

Pupil premium strategy statement – Lainesmead Primary and Nursery 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	398
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	14.7.23
Date on which it will be reviewed	June 2026
Statement authorised by	Alyssia Mepstead
Pupil premium lead	Caroline Lay
Governor / Trustee lead	Melanie Hay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,220
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£122,220

Part A: Pupil premium strategy plan

Statement of intent

At Lainesmead, all staff inspire children to discover a passion for life-long learning through making every day memorable. Our children, parents, staff and governors work together in the relentless pursuit of excellence. Lainesmead has determination, a finger on the pulse and a big heart.

The targeted and strategic use of the Pupil Premium Grant (PPG) will support us in achieving our vision. This school is fully committed to raising standards, providing quality teaching and learning through a relevant curriculum that is enjoyable and accessible to all, and to ensuring that pupils develop the personal, social, emotional skills which prepare them to take up their position as future responsible citizens.

At Lainesmead, we conduct pupil voice with our Pupil Premium children to help us really get to know them and the personal barriers they face. Teachers create individual profiles for these children, listing their barriers and the in-school strategies which will be used to help overcome them. We have also created a criteria which each pupil premium child is reviewed against 3 times a year. This process helps us ensure that we are meeting the needs of the individual.

Aims

- We aim to ensure all children who are entitled to the Pupil Premium Grant receive individualised support, experience or other - based on their personal needs.
- We aim to ensure that the children receive Quality First Teaching and that all teaching is at least good and prioritise this within our strategy plan.
- We aim to accelerate progress by moving children to at least age related expectations in the core areas of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Poor speech and language skills from entry/communication skills.
2	Lacking the wider vocabulary and knowledge that they needed to reach the higher levels in their writing.
3	A wide range of experiences/opportunities to develop a deeper understanding of the world
4	% of PP that are SEND
5	Parental engagement

6	Regular attendance in school
7	Emotional or social barriers that have a negative impact on pupils' learning.
8	Economic hardship
9	Safeguarding
10	New to English

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
Achieve at least national average progress scores in KS2 Reading (0)	Identified children receiving intervention (Lexia) QLA at each assessment point Identified children reviewed to check progress is consistent
Achieve at least national average progress scores in KS2 Maths (0)	Identified children receiving intervention (Doodle) QLA at each assessment point After school/in school booster Identified children reviewed to check progress is consistent
Achieve at least national average expected standard in Phonic Screening Check	Same day intervention having an impact Data and AfL used to inform daily teaching Monitoring of quality of phonic sessions CPD to ensure all staff deliver high quality sessions
Gaps analysis show gaps are closing in all year groups	Data analysed at each assessment point Progress meetings help to discuss pupil progress Monitoring of intervention to ensure consistent delivery

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: £18,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality of teaching across the school is at least good in all year groups and lessons.	“Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They: understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good” (RL2) Lainesmead recognises that a focus on quality first teaching is essential to improve outcomes for PP children across the school.	1, 2, and 3
Internal and external CPD to continue to develop quality of teaching.		
Use of National College.		
Membership of Challenge partners – CDP and external validation.	This will be our sixth year as part of the ‘Challenge partners’. Membership includes an annual review of T&L. Membership also includes CPD for staff. It also enables access to access Olevi CDP training for staff at a highly reduced cost.	1-9
Compass Collaboration	As a local authority-maintained school not in a MAT, we invest in membership of the Compass Collaboration—a group of six local schools working together to strengthen teaching, leadership, and school improvement. This partnership enables cost-effective access to high-quality CPD, shared expertise, and joint recruitment initiatives, enhancing both teaching quality and staff retention. A UK study using propensity-score analysis found significant cognitive benefits for pupils in schools collaborating with other schools—equating to approximately a +15 % improvement in cognitive skills (RL15)	1-9

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

Budgeted cost: £46,018.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effectively continue to run the Thrive Approach so that children's social and emotional needs are met to allow them to be successful learners.	"The impact Thrive has on children and young people and the communities around them has been evidenced in a number of studies. These include: Thrive helps to develop resilience in young people. (Hart and Heaver 2015). Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015). Supplementary evaluations were carried out in 2018 and 2019 that further support these findings. Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children. (Office for Public Management 2013)." (RL4) In June 2023 Lainesmead was awarded the Thrive School of Excellence award and is now an ambassador school for Thrive.	6 and 7
Employment of 1 Nurture HLTA to complete restorative sessions with children.	"Interventions which target social and emotional learning (SEL) seek to improve pupils' 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 or community. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." (RL3)	6 and 7
Purchase subscription to Lexia	EEF "Struggling readers achieved +2 months' progress compared to non-users in as little as 16 hours of program use. EEF awarded a high 'padlock' rating, enabling schools to draw strong conclusions on impact. The study deemed Lexia as a 'very low cost' program. Fidelity of implementation in schools was 'high' (RL13)	1 + 2
Purchase subscription to Doodle	"Doodle Maths was positively associated with maths test performance, with every 100 minutes of DoodleMaths predicting a 3 mark (5%) increase in test score."	1 + 2

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

Budgeted cost: £58,202.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast club for all PP children.	EEF found breakfast club delivered on average +2 months additional progress. Also saw and improvement in behaviour. "Schools should consider breakfast club as a cost effective way to raise pupil attainment"	5,6, 8 and 9
Employ a Welfare officer to support families with attendance and acute need.	"The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2, the lower the likely level of attainment at the end of KS2. There's a clear link between poor attendance and lower academic achievement. DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C. Pupils with persistent absence are less likely to stay in education. The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years" (RL8) At Lainesmead we recognise the importance of attendance and work hard to raise attendance by working with parents to overcome barriers.	5 + 6
Support PP children attend annual residential. Support PP children attend trips.	EEF states outdoor adventure learning leads to on average +4 months additional progress. + Impact on non-cognitive outcome: self-confidence.	3 + 8

Fund 20% of trips for whole school.		
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Total budgeted cost: £122,220

Part B: Review of the previous academic year 2023-24

Outcomes for disadvantaged pupils

PPG data at Assessment point 3: % of children making expected + progress Y1 R – 92% W- 92% M- 100%, Y2 R-100% W-100% M-100%, Y3 R– 46% W-62% M-60%, Y4 R-88% W-88% M-94%, Y5 R-94% W-82% M-76%, Y6 R - 92% W-92% M-92%.

Phonics: 72% for cohort. 9/13 PP children in Y1 passed the phonic screening. In Y2 93% of children have now passed the phonic assessment which is in line with national (88%). KS1 Data: R – 78%, W – 70%, M- 83% - KS1 reading has improved for the last four years. Last year reading was above national and that has continued this year as well. Writing was 2% below national last year and is now above national. For the last three years KS1 maths has been above the national standard. KS2 Data: R – 75%, W – 68%, M- 60% - Reading has improved on last year, Writing has remained the same and Maths has dropped slightly.

PPG gaps continue to be monitored and are closing in 6/18 areas (Y1-Y6 RWM). Where gaps remain, a detailed analysis of individuals is completed. Where gaps remain it is due to numbers of PP who have little English or are SEND and children being added to the PPG register at the final assessment point.

CPD attended by a range of staff – Senior and Middle Leaders have completed a number of training sessions across the year (SPRINT Planning for the SDP, managing challenging conversations, BRIYM: The Way (Therapeutic Leadership Development), and skills audits). Curriculum leaders have completed subject specific training as well as Cluster Network Meetings with other schools in the cluster. All teaching staff have completed cluster moderations for writing as well as training on Oracy, AI and Developmental Language Disorder. Teaching Assistants have completed a number of online and face to face training sessions. Some of which include Oracy, First Aid, Fire Safety, GDPR & Data Protection, Supporting Lower Attaining Pupils, Developmental Language Disorder, and Communication Strategies. The SENDCo has completed a number of courses and has continued with her SENDCO qualification. EYFS, KS1 Teachers and HLTAs have completed Mastering Number Training. The PPG Lead has completed online training and attended the Disadvantaged Learners, Pupil Premium and Diminishing Differences course. The Deputy Head and Head Teacher have attended Cluster Conferences and Network Meetings as well as a number of other online and face to face courses to enhance their leadership.

36 PP children have received Lexia intervention this year. 15 of these children reached EXS at the end of the year. 7 PP child who previously had Lexi support have maintained EXS this year.

Thrive: All 3 Thrive Childhood Licenced Practitioners continue to complete required training across the year to retain qualification. 1 member of staff is currently completing Thrive – Wellbeing Specialist Teaching Assistant training. 1 other member of staff has completed Family Thrive Training and two cycles of Family Thrive have been completed. Class profiled at 3 points across the year. Children identified from class profiling for nurture support.

Nurture HLTA continues to have full timetable of SEMH interventions running across each week. Individual and group action plans created for all children supported. Significant improvements seen in children who have been supported. 31 PP children have received Thrive reparative sessions this year.

Welfare office: 43% of PPG children have an attendance of 95% or above – this is an increase from last year. 75% have an attendance of 90% or above (not including nursery) which is also an increase from last year.

On average, 15 PPG children per day are taking up a free place in breakfast club.

5 children funded for the Y6 residential. 8 children funded for Y4 residential.

In May 2022 the school achieved a “Good” rating by Ofsted and 2 areas which were judged as outstanding: Behaviour and attitudes and person development. The report stated: *Leaders and staff work closely with parents to meet the needs of pupils in this culturally diverse community. Staff have high expectations of pupils.* Staff go above and beyond to support pupils’ well-being.

In June 2023 the school was awarded 5 Thrive ambassador awards and became a Thrive School of Excellence.

In March 2024 the school was given a Challenge partner area of Excellence for: Creating an embedded school culture which is based on the importance of social, emotional and mental health.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Thrive Approach	Thrive
Lexia Core 5 Reading	Lexia
Doodle Maths And Doodle Tables	Doodle Learning
Comparative judgement	No more marking

Further information (optional)

Research links

1	The Pupil Premium Making it work in your school https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Oxford%20School%20Improvement-%20The%20Pupil%20Premium%2C%20making%20it%20work%20for%20your%20school.pdf
2	The Pupil Premium - How schools are spending the funding successfully to maximise achievement https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf
3	EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/
4	Thrive approach website – Impact https://www.thriveapproach.com/the-thrive-approach/impact/
5	a) EEF teaching assistants https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ b) Making Best Use of Teaching Assistants Guidance Report https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf c) Teaching assistants – A guide to good practice http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/osi_teaching_assistants_report_web.pdf?region=uk
6	EEF- Reducing class size https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/
7	Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf
8	The Key – research into how attendance can affect attainment https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/
9	EEF 121 tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/
10	EEF Magic Breakfast https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast
11	EEF digital technology https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/digital-technology/
12	Commission on equality in education http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf
13	EEF – Lexia https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_campaign=Customer+Update%3A++EEF+Report+%2B2+months%E2%80%99+additional+progress+with+Lexia+Reading.++19.11.2021.++NR+Edit.&utm_content=lexiauk.com&utm_medium=email&utm_source=Lexia+UK&link_index=1
14	University of Bath, United Kingdom: The use of an adaptive learning tool prevents and even reverses summer learning loss. Lyons, S. & Joiner, R.
15	https://journals.sagepub.com/doi/full/10.1177/17411432211064436?utm_source=chatgpt.com https://www.sciencedirect.com/science/article/pii/S0959475225000283?utm_source=chatgpt.com