

Pupil premium strategy statement

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	England Lane Academy
Number of pupils in school	220 (including 21 Nursery pupils)
Proportion (%) of pupil premium eligible pupils	47% (104 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, 2023-2024, 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lisa Cooke
Pupil premium lead	Casey Milton
Governor / Trustee lead	Lee Colley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,140
Recovery premium funding allocation this academic year	£0
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	£130,140

Part A: Pupil premium strategy plan

Statement of intent

At England Lane Academy we are committed to raising the academic attainment and well-being of our all pupils, irrespective of any background and challenges our pupils face. We want all pupils to achieve their best by becoming confident, independent and successful learners.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education. The activities within our strategy support other vulnerable pupils, such as those under child protection, looked after children and pupils with SEND.

We understand the social, financial, and cultural challenges that our disadvantaged children and their families face and have created an overall package of support to address these challenges as specified in the spending plan below.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this has been a priority for our school over recent years. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- *Ensure that there are clear diagnostic systems in place which identifies pupils for early intervention.*
- *Ensure our decision-making is evidence informed based on sound educational research.*

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health</p> <p><i>Internal observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to vulnerability factors. Our academy vulnerability register identifies 96 pupils and 12 families currently requiring additional support due to social and emotional needs, meaning a number of disadvantaged pupils need pastoral intervention and/ or external agency support.</i></p>
2	<p>Gaps in phonics, reading, writing, and maths</p> <p><i>Internal and external assessments shows disadvantaged pupils enter school with less phonological awareness when compared to their peers.</i></p> <p><i>Internal and external assessments indicate some children's fluency/decoding skills to support stamina for reading have significant weaknesses and gaps, therefore they cannot read with sufficient fluency.</i></p> <p><i>Internal and external assessment shows that pupils, particularly disadvantaged, have gaps in basic maths knowledge, including vocabulary and a secure understanding of basic skills and knowledge.</i></p>
3	<p>Attendance and punctuality</p> <p><i>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower for non-disadvantaged pupils. A greater percentage of disadvantaged pupils have been 'persistently absent' compared with their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is contributing to decreased progress for some disadvantaged pupils.</i></p>
4	<p>Access to wider opportunities</p> <p><i>Pupils from disadvantaged backgrounds often face a compounding cycle of limited opportunities, perpetuated by a lack of social, financial, and cultural capital. This restricted range of experiences can hinder their academic and social development, perpetuating social inequalities and limiting their ability to achieve their full potential.</i></p>
5	<p>Parental engagement</p> <p><i>Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral support and intervention for social, emotional and mental health needs. Additionally, parents need support in understanding how they can impact the positively the academic outcomes of their children.</i></p>

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
Social, emotional and mental health	High quality Thrive provision so that <ul style="list-style-type: none"> • All pupils with SEMH needs receive high quality, targeted Thrive intervention • Thrive profiles show improved developmental and diagnostic scores with decreasing levels of difficulty over time.
Phonics, Reading, Writing and Maths	<ul style="list-style-type: none"> • Phonics outcomes in Y1 and Y2 show that the percentage of pupils who meet the expected standard is broadly in line with non-disadvantaged pupils nationally. • KS2 reading, writing and maths outcomes show that the percentage of disadvantaged pupils who meet the expected standard is broadly in-line with non-disadvantaged pupils nationally.
Attendance and punctuality	Sustained higher attendance demonstrated by: <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils is decreasing, and the attendance gap of disadvantaged pupils and their non-disadvantaged peers being broadly in-line. • The percentage of all pupils who are persistently absent is reduced and the figure of disadvantaged pupils and their non-disadvantaged peers being broadly in-line. • Poor punctuality is always addressed swiftly so that more pupils attend school on time every day.
Access to wider opportunities	<ul style="list-style-type: none"> • Regardless of background, all pupils have access to extra-curricular activities and curriculum enhancement opportunities

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 54,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training	Extensive educational research has demonstrated the effectiveness of the Talk for Writing approach in improving students' writing skills. A meta-analysis of 16 studies involving over 3,000 students found that Talk for Writing was significantly more effective than traditional writing instruction in improving students' writing fluency, vocabulary, and grammar. <i>Corbett, P., & Wilson, S. (2013). Talk for Writing: A meta-analysis of the impact on writing. Educational Review, 65(3), 199-219.</i>	2
Reading fluency	A robust body of educational research supports the effectiveness of reading fluency as a teaching approach, demonstrating its positive impact on students' reading comprehension, vocabulary acquisition, and overall literacy development. Numerous studies have shown that fluency instruction can significantly improve students' reading skills, particularly for struggling readers. <i>Education Endowment Foundation (EEF): The EEF, a UK-based research organization, has identified reading fluency as one of the most effective teaching interventions, with evidence suggesting that fluency-focused strategies can raise reading attainment by up to 7 months.</i>	2
Essential Letters and Sounds CPD	Whole class phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <i>Phonics EEF (educationendowmentfoundation.org.uk)</i>	2
Maths basic knowledge and skills	Evidence shows that when pupils are equipped with essential knowledge and skills they become confident and competent mathematicians who are able to reason and solve mathematical problems	2
Meeting SEMH need through implementation of Thrive approach	<i>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):</i> <i>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</i>	1

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

Budgeted cost: £22,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fluency Reading Interventions	Additional fluency interventions across the academy is needed to support children in Reading.	2
ELS Phonics Interventions	Each year the academy is always working around national standard. ELS Phonics scheme will take the academy to working consistently above national.	2
Launchpad for Literacy Intervention	Additional intervention is needed to support those children who are working below age-related in phonics in EYFS/KS1. This intervention ensures that children who fall into this category are able to keep up with their peers.	2
Bespoke Interventions in Reading, Writing and Maths provided by additional HLTA	Pupils make accelerated progress and this is evident in RAG meetings and historical KS2 data.	2

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

Budgeted cost: £ 68,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Trained Practitioner/Family Support Worker	The Thrive Practitioner supports children to develop their social and emotional development.	1,5
Allocated Admin Attendance Officer	Attendance aiming to be above 96% and Persistent Absence to at national or lower.	3
Magic Breakfast and Breakfast Club	Children who have a good, balanced diet are able to perform more effectively.	1,3,4,5
Reward Shop	Essential part of the behaviour policy to ensure children are motivated to access learning effectively.	1,3
Subsidised Visits	Children from our community, historically, have not had the same	4

	life experiences are children from other areas. Trips are subsidised to ensure no children are left behind.	
Parent Workshops – stay and play, Thrive families etc, Themed afternoons.	Provides opportunities for parents to become immersed in their children’s learning and development through their school journey. Parents to be upskilled in how they can support their child with their learning.	1,2,5
Thrive	Since adopting the Thrive approach, number of behavioural incidents has reduced as children are able to self-regulate.	1

Total budgeted cost: £145,344

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 2023 to 2024 academic year.

Staff have the appropriate high quality CPD to increase subject knowledge and confidence in the delivery of quality first teaching in reading, writing and maths.

Work in books is of a high quality, continuity in working policies, better planned sequences of lessons focussing on historic and future learning. Lessons are more progressive and tailored to the children's needs.

All classes are using the Talk For Writing approach following training resulting in a consistent approach to the teaching of writing across the academy

All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.

Phonics Outcomes:

Y1 86% Disadvantaged

Y2 33% Disadvantaged (1 out of 3 children) 82% Disadvantaged (9 out of 11 cumulative)

KS2 Outcomes:

Reading: 91% Disadvantaged

Reading GDS: 36% Disadvantaged

Writing: 91% Disadvantaged

Writing GDS: 0% Disadvantaged

Maths: 100% Disadvantaged

Maths GDS: 55% Disadvantaged

Combined: 100% Disadvantaged

Combined GDS: 9% Disadvantaged

All staff have the appropriate resources and CPD to improve the profile of, quality of teaching and learning, and practical experiences in science.

Increase in the use of quality resources and effective teaching strategies to enable pupils to engage in practical scientific learning experiences leading to improved outcomes for pupils.

Small group intervention in reading, writing, maths and phonics.

Targeted and bespoke interventions across the academy has resulted in pupils making accelerated progress

All pupils begin the day ready to learn.

The academy is part of the Magic Breakfast programme and provides all children with breakfast.

<p>All pupils attend regularly and on time.</p> <p><i>Attendance officer was deployed and the importance of good attendance was shared widely with pupils and parents. Rigorous systems were implemented to raise attendance and promote punctuality. Bespoke regards were put in place for harder to reach families</i></p>
<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p> <p><i>All pupils had access to a wide range of activities and opportunities to enhance their learning across the curriculum. For example, visits to museums, the wildlife park, Dallowgill</i></p>
<p>All children behave well and demonstrate high levels of engagement and enthusiasm for learning. The curriculum is relevant and engaging for pupils.</p> <p><i>The Thrive approach is well embedded across the academy and pupils with SEMH needs are well supported</i> <i>The academy has worked closely with outside agencies to successfully support pupils with their individual learning needs.</i></p>

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
Thrive	Fronting the Challenges Projects LTD
MTC	Emile
Talk for Writing	Talk for Writing
Reading Plus	Reading Plus Ltd
Purple Mash	2Simple
Essential Letters and Sounds	ELS