

## Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 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   | Three Lane Ends Academy |
| Number of pupils in school  | 388 (including Nursery) |
| Proportion (%) of pupil premium eligible pupils   | 28%                     |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2021-24                 |
| Date this statement was published   | September 2021          |
| Date on which it will be reviewed   | July 2022               |
| Statement authorised by   | Delyth Roberts          |
| Pupil premium lead  | Stephen Reynolds        |
| Governor / Trustee lead   | Sean Johnson            |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £111,840 |
| Recovery premium funding allocation this academic year  | £20,800  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £132,640 |

## Part A: Pupil premium strategy plan

### Statement of intent

We are committed to ensuring that our pupils eligible for premium pupil achieve in line with their peers Nationally and in school. We provide our pupils with a knowledge rich curriculum, supported by an aspirational and engaging reading spine, to further enhance knowledge retention. External visits and visitors further support the learning, as well as enhance experiences. Our curriculum is planned in a way to ensure that all pupils, but in particular those who are disadvantaged, build their cultural capital and for their life in the future. This also provides them with experiential learning opportunities that they may not otherwise experience. Our strategy plan enables leaders, at all levels, to build a vision and a progressive and aspirational curriculum in all subjects to achieve the above.

Reading has a high priority at Three Lane Ends Academy from Nursery to Y6. We are committed to ensuring that pupils develop the reading skills required to, not only be ready for the next stage in their education but also, access a full curriculum. As well as reading, basic skills in writing and maths are considered equally important. The retention and retrieval of these skills are imperative, in order, to build on prior learning and make excellent progress.

A proportion of our pupil premium funding is allocated to support the pastoral and wellbeing aspects of a child's development. A pastoral team is committed in ensuring that all pupils are provided with the forum to openly talk to trusted adults. We also provide free access to all pupils from a disadvantages background to a daily breakfast club, offering a nourishing breakfast supporting a positive start to the school day.

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Attendance below 96% for many disadvantaged pupils, with 20% being persistently absent in academic year 2020-21.  |
| 2                | Less disadvantaged pupils attaining age related expectations compared to their peers at the end of KS1. This is more so in Writing however the gap between disadvantaged pupils and their peers is widest in Reading. |
| 3                | Disadvantaged girls are doing better than boys at the end of KS1, with the widest gap being in Writing.   |
| 4                | Disadvantages pupils are under-achieving compared to their peers, particularly so in Writing throughout school.   |
| 5                | 43% of those with SEND are also disadvantaged. (21% of the whole school are identified as having SEND)  |

## 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   |
|---|--|
| Improve attendance for disadvantaged pupils   | Reduction in proportion of disadvantaged pupils being persistently absent and in line/lower than National comparators.   |
| Disadvantaged pupils are attaining age related expectations.  | Significant increase in the proportion of disadvantaged pupils attaining age related expectations, diminishing the difference on their peers and National comparators. |
| Diminish the difference between disadvantaged boys and girls, particularly in Writing, at the end of KS1. | Disadvantaged girls and boys are attaining well and are diminishing the difference on their in-school peers at the end of KS1.   |
| Diminish the gender difference for disadvantaged pupils throughout the school.                            | Disadvantaged girls and boys are attaining well and are diminishing the difference on their in-school peers.   |
| Ensure that disadvantaged pupils with additional needs are effectively supported.                         | Identified pupils are making progress in relation to year group curriculum and/or targets on Learning Plans, MSP or EHCP.  |

## 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: £11,700

| Activity   | Evidence that supports this approach   | Challenge number (s) addressed |
|--|--|--------------------------------|
| Appointment of an Associate Lead to support curriculum development, ensuring there is an aspirational curriculum | Professional Development report by EEF identifying that this impacts on teaching and learning, and narrowing the disadvantaged gap. This has taken place in the form of coaching and mentoring middle and subject leaders to ensure there is a coherent progression in place for individual subjects.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> | 2, 3, 4, 5                     |

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| in place, offering pupils to develop a cultural capital.  |  |            |
| Improved outcomes for pupils achieving GLD at the end of Reception, in line with the new EYFS framework. A particular focus on fine motor development, impacting on writing outcomes. | Impact of 3+ months in relation to physical development approaches – EY Toolkit<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</a>   | 2, 3, 4, 5 |
| Whole school implementation of a handwriting and presentation programme, impacting on this throughout the curriculum and outcomes at end of statutory points.                         | NFER report on developing handwriting evidences that programmes support pupils to develop a legible style. These effective programmes consist of preparation for handwriting, gross and fine motor exercises and handwriting practice, all of which the adopted programme provides.<br><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine?utm_source=/projects-and-evaluation/projects/helping-handwriting-shine&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=handwriting">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine?utm_source=/projects-and-evaluation/projects/helping-handwriting-shine&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=handwriting</a> | 2, 3       |
| Fluency and prosody project to support automaticity in reading.   | EEF toolkit 6+ months for very low cost.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  | 2          |
| Continued CPD and investment in   | EEF toolkit 5+ months progress with very low cost.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  | 2, 3       |

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| resources for the teaching of early reading to support pupils' readiness for the next stage in their education and to access the full curriculum. |  |            |
| Investment in quality, curriculum resources to support teaching, as well as diagnostic assessment   |  | 2, 3, 4, 5 |
| Coaching and mentoring of colleagues new to middle leadership, ensuring the curriculum is deeply rooted in knowledge.                             | Professional Development report by EEF identifying that this impacts on teaching and learning, and narrowing the disadvantaged gap. This has taken place in the form of coaching and mentoring middle and subject leaders to ensure there is a coherent progression in place for individual subjects.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> | 2, 3, 4, 5 |
| Identified pupils with SEMH needs are supported effectively to be successful in the classroom.  | School and whole class level interventions evidence that these can impact on the ways pupils work with their peers and teachers, impacting on positive engagement in the classroom.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>   | 5          |
| Improve outcomes in Maths through an active approach to   |  |            |

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| the teaching.  |                      |            |
| High expectations and aspirations are demonstrated by all staff, modelled by Senior Leaders. | Restorative approach | 2, 3, 4, 5 |

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

Budgeted cost: £63,700

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number (s) addressed</b> |
|---|--|---------------------------------------|
| Recruitment of an experienced teacher to address gaps in learning following an unsettled two academic years due to school closures. | In line with DFE guidance in relation to catch-up funding, as well as EEF toolkit evidencing impact of 4+ months.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 2, 3, 4                               |
| Additional small group teaching to identified pupils at the end of KS2.   | In line with DFE guidance in relation to catch-up funding, as well as EEF toolkit evidencing impact of 4+ months.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 4                                     |
| Investment in teaching  | EEF report on 'Special Educational Needs in Mainstream Schools' supports that effective scaffolding supports identified pupils to have access to high quality teaching.  | 2, 3, 4, 5                            |

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| resources to support differentiation and scaffolding for identified pupils.   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special</a>  |            |
| Further support for identified pupils enabling them continue developing the reading skills to access a KS2 curriculum . | EEF toolkit 6+ months for very low cost.   | 2, 3, 4    |
| Collaborative work with external agencies, ensuring that small steps and targets are aspirational and specific.         | Recommendation 2 in the EEF report on 'Special Educational Needs in Mainstream Schools' – use of a graduated approach of assess, plan, do review.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special</a> | 5          |
| Investment in Speech and Language Therapy to support pupils with identified need.                                       | 6+ months impact for oral language interventions<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  | 2, 3, 4, 5 |
| Professional development for staff and delivery of NELI interventio   | 6+ months impact for communication and language approaches.  | 5          |

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| n to support oracy and language development |  |  |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £38,600

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Senior Leader to lead attendance in school, monitoring attendance, persistent absentees and punctuality.     | Internal scrutiny of data demonstrates that targeted support with identified families improves attendance.   | 1                             |
| Deployment of a Pastoral and Safeguarding Lead to support those most vulnerable.                             | Social and emotional support for identified pupils.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>   | 1, 5                          |
| Professional development and deployment of two LSAs to deliver ELSA (Emotional Literacy Support Assistant).  | Teaching assistant interventions and social and emotional support, both of which EEF toolkit suggests progress of 4+ months for each.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> | 5                             |
| Education Welfare Officer support to reduce proportion of disadvantaged pupils who are persistent absentees. | Analysis of in school data over time suggests rising trend of overall attendance and reducing proportions of disadvantaged pupils who are persistent absentees.  | 1                             |
| Rewards and incentives planned into the year to encourage positive attendance in school.                     | Internal scrutiny of data demonstrates that targeted support and use of incentives improves attendance.  | 1                             |

|   |  |               |
|---|--|---------------|
| Calendar of enriching experiences are planned into the academic year to support the curriculum.<br><b>1600</b>    |  | 2, 3, 4, 5    |
| Offer a calendar of after school clubs and activities to enrich and provide experiences for disadvantaged pupils. |  | 1, 2, 3, 4, 5 |
| Ensure pupils have a positive start to the school day through access to a breakfast club.                         | Reports by EEF on Magic Breakfast evidenced that supporting this can boost outcomes in core subjects by, on average, 2 months. | 1, 2, 3, 4    |

**Total budgeted cost: £114,000**

## 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 2020 to 2021 academic year.

- Outcomes in phonics at the end of Y2 for disadvantaged pupils in July 2021 was 70%. This is an improvement on 2019 outcomes for Y2.
- Slight decline in outcomes for disadvantaged pupils in 'moving and handling' (-13%). This decline will be, in part, due to school closure and lockdown. Limited access to fine motor control resources and engagement with writing.
- In school data evidences that outcomes for disadvantaged pupils at the end of KS1 have improved compared to 2019, in all R, W and M.
- Monitoring indicates that the curriculum is planned taking into consideration all vulnerable groups and home life experiences are built in to develop cultural capital.
- Monitoring inspections, remote and on site, identify that leaders have taken effective action to improve the quality of education for all pupils, and were offering an effective curriculum during lockdown.
- Effective plan, do, review cycle is in place for those who are SEND and disadvantaged, resulting in purposeful provision supporting success in the classroom.
- Effective support and provision for those with SEMH needs, resulting in a reduction in incidences.
- In school data demonstrates that the following proportions achieved 100+ in the end of KS2 assessments and teacher assessed writing:
  - Reading 36%
  - Writing 36%
  - Maths 57%
- Based on the rate of progress and had school closure not taken place, leaders are of the view that the following proportions would have achieved ARE:
  - Reading 50% (+10% on 2019 outcomes)
  - Writing 50%
  - Maths 57%
- 7% of disadvantaged pupils achieved the higher standard in reading, however with rates of progress, leaders are of the view, had school closure not taken place, 29% would have achieved this in reading and 14% in maths.
- Attendance for disadvantaged pupils in 2019-20 was 93% and 94% in 2020-21. This is in line with attendance procedures and guidance during school closure.

### Externally provided programmes

| Programme                       | Provider                                    |
|---------------------------------|---|
| Accelerated Reader              | REN Learn                                   |
| PIXL                            |   |
| Language Intervention (NELI)    | Nuffield Early Language Intervention (NELI) |
| Penpals                         | Cambridgeshire                              |
| Early Reading and Phonics       | Monster Phonics                             |
| Scaffolding and differentiation | Clicker                                     |
| Active Maths                    | Teach Active                                |

### Service pupil premium funding (optional)

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

**Further information (optional)**

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