

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2022 academic year) 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	215 (including 24 morning Nursery pupils)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helen Prout
Pupil premium lead	Casey Milton
Governor / Trustee lead	Sophie Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,479
Recovery premium funding allocation this academic year	£10,875
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	£141,354

Part A: Pupil premium strategy plan

Statement of intent

At England Lane Academy, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context:

INDICES OF DEPRIVATION DECILES		
2.7 Index of Multiple Dep...	7.2 Barriers to Housing a...	1.9 Crime Decile
1.7 Education and Skills ...	2.9 Employment Decile	2.3 Health and Disability Decile
7.3 Living Environment ...	3.1 Income Decile	2.8 IDACI Decile
4.70 IDAOPI Decile		

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential, firsthand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils, who have social, emotional, and mental health needs, will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language, and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

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
Reading, Writing and Maths	Achieve outcomes in line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 passing the PSC.
Attendance	Ensure attendance of disadvantaged pupils is at least 96%.
Wider Curriculum Subjects	Achievement in line with core subjects.

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: £ 54,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training (new staff)	Monitoring of writing highlighted need for CPD.	2 3
Voice 21 CPD	Assessments in EYFS show that children enter school significantly below in communication strand. Learning walks have supported this and children struggle to articulate themselves as well as engage in meaningful debate/discussion using their oracy skills.	3
Additional HLTA employed to release curriculum leaders	Cover needed to support the development of middle leaders.	2
Essential Letters and Sounds CPD	Outcomes show that the academy is working around the national standard. ELS phonics scheme to ensure academy is achieving consistently above national within three years.	2
Science Resources and Training	There will be strong teaching in Science across the academy. Pupils will have stronger scientific enquiry skills across the academy. Pupils will be using scientific vocabulary accurately across the academy.	1,3

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
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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.	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
EWO support/Allocated Admin Attendance Officer	Attendance aiming to be above 96% and Persistent Absence to at national or lower.	4
Magic Breakfast and Breakfast Club	Children who have a good, balanced diet are able to perform more effectively.	1,4,5,6
Reward Shop	Essential part of the behaviour policy to ensure children are motivated to access learning effectively.	1
Subsidised Visits	Children from our community, historically, have not had the same life experiences as children from other areas. Trips are subsidised to ensure no children are left behind.	5
Parent Workshops – stay and play, Thrive	Provides opportunities for parents to become immersed in their children's learning and development through	2,3,6

families etc, Themed afternoons.	their school journey. Parents to be upskilled in how they can support their child with their learning.	
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 2021 to 2022 academic year.

Priority	Impact
<p>Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.</p> <p>All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.</p> <p>All staff have the appropriate resources and CPD to improve the teaching and the Pupils' progress in Science.</p> <p>Staff are well researched and have the skills and knowledge to improve T&L and the teaching of the curriculum throughout the academy.</p>	<p>Phonics Outcomes: Y1 77% (88% Disadvantaged) Y2 88% (75% Disadvantaged)</p> <p>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. CPD in all areas given to staff during staff meeting times.</p> <p>Fluency sessions are used to improve reading further and teaching staff have all had Reading Plus training.</p>
<p>Small group intervention in reading, writing, maths and phonics.</p> <p>1:1 intervention</p>	<p>Throughout the year, interventions have continued either remotely or at school. Staff have continued to work alongside other agencies to support pupils and the use of launchpad has upskilled staff to ensure quality first teaching in the classroom from all staff.</p>

All pupils come to school ready to learn.	The academy is part of the Magic Breakfast programme and provides all children with breakfast. Breakfast club and home deliveries have continued throughout lockdown and the holidays. Moreover, academy provided stationery packs, work packs and electronic devices so all pupils accessed learning during lockdown. All children therefore ready to learn both at home and at school.
All pupils attend regularly and on time.	Attendance officer was deployed and the importance of good attendance was shared widely with pupils and parents. Parents and pupils were supported to attend school following the lockdown.
Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Through a hybrid offer of in person and virtual sessions the pupils continued to access a range of activities within and beyond the curriculum to enhance their cultural capital. This included virtual sporting competitions, virtual visits to museums and parliament and various online workshops.
All children behave well and demonstrate high levels of engagement and enthusiasm for learning. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.	Despite the disruption of the last year, behaviour has been exemplary. With the introduction of Thrive and Mental Health training for staff at all levels, pupils have been supported to deal with the impact of the pandemic. The academy has worked closely with outside agencies to successfully support pupils with their individual learning needs.

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
TT Rockstars	Maths Circle
Talk for Writing	Talk for Writing
Reading Plus	Reading Plus Ltd
Third Space	Third Space Learning

Purple Mash	2Simple
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