

Pupil premium strategy statement – Strike Lane Primary School

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

School overview

Detail	Data
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-26
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Katherine Shuttleworth
Pupil premium lead	Katherine Shuttleworth
Local Academy Councillor Lead	Gary Schwandt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53280
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53280

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 (32.7% of PP children compared to 15.6% of whole school cohort). Children eligible for Pupil Premium has increased over the last two years by 12%. There are currently 31% of children eligible for Pupil Premium funding.
2	Fewer PP children are attaining the higher than expected standards in Reading, Writing and Maths as the rest of their peers. 22% of the PP cohort have additional special educational needs which may affect their attainment of age expected standards in RWM.
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 improve the attendance of pupils in receipt of pupil premium so that this is in line with those of peers, reducing the proportion classed as persistent absentees.	To continue to close the gap between whole School attendance and pupils in receipt of pupil premium funding. Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (32.7% of PP compared to 15.6% of whole school).
Reading/Writing/Maths expected attainment and progress to continue to be in line with whole school attainment. More pure PP children to achieve above expected in core subjects	Reduce the gap between Pure PP attainment and whole school cohort for R, W and increase in Maths through high quality inclusive teaching across the school. 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. This will be done through: CPD on formative assessment and memory, retrieval practice, reading strategies and planning of writing units CPD for staff in phonics, reading, vocabulary, writing and mastery approach to maths skills. Interventions/closing the gap strategies putting in place for children who are below expected standards. Tuition in precision teaching; fast track phonics; spelling programme for KS2; guided reading groups/independent reading/Reciprocal Reading/ Whole Class Reading /IDL/Toe by Toe/ Hit the button and TT Rock Stars
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.	All PP children have access to iPads during the school day and the opportunity to continue access to their learning at home PP children will engage in continuing their learning outside school hours or in extra provision before the school day starts This will be done through: Funding to be used for the PP children to be a part of the iPad buy in scheme. Activities made available for the PP children to access learning opportunities outside school. All PP children to have access to extra time and support in school to complete tasks usually done after school.

	Home learning can continue through devices or home. PP children have access to wider experiences and facilities that all other children access.
All PP children have access to wider experiences and facilities that all other children access.	Monitor on MIS system (Arbor) number of PP children attending visits, clubs and extra-curricular activities to ensure in line with other children. Children use these experiences to develop their own confidence, self-worth, ideas and creativity to use in their learning. PP children can demonstrate independent learning skills including resilience in lessons and home learning This will be done through: 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.
Clear impact can be demonstrated for academic/social and emotional interventions used for PP children	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 All PP children attend school on time and regularly and are ready to learn. This will be done through: Barriers to learning and key targets are identified for all PP children, including those who are meeting expected standards and progress. Where necessary Family Learning Mentor support is in place or used to direct families to additional services. Strategies put in place are measured and reviewed termly via PP plans and Thrive programme where necessary. My Happy Mind programme across the school – giving a baseline of 5 individual children's mental health and well-being and development being measured across the year after weekly lessons are delivered to all.

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: £8,500

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 Reading Plus from Y2 onwards for fluent readers Mastery Approach to Maths White Rose Resources	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 Reading Plus https://www.reading-plus.com/efficacies/page/2/ 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,	EEF Using Digital Technology to Improve Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	2

retrieval practice and 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
Continuation of My Happy Mind Programme	Impact report from NHS https://myhappy-mind.ac-page.com/impact-report-pdf-optin-page https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1,3,4
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, group or one-to-one support, structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading & Writing Interventions Precision Teaching 3 x 15 mins per wk Fast Track phonics Pre-teach sessions for vocab/reading Guided/Individual Reading Reciprocal Reader Programme	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support '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.' https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1,2
Maths Interventions Precision Teaching 3 x 15 mins per wk Hit the Button TT Rockstars Pre-teach of mathematical vocabulary		

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school. Family Learning Mentor to : Offer parenting group sessions working on specific needs developed through a needs analysis. CAF/ TAF process with vulnerable families- allowing them to access key services Attendance monitoring and meetings when needed. Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. 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 Increased links with PAST team, SEND team and Health Professionals 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. Thrive profiling to take place where necessary to measure impact of strategies. Individual/Group work led by the FLM. Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions Behaviour tracking is monitored by FLM and support accessed through the Inclusion Hub for District 4 Leading with HT on delivery of My Happy Minds programme – set up,	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1,2,4

staff training and introduction of programme		
Improving attendance and readiness to learn for the most disadvantaged pupils - Loan of school iPads where necessary when children may be learning from home. Check ins with family when children are not completing work set. Providing printed copies of work where children are self-isolating if necessary.		1,2,4
Monitoring of PP attendance via MIS (Arbor) system Support with costing of trips Support with purchase of iPads in KS2 Support for after school clubs and activities Forest Schools experiences for all children across school	Key findings of Forest Research: https://www.forestryresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	2,4

Total budgeted cost: £ 53,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- 95% of pure PP children (no SEND) are reaching age expected + attainment in Reading compared to 94% of whole school
- 86% of pure PP children (no SEND) are reaching age expected + attainment in Writing compared to 91% of whole school
- 100% of pure PP children (no SEND) are reaching age expected + attainment in Maths compared to 95% of whole school

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% compared to 94% of whole school data

Writing – 88% compared to 92% of whole school data

Maths – 97% compared to 95% of whole school data

42% of PP children have accessed social and emotional interventions compared to 19% of the whole school cohort.

Clear impact can be demonstrated for social and emotional interventions used for PP children through their access and inclusion in learning in the classroom and through the % of children achieving age expected standards in R and W being in line with (and in M above) the whole school cohort. Thrive has identified clear targets and strategies for all children with social and emotional needs and shows that children are responding well to extra interventions in place.

The persistent absence gap between PP and their peers is 17.1%

All Y2-6 pupils are given the opportunity to join the school iPad scheme where parents can purchase an iPad to use in school and at home either through a one off payment or through monthly payments. Funding is provided to ensure all children have access to this opportunity. 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 attended the Y6 residential trip to Winmarleigh in September 2024. All Y5 PP children attended the London residential trip in October 24 and a climbing wall experience later in 2025. All Y4 PP children attended a Canoeing and Orienteering experience day in 2025. All Y3 PP children attended a trip to Liverpool Museum. All Y1 and Y2 PP children attended a visit to Farmer Parr's Animal World. All Reception PP children attended a visit to the Transport Museum.

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 particularly those whose parents may have difficulty in collecting them or siblings and different times of the school day.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

We had 4 service children in school during this academic year. Service pupil premium funding was used to provide additional social and emotional support for 1 pupil and to ensure the other pupil had extra support and guidance to further academic achievement.

The impact of that spending on service pupil premium eligible pupils

A reduction in social and emotional regulation time and strategies needed and more inclusion in school and learning. One child reaching GLD in EYFS. 1 child maintaining age related expectations in core subject areas and 1 child maintaining a greater depth of learning in core subject areas. 1 child has improved emotional regulation and self - management of behaviour to have no suspensions during this academic year.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.