

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	
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)	2025-2026, 2024-2025, 2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
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.

The activities we have outlined in this statement are also intended to support the needs of all pupils regardless of whether they are disadvantaged or not. Therefore, we expect our non-disadvantaged pupil's attainment to be sustained and improved alongside their disadvantaged peers.

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>Our assessment, observations and discussions with pupils and their families indicated that some of our most vulnerable pupils need additional support to develop positive SEMH, (social, emotional mental health), enabling them to be more resilient and ready to learn alongside their peers.</p>
2.	<p>Early Reading</p> <p>Internal and external assessments, observations and discussions with staff and pupils indicate that some disadvantaged pupils have greater difficulties with learning to read fluently and confidently compared to their peers.</p>
3	<p>Writing</p> <p>Internal and external moderation/assessments indicate that writing attainment for some disadvantaged pupils is below that of non-disadvantaged pupils.</p>
4	<p>Attendance and punctuality</p> <p>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.</p>
5	<p>Personal Development</p> <p>Our discussions with pupils and families have identified a gap in personal development opportunities for all pupils, particularly our most disadvantaged pupils.</p>
6	<p>Parental engagement</p> <p>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.</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	<p>Sustained higher levels of wellbeing and readiness for learning by 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> • Pupil and parent voice • Teacher observations and feedback regarding pupil behaviour and attitudes. • A significant increase in the most vulnerable pupils being ready to learn and confidently accessing a wider curriculum alongside their peers.
Early Reading & Phonics	<p>The attainment gap between disadvantaged and non-disadvantaged pupils is reduced in 2025/26 and 2026/27 in Y1, Y2 and Y6 reading outcomes.</p> <p>By 2027/28 Y1 and Y2 phonics outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils.</p> <p>By 2027/28 Y6 reading outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils.</p>
Writing & Maths	<p>The attainment gap between disadvantaged and non-disadvantaged pupils in writing/maths outcomes is reduced in 2025/26 and 2026/27</p> <p>By 2027/28 writing/maths outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils.</p>
Attendance and punctuality	<p>Higher attendance in 2025/26 for all groups</p> <p>Reduction in PA in 2025/26 for all groups</p> <p>The attendance gap between disadvantaged and non-disadvantaged pupils is decreased in 2025/26 and they are in line with each other by 2026/27 and 2027/28</p> <p>Poor punctuality is always addressed swiftly so that more pupils attend school on time every day.</p>
Personal Development	<p>Regardless of background, all pupils have access to extra-curricular activities, a wider range of pupil leadership and curriculum enhancement opportunities</p>
Parental Engagement	<p>More parents participating in planned events such as parental workshops.</p>

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
<p>Continue to improve the quality of social emotional mental health provision for the most vulnerable pupils through the ongoing implementation of the Thrive approach across school.</p> <p>SEL approaches will be embedded into daily educational practices and the most vulnerable pupils will receive bespoke Thrive intervention to support their social and emotional and mental wellbeing ensuring they are ready to learn.</p> <ul style="list-style-type: none"> • Thrive training for new pastoral officer including support from the Thrive Director of Learning. • Additional resources and materials for development of Thrive provision/room. • Additional resources for effective Thrive delivery across school. 	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	1
<p>Ensure all pupils learn to decode and encode as quickly as possible through the implementation of the ELS Systematic Synthetic Phonics programme. Secure stronger and consistent phonics teaching for all pupils. Additional purchase of ELS fully decodable texts.</p> <ul style="list-style-type: none"> • Training for all staff in effective delivery of ELS programme inc. adaptations for SEND pupils. • Purchase of additional ELS resources – flashcards, tiles, magnetic letters etc. • Purchase of additional high interest supportive texts for least fluent readers in KS2. 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Improve quality and consistency of reading teaching through the implementation of a refined and progressive reading strategy across school. Purchase of new reading strategy texts.</p> <ul style="list-style-type: none"> • Purchase of 'Top 30 reads' for all year groups. 	<p>The EEF guidance is based on a range of the best available evidence.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	2

<ul style="list-style-type: none"> • Training for all staff in effective delivery of the reading strategy. • Purchase of resources and furniture to develop 'love of reading and 'reading nook' opportunities across school. • Purchase additional high-quality fiction and non-fiction texts based on pupils' interests for classroom, library and reading areas. 	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	
<p>Implement the refined early writing curriculum to ensure children in early years have the best start to their early writing journey, in terms of developing transcription and composition skills, and so are ready for Year 1.</p> <p>Continue to embed the high-quality delivery of the Talk for Writing strategy across school.</p> <p>Implement new Penpals programme to ensure progressive handwriting scheme across school enabling children to write with confidence, fluency and accuracy as quick as possible.</p>	<p>The DfE and EEF guidance is based on a range of the best available evidence:</p> <p>Strong foundations in the first years of school - GOV.UK (www.gov.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3
<p>Improve quality and consistency of maths teaching through the implementation of a refined and progressive SDI maths strategy across school. The essential knowledge pupils are expected to learn and build on year on year is made explicit.</p> <ul style="list-style-type: none"> • Training for all staff in effective delivery of maths curriculum. • Additional manipulatives and other resources to be purchased inc specialist resources for SEND pupils, E.g. SNAP, Widgit. 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

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
Additional ELS phonics interventions targeted at disadvantaged pupils who require further phonics support to keep up with peers age related expectations. Delivered by fully trained support staff.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	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
Bespoke Thrive intervention/support for the most vulnerable pupils across school to build resilience and equip pupils with the essential knowledge and skills they need to access a broad and balanced curriculum alongside their peers.	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): Improving Social and Emotional Learning in Primary Schools EEF	1

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

Budgeted cost: £ 68,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop a programme of extra curricular clubs across school so that all children have the opportunity to	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	5

<p>participate in a wider range of activities across the year.</p> <p>Implement a wider range of pupil leadership opportunities for pupils across year groups to develop a range of personal, social and emotional skills.</p>	<p>attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	
<p>Improve attendance for all pupils through the implementation of a revised Attendance Strategy inc. a robust pupil tracking system, ensuring supportive measures are implemented swiftly to prevent and address poor attendance. Also increased support for parents/carers.</p> <ul style="list-style-type: none"> • Training for the Attendance Team to enable effective implementation of the revised strategy. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>working together to improve school attendance.</p>	4
<p>Implementation of the Thrive approach across whole school to include whole school strategies and targeted intervention/support for the most vulnerable pupils. (As above)</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	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 2024 to 2025 academic year.

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

Additional support and training has been put in place for staff as appropriate. Work in books is generally of a high quality for most pupils but there is some inconsistencies in pupils work in terms of writing across the curriculum.

The introduction of the new drawing club in Early Years has supported more pupils to make better progress towards the early learning goal for writing due to improved transcription skills.

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

Phonics Outcomes:

Y1 73% disadvantaged (8/11 children)

Y2 0% Disadvantaged (0/2 children)

KS2 Outcomes:

Reading: 86% Disadvantaged

Reading GDS: 43% Disadvantaged

Writing: 81% Disadvantaged

Writing GDS: 14% Disadvantaged

Maths: 86% Disadvantaged

Maths GDS: 24% Disadvantaged

Combined: 81% Disadvantaged

Combined GDS: 14% Disadvantaged

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
Essential Letters and Sounds	ELS
Penpals	Cambridge