who have had very specific tailored programmes of learning.

PP Children achieving expected + progress :

Reading – 94.3%

Writing – 80%

Maths – 88.6%

32% of PP children have accessed social and emotional interventions.

Clear impact can be demonstrated for social and emotional interventions used for PP children. Boxall profiling has shown good progress for all children with social and emotional needs showing they have responded well to extra interventions in place and with the school's response to the return to full time schooling in March 2021.

The persistent absence gap between PP and their peers has slightly increased to 7.2% despite consistent efforts to engage specific parents, work with the PAST team where necessary and inform all parents of concerning levels of attendance. 33% of these PP persistent absences are new admissions to school.

All Y4-6 pupils had access to iPads from Sept 20 and all PP from Feb 21 for home learning. All children have had access to the Showbie learning space where teachers

have posted work and checked in daily during periods of home learning, this continues to be the case when children are absent with Covid.

The use of iPads at home has enabled many PP children to continue reading activities, writing and creative projects mental maths games at home. It has encouraged independence and self-directed learning.

All PP children have attended the Y6 residential trip to Winmarleigh in May 22. All Y5 PP children attended the London residential trip in June 22 and a climbing wall experience day. All Y4 PP children attended a Canoeing and Orienteering Day experience as well as a day trip to Lancaster Museum. All Y3 PP children attended an orienteering day in school and a trip to Liverpool Museum. All Y2 PP children attended a visit to Farmer Parr's Animal World. All Y1/R PP children attended a visit to Ribby Hall Wild Discovery Centre. All PP children have also had 1 class visit to the local school library.

Pupil Premium children have been encouraged to join in inter schools sporting events and also the vast range of extra-curricular clubs and activities which have been offered at school. Many of these are at lunchtimes to ensure that clubs are open to all children including those who parents may find it difficult to drop off or collect at out of school hours times.

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
n/a	
n/a	

Service pupil premium funding

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?	The school had 2 children who were eligible for this funding – both accessed support time with the Family Learning Mentor or Special Support Assistants
What was the impact of that spending on service pupil premium eligible pupils?	Both pupils made good progress and were able to fully access learning at the relevant level despite recent moves to the school.

