

Pupil premium strategy statement 2024-2025

Park Lane Primary and Nursery School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Park Lane Primary and Nursery School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	52- 12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2 of 3 2024-2025
Date this statement was published	8.09.2024
Date on which it will be reviewed	15th July 2025
Statement authorised by	Rob Litten
Pupil premium lead	Rachel Bains
Governor / Trustee lead	Lorraine Chaundy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,382
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	£111,382

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

The key principles **driving our use** of our pupil premium and recovery funding are addressing **individual needs** and **equality of opportunity**.

Ultimate Objectives

All pupils to **read well**, enjoy reading and to learn and remember the knowledge they need to fully understand and benefit from the school's curriculum.

To leave Park Lane with the skills and knowledge to go on and **achieve excellent GCSE** results in a wide range of subjects.

How does our pupil premium strategy plan work towards achieving these objectives?

Our strategy is to provide highly trained staff to deliver sustained, high-quality teaching to all children until they can read very well. We use excellent resources and ensure that our children have access to a wide range of high-quality books.

Similarly, in other priority curriculum areas such as mathematics, we ensure that our staff are trained to support all children to become confident and successful.

Challenges

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

Challenge number	Detail of challenge
1	Lower than average attendance
2	Slower to acquire reading skills and knowledge
3	Higher levels of illness, mental health concerns and SEND
4	Knowing and remembering important information learnt at school

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
All disadvantaged pupils read well.	<ul style="list-style-type: none"> • Teaching staff know the starting points for all pupils; these will be varied within a class. Once these points are known, teachers plan lessons and activities to begin to ‘fill the gaps’ both for individuals and groups. • All pupils will have greater opportunity to revisit aspects of their learning and make additions/improvements in a timely intervention. • Additional adult support will be deployed across school and used to provide short bursts of intervention/support to identified pupils → Increased proportions of Pupil Premium pupils will reach ARE in reading, • 90%+ of pupils pass the phonics screening check in Year 1 • All pupils pass the Phonics Screening Check by the end of Year 2. • 70%+ of all pupils acquire the age related skills for reading, writing and mathematics.
All disadvantaged pupils know, remember, and can apply age related mathematical skills and knowledge	70%+ of pupils in all year groups acquire or exceed the age-related skills.
All disadvantaged pupils fulfil their potential and are guided to excel in mathematics and English	The percentage of disadvantaged pupils exceeding the expected standard in English and Maths is in line with their non-disadvantaged peers (8%)
All disadvantaged pupils know, remember, and can apply the core knowledge for each subject area of the national curriculum.	<p>70%+ of disadvantaged pupils know, remember, and can apply the core knowledge for each of the national curriculum subjects.</p> <p>Enabling them to fully engage with the curriculum of their chosen secondary school and to go on and achieve well at GCSE level.</p>

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

Budgeted cost: £96,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that there are enough trained support staff to deliver the phonics programme to small groups of pupils with a similar ability level.</p> <p>(£96,997)</p>	<p>EEF Guidance Report for KS1: Systematic Phonics</p> <p>3 Highly trained TAS EY KS1</p> <p>1 TA Year 6 catch-up support</p>	2 and 4

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

Budgeted cost: £13,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensuring that all staff and the Phonics lead receive excellent training from a RWI consultant 6 times a year</i></p> <p>£6000 (inc leader release)</p>	<p>EEF Guidance Report for KS1: Systematic Phonics</p>	2 and 4
<p><i>Ensuring that all pupils have the 'take home' version of the RWI book they are working on in school</i></p> <p>£7,385</p>	<p>EEF Guidance Report for KS1: Systematic Phonics</p>	2 and 4

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

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hardship Fund £1000	Multiple EEF reference points regarding overcoming barriers to attendance.	1

Total budgeted cost: £111,382

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 2023 to 2024 academic year.

The proportion of pupils 'passing' the Phonics Screening Check in Year 1 was 93%. This was achieved by prioritising the teaching of phonics as part of the school's catch-up activities and targeting individual pupils.

The following proportions of pupils meeting the expected standard.

- Good Level of Development 67% (67% pupil premium pupils)
- Phonics Screening Check 93% (80% pupil premium pupils)

- Year 2 Reading 60% (40% pupil premium pupils)
- Year 2 Mathematics 83% (40% pupil premium pupils)
- Year 2 Writing 83% (40% pupil premium pupils)
- Year 2 Combined 43% (10% pupil premium pupils)

- Year 6 Reading 67% (65% pupil premium pupils)
- Year 6 Mathematics 60% (42% pupil premium pupils)
- Year 6 Writing 77% (65% pupil premium pupils)
- Year 6 Combined 55% (35% pupil premium pupils)

Further information

The school is investing heavily in a school developed curriculum offer for its pupils. The curriculum is ambitious and will result in pupils acquiring the knowledge and skills to begin secondary school with the aptitude to achieve excellent GCSE results.

We recognise that excellent GCSE results will enable social mobility and allow our pupils to be less disadvantaged than their parents.