**Green Lane CE Primary School Pupil Premium Strategy Statement 2023- 2024**

**School Overview**

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| Number of pupils in school | 196 |
| Proportion of disadvantaged pupils | (64) 33% |
| Pupil premium allocation this academic year | £92,696 |
| Academic year or years covered by statement | 2023-24 |
| Publish date | Dec 2023 |
| Review date | Oct 2024 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Headteacher |
| Governor lead | Rev Canon Alec Harding |

**Rationale**

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| Green Lane as a Church of England Primary School is committed to equality for all at its very core, here every pupil is given the opportunity to succeed - every pupil is given the tools to be successful - our aim is that every pupil leaves us with at least the national standard in reading, writing, maths and beyond. We see educational achievement as a way out of poverty, we believe that given the chance to succeed every child can and will succeed.Our values are rooted in inclusivity - we inspire our young people to achieve beyond what others might think possible. We do this by helping our children believe that anything is possible.Quality first teaching is our bedrock - children taught together by teaching staff who have the highest aspirational standards for them.We use Pupil Premium funding in a variety of ways: supporting with targeted in class intervention to support learning and to ensure children wherever possible achieve their full potential. We monitor attendance closely to ensure that any support needed to maximise pupil time in school is put in place. We offer trauma informed practice at this school and have a wellbeing strategy and action plan to help all pupils thrive as individuals. |

**Funding (per eligible pupil)**

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|  | **2023 - 2024** |
| **Early Years Pupil Premium** | £0.53 / hour |
| **Pupil Premium Reception – Y6** | £1,345 |
| **Pupil Premium Y7 – Y11** | £955 |
| **\*Pupil Premium + Looked after children (LAC)** | £1,800 |
| **Pupil Premium + Post Looked after children (PLAC)** | £2,345 |

\*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £545/ pupil.

**Reception to Year 6 Pupil Premium/ Pupil Premium + funding**

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| Pupils eligible for PP funding | 64 |
| Number of looked/ Post looked after pupils | 13 |
| **Total funding allocation** | £92,696 |

**Pupil attainment 2023**

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| **Reception class**pupils disadvantaged pupils | Schoolall pupils  | School FSM pupils | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils based on 2022 figures | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils based on 2022 figures |
| **GLD** | **84%** | **83%** | **-20%** | **+14%** |
|  | All pupils school | School disadvantaged pupils | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils based on 2022 figures | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils |
| **Phonics**  | **79%** | **63%** | **-17%** | **-16%** |
| **Key stage 1** pupils disadvantaged pupils | All pupils school | School disadvantaged pupils | Expected standard |
| National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils based on 2022 figures | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils based on 2022 figures |
| **Reading** | **78%** | **75%** | **-16%** | **+8%** |
| **Writing** | **74%** | **63%** | **-17%** | **+5%** |
| **Maths** | **70%** | **50%** | **-14%** | **-18%** |
| **Key stage 2** **pupils** **disadvantaged pupils** | All pupils school | School disadvantaged pupils | Expected standard |
| National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils based on 2022 figures | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils based on 2022 figures |
| **Reading** | **88%** | **57%** | **-11%** | **-16%** |
| **Writing** | **90%** | **86%** | **-10%** | **+8%** |
| **Maths** | **85%** | **71%** | **-11%** | **-8%** |
| **Reading, writing & Maths combined** | **78%** | **57%** | **-14%** | **-8%** |

**Pupil progress scores for 2023**

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|  | **School Results** | **National****non-disadvantaged** |
| **Reading** | **+1.2** | **0** |
| **Writing** | **+2.5** | **0** |
| **Maths** | **+0.3** | **0** |

**Barriers to future attainment**

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|  | **Barrier** | **Desired outcome** |
| **Teaching priorities** | **A** | The school identifies emotional wellbeing as a significant barrier to pupil attainment – dedicated time is needed to implement a whole school strategy and to offer targeted support to pupils and staff. | Release time for the Deputy Head and Headteacher to implement the wellbeing strategy and action plan, including support for children in class and with targeted individual support for half a day each week to disadvantaged pupils and their peers who may need support. |
| **Targeted academic support** | **B** | There is a gap between the attainment of disadvantaged and non-disadvantaged pupils in phonics in key stage 1, with 63% of disadvantaged meeting the standard in year 1, compared with 79% of non-disadvantaged. | Ensure that the staff to pupil ratio in EYFS and KS1 is at least 1 to 15 allowing teaching assistants and HLTAs to support quality first teaching with targeted support which aims to reduce any attainment gaps. Embedding a new phonics programme with dedicated daily intervention sessions run by highly trained, dedicated staff to ensure all pupils make progress towards the national standard. This includes half a day release time each week for the KS1 Lead to monitor progress and to offer support and advice to colleagues across school. |
| **C** | There is a gap between the attainment of disadvantaged pupils and their peers in reading, writing and maths in KS1 and KS2.Headline data:88% of non-disadvantaged met the reading standard in Key Stage 2, compared with 57% of disadvantaged.70% of non-disadvantaged met the maths standard in Key Stage 1, compared with 50% of disadvantaged.74% of non-disadvantaged met the standard in Key Stage 1, compared with 63% of disadvantaged. | Targeted TA and HLTA to support quality first teaching in KS1 and KS2 with daily targeted interventions to improve key skills in reading, writing and maths (using Little Wandle phonics interventions as the main strategy in reading, comprehension support via Harper Collins, basic skills in maths interventions using White Rose as the main planning tool, daily sentence structure support for writing with vocabulary extension support via Jane Considine based interventions). |
| **Wider strategies** | **D** | There is a gap between the attendance of disadvantaged pupils and their peers, 92% compared to 95%. These figures are lower than in previous years which demonstrates the effectiveness of the school’s approach, but they still reveal a significant gap. | Disadvantaged children attend school regularly; accessing more of the curriculum which supports improved attainment, aspirations and well-being. Administration officers to dedicate two half days a week to first calling those not attending and to preparing documents for attendance support meetings. |

**Teaching priorities for current academic year**

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact / evaluation** |
| A | Release time for the Deputy Head and Headteacher to implement the wellbeing strategy and action plan, including support for children in class and with targeted individual support for half a day each week to disadvantaged pupils and their peers who may need support. | The school identifies emotional wellbeing as a significant barrier to pupil attainment – dedicated time is needed to implement a whole school strategy and to offer targeted support to pupils and staff so that they can thrive as individuals and achieve their full potential in the classroom. | EEF evidence shows that interventions which target social and emotional learning and seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, can lead to positive classroom outcomes. | £15000 | A significant number of disadvantaged children live in households where parents are no longer living together (including 33 out of 49 disadvantaged children in 2022). | Deputy Headteacher / Headteacher |  |

**Targeted academic support**

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact / evaluation** |
| B | Ensure that the staff to pupil ratio in EYFS and KS1 is at least 1 to 15 allowing teaching assistants and HLTAs to support quality first teaching with targeted support which aims to reduce any attainment gaps. Embedding a new phonics programme with dedicated daily intervention sessions run by highly trained, dedicated staff to ensure all pupils make progress towards the national standard. This includes half a day release time each week for the KS1 Lead to monitor progress and to offer support and advice to colleagues across school. | Reduce the gap between the attainment of disadvantaged and non-disadvantaged pupils in phonics in key stage 1. | EEF sites Mastery Learning as a measure that has high aspirations for all and can lead to progress. Dedicated support in classes aims to help all children access the curriculum with direct targeted Feedback aimed at closing gaps in attainment. | £40,000 | There is a gap between the attainment of disadvantaged and non-disadvantaged pupils in phonics in key stage 1, with 40% of disadvantaged not meeting the standard in year 1, compared with 20% of non-disadvantaged. | Headteacher and Deputy Head |  |
| C | Targeted TA and HLTA to support quality first teaching in KS1 and KS2 with daily targeted interventions to improve key skills in reading, writing and maths (using Little Wandle phonics interventions as the main strategy in reading, comprehension support via Harper Collins, basic skills in maths interventions using White Rose as the main planning tool, daily sentence structure support for writing with vocabulary extension support via Jane Considine based interventions). | Reduce the gap between the attainment of disadvantaged and non-disadvantaged pupils in reading, writing and maths in key stage 1 and 2. | EEF sites Mastery Learning as a measure that has high aspirations for all and can lead to progress. Dedicated support in classes aims to help all children access the curriculum with direct targeted Feedback aimed at closing gaps in attainment. | £35,000 | There is a gap between the attainment of disadvantaged pupils and their peers in reading, writing and maths in KS1 and KS2.Headline data:88% of non-disadvantaged met the reading standard in Key Stage 2, compared with 57% of disadvantaged.70% of non-disadvantaged met the maths standard in Key Stage 1, compared with 50% of disadvantaged.74% of non-disadvantaged met the standard in Key Stage 1, compared with 63% of disadvantaged. | Headteacher |  |

**Wider strategies**

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation** |
| D | Administration officers to dedicate two half days a week to first calling those not attending and to preparing documents for attendance support meetings. | Disadvantaged children attend school regularly; accessing more of the curriculum which supports improved attainment, aspirations and well-being.  | Disadvantaged pupils from a case study of year 3 pupils progressed in line with or better than non-disadvantaged pupils when their attendance was in line with, or above the school’s average. | £5000 | There is a gap between the attendance of disadvantaged pupils and their peers in 2022, 89.3% compared to 92.2%. These figures are lower than might be expected due to ongoing impact from the pandemic, but they still reveal a significant gap. | Headteacher |  |

**Additional funding supporting provision**

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| The total spend in this strategy is £95,000 – the school puts £3000 towards this cost from the main formula grant. |

**Governance – monitoring the effectiveness of the Pupil Premium Strategy**

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| **Governors involved:** |
| **Committee meeting dates** **Autumn: Spring: Summer:** |
| **Autumn summary** |
| **Spring summary** |
| **Summer summary** |