

Pupil premium strategy statement 2025-28

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	Three Lane Ends Academy
Number of pupils in school	372 (R-Y6) 394 (including Nursery)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Delyth Roberts
Pupil premium lead	Delyth Roberts
Governor / Trustee lead	Sean Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,230
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	£230,407.36

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 disadvantaged background to a daily breakfast club, offering a nourishing breakfast supporting a positive start to the school day.

Many of our disadvantaged pupils are identified as having additional needs. As a school, we are committed to ensuring that our pupils receive a high standard of education, as well as having varying needs met. It is important to us that we work collaboratively with external professionals to provide the best support for our pupils in order for them to achieve their potential.

Challenges

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

Challenge number	Detail of challenge																					
1	Outcomes at the end of Key Stage 2 for disadvantaged pupils is varied, with significantly lower levels in 2025 than in previous years with the exception of Maths at the higher standard. 22% of disadvantaged pupils achieved ARE in combined Reading, Writing and Maths, with this being lower for boys than girls. Whilst 48% of disadvantaged pupils achieved the standard in Reading and Maths, combined was significantly impacted by the proportions of pupils achieving the standard in Writing. The main barriers for these pupils in Writing include transcription and spelling, as well as composition. Only 8% of disadvantaged boys achieved ARE in Writing, with this being only 1 pupils out of a group of 13.																					
2	Pupils enter school in the Early Years below expectations for their self-care. This can affect their levels of independence as they journey through school. There were 4 disadvantaged pupils in Nursery at the end of the academic year 2024-25. 75% of them entered Nursery working at pre-Nursery expectations for self-regulation. Whilst they made progress during their time in Nursery, they still entered Reception below ARE but were being assessed at 30-50 months. Of those who were not considered disadvantaged, 72% of them entered Nursery at pre-Nursery level for Self-regulation. 50% of the same group of pupils were working at pre-Nursery expectations for Managing Self. At the end of Nursery, all disadvantaged pupils were working within the 30-50 months band. Of those who are not disadvantaged, 70% of them entered Nursery with a baseline of pre-Nursery for Managing Self.																					
3	25% of those eligible for pupil premium funding are also identified as having additional needs, either cognitive, social and emotional or communication difficulties. 58% of pupils with an EHCP are also disadvantaged. 33 disadvantaged pupils are also identified as having additional needs. <table><tr><th>Area of need</th><th>Number of pupils</th><th>% of group</th></tr><tr><td>Speech, language and communication</td><td>17</td><td>52%</td></tr><tr><td>Social, Emotional & Mental Health</td><td>7</td><td>21%</td></tr><tr><td>Specific Learning Difficulty</td><td>3</td><td>9%</td></tr><tr><td>ASC</td><td>2</td><td>6%</td></tr><tr><td>Moderate Learning Disability</td><td>1</td><td>3%</td></tr><tr><td>Physical Disability</td><td>1</td><td>3%</td></tr></table>	Area of need	Number of pupils	% of group	Speech, language and communication	17	52%	Social, Emotional & Mental Health	7	21%	Specific Learning Difficulty	3	9%	ASC	2	6%	Moderate Learning Disability	1	3%	Physical Disability	1	3%
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	Hearing Impairment	1	3%
	ADHD	1	3%
4	28.7% of disadvantaged pupils in Y1-6 were persistently absent in academic year 2024-25, compared to 17.8% of all pupils in Y1-6. Reasons for absences are varied including unauthorised term time holiday, parental mental health, punctuality, significant medical reasons. Absence rates for disadvantaged pupils in Y1-6 in 2024-25 was 8.9%, marginally higher than National comparators. Absence rates for all pupils was 6.5%.		

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
Outcomes for disadvantaged pupils are on a rising trend, resulting in them being in line with all pupils Nationally.	- Outcomes at combined and individual subject are increasing. - Disadvantaged pupils are achieving in line with all pupils Nationally.
Purposeful and appropriate provision is in place for those identified with additional needs.	- Appropriate outcomes and provision is identified on learning plans and MSPs. - Support and guidance provided by external professionals is in place, enabling pupils to make progress. - Those with SEND are able to access an adapted or amended curriculum ensuring the academy meets their needs.
Improve attendance for those who are disadvantaged.	- Absence rates for disadvantaged pupils reduces and is at least in line with National comparators. - Proportions of disadvantaged pupils who are persistently absent is reduced. - The academy has improved its ranking when compared to similar schools Nationally.

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.

Leaders have framed the pupil premium strategy making use of the document [‘Key drivers of the disadvantaged gap’](#).

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £137, 080.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure phonics knowledge to support the teaching of reading	DFE : teaching programme validation Improving Literacy in Key Stage 1 EEF Teaching & Learning Toolkit	1
Secure number knowledge to support the teaching of Maths.	Mastery Number Early Numeracy Approaches Improving Mathematics in the Early Years & Key Stage 1 Mastery Learning	1
Ensure quality of education	A School's Guide to Implementation Collaborative Learning Approaches Feedback Effective Professional Development	1
Ensure quality of Early Years provision	EEF Early Years Evidence Store	1

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

Budgeted cost: £38, 071.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide effective support for those identified as having additional needs	Special Educational Needs in Mainstream Schools	3

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

Budgeted cost: £55, 254.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further improve attendance, resulting in school being ranked higher than those similar	Supporting Attendance Working together to improve school attendance	4

Total budgeted cost: £230,406.37

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 2024-25 academic year.

Early Years

30% of disadvantaged pupils achieved a Good Level of Development at the end of 2025. 60% of disadvantaged pupils achieved the ELG in 'Managing self' and 'Gross Motor Skills'.

Year 1 Phonics

For the last two years, 63% and 64% of disadvantaged pupils have achieved the phonics check and an average score of 31.5.

Year 2

56.7% of disadvantaged pupils achieved age related expectation in combined Reading, Writing and Maths. This is fractionally below all pupils Nationally by 3.3%. 6% of disadvantaged pupils achieved greater depth in combined Reading, Writing and Maths, this is in line with National all pupils.

67% of disadvantaged pupils achieved ARE in Reading and 11% at GDS.

61% of disadvantaged pupils achieved ARE in Reading and 6% at GDS.

67% of disadvantaged pupils achieved ARE in Reading and 11% at GDS.

Year 4 Multiplication Check

29% of disadvantaged pupils achieved full marks, with an average score of 19.4.

Year 6

22% of disadvantaged pupils achieved ARE in combined Reading, Writing and Maths, with none achieving GDS.

48% of disadvantaged pupils achieved ARE in Reading, with 70% of disadvantaged girls. This is marginally below all pupils Nationally. 13% of disadvantaged pupils achieved GDS in Reading.

48% of disadvantaged pupils achieved ARE in Maths. 9% of disadvantaged pupils achieved GDS in Maths.

Attendance

Absence data for disadvantaged pupils (Y1-6) at the end of 2025 academic year was 8.9%, compared to 8.4% of pupils Nationally in 2023.

17.8% of disadvantaged pupils in Y1-6 were persistently absent in 2025. This is 1.6% higher than persistently absent pupils Nationally.