

Pupil premium strategy statement

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.

What is pupil premium funding?

The Government has allocated extra funding to schools to support vulnerable children to achieve their very best. The Department of Education will allocate the following amounts - known as pupil premium - for 2024/25:

- £1,480 per pupil who has been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,570 per pupil who has been adopted from care or has left care.
- £2,570 per pupil for children who are looked after by the local authority.

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £335 for each eligible pupil.

The PP strategy has a separate section for pupils eligible for Service Premium. At present we have 3 service children on role.

For 2023/2024, schools will also receive an additional boost to their pupil premium funding to support the recovery of learning lost during the pandemic school closures. This will equate to £145 for each eligible pupil in the school with an additional £67.50 per pupil that can be spent specifically on tutoring (available to cover up to 50% of these costs).

Our Context:

Detail	Data
School name	Lantern Lane Primary School
Number of pupils in school	395 (F2 to Year 6)
Proportion (%) of pupil premium eligible pupils	23.8% (November 2023) Year 1 to 6: EYFS PPG: Looked after/ post looked after:
Academic year/years that our current pupil premium strategy plan covers:	2023 to 2024. 2024 to 2025. 2025 to 2026.
Date this statement was published	September 2023.
Date on which it will be reviewed	2024 review shown here. September 2025, and September 2026. Next review due: September 2025
Statement authorised by	Mr P Fowlie, Head teacher
Pupil premium lead	Mr P Fowlie, Head teacher. Paula Panther, Assistant Head.
Governor / Trustee lead	Jen Bewlex-Allen.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£110,850
*This is based on actual PP and EYPP numbers at September 2022 at the current agreed levels of funding.	

Part A: Pupil premium strategy plan

Statement of intent

At Lantern Lane, we have clearly defined aspirations for all our pupils, as described in our intent statement, and consider our pupil premium strategy to be the vehicle whereby we give our disadvantaged pupils the additional support they may require to achieve this in the same way as any other child that we work with.

Our pupil premium strategy is based on addressing the barriers to success that we have identified for our pupil premium children from working with them on a daily basis and through an understanding of the context of our school. We base our decisions on evidence, gathered both externally and from within our school, and ensure that all strategies are evaluated for impact. It is widely recognised that the impact of the Covid pandemic has been especially great for disadvantaged children and that, as a result, the period needed for 'Catch Up' is realistically going to be longer (see barriers).

Our pupil premium strategy - and the decisions that underpin it - is based on the following principles:

Whole-school ethos of attainment for all:

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed and staff adopt a 'solution-focused', personalised approach to overcoming these.

Disadvantaged pupils and their families are held in high regard.

Leaders, teachers and other adults understand their role within the school's strategy to promote strong outcomes for all these children.

Addressing behaviour and attendance:

A strong emphasis is placed on developing positive behaviours for learning so children are able to maximise the benefit they get from the learning experiences planned.

Where appropriate, the reasons for behaviour are explored to ensure behaviour management strategies are effective for pupils that need support.

Attendance is closely monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

Quality First Teaching:

The school places a strong emphasis on ensuring all disadvantaged pupils receive quality first teaching.

Responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engaging with the disadvantaged pupils who may need additional support to thrive.

Professional development is focused on: securing strong subject knowledge; understanding how cognitive load impacts on learning; deliberate instruction & faded scaffolding; use of different questioning techniques and feedback.

Interventions are additional to the entitlement to quality first teaching; class teachers retain accountability for pupil achievement and a senior leader oversees the intervention programme, ensuring that these are effective and are offered to the right children at the right time.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school - at whole school, group and individual level.

Extensive knowledge of the children is used to ensure barriers are overcome so that disadvantaged pupils can benefit from the quality first teaching; enrichment programme; emotional well-being support, and interventions (both academic & pastoral) that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can further their learning to enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

Regular pupil voice ensures we engage with the children's understanding of what helps them to learn.

Data-informed:

The progress of disadvantaged pupils is discussed at Data Support Meetings and at key assessment points (a minimum of 4 times yearly). Actions are identified, implemented and regularly reviewed within each assessment phase.

This programme of accountability for all staff is led by a senior leader in school.

Clear, responsive leadership

A Strategy Group, which includes leadership and a governor, review the effectiveness of strategies at the end of each assessment point.

Self-evaluation is rigorous, honest and acted upon; it is also shared with staff so that everyone is aware and can make the best decisions to support strong outcomes for these children.

The effectiveness of the strategy - on an individual pupil basis - is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement at all levels of attainment.

Outside agencies are fully utilised e.g., healthy families.

Challenges

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

Challenge number	Detail of challenge
1	Children begin school with fewer of the skills that provide the secure platform they need to be successful learners, e.g. independently meeting their physical needs; having the receptive & expressive language to engage productively in learning opportunities; having the emotional and social skills that support success in the school setting.

2	Significant proportion of PP children also have additional learning needs. 19 (18%) of our pupil premium children at the end of the academic year 2022 to 2023 were also on our SEND register. There were an additional 22 (21%) pupil premium children that were considered vulnerable to SEND at the end of the 2022 to 2023 academic year.
3	Writing is a very complex skill but one that is critical for success in life. Children's ability to become effective writers can be limited by: poor fine motor skills; speech & language difficulties; limited range of vocabulary; exposure to a narrower range of quality texts & writing experiences outside school; weaker perception of themselves as writers.
4	Limited access to full participation in the school curriculum and school life (Uniform, resources, residentials, trips, sporting opportunities).
5	Lower attendance rates for some PP children when compared to non-PP children which has had a significant impact on the consistency and continuity of their learning.
6	More limited access to social and emotional wellbeing support outside of the school environment.

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: how we will measure impact.
A: By the time that pupil premium children finish EYFS, they will have the skills needed to maximise their learning potential in school.	<p>Staff working in EYFS - and all school leaders - will be aware of all pupil premium children and all potential pupil premium children, having a detailed understanding of their individual barriers to becoming effective learners.</p> <p>The learning environment will be closely tailored to address the particular areas of difficulty identified above.</p> <p>The curriculum will be closely tailored to address the particular areas of difficulty identified above.</p> <p>PP children will be provided with regular opportunities to address any barriers that there are to them becoming successful learners.</p> <p>PP children will leave EYFS with the same potential to develop as learners as their peers.</p>
B: Targeted support provided will enable all pupil premium children with an additional need to make good progress, in terms of both their	Appropriate academic support will be in place for all pupil premium children to underpin good or better learning outcomes.

<p>learning and social and emotional needs from their relative starting point</p>	<p>Appropriate social & emotional support will be in place for all pupil premium children to underpin good or better learning outcomes.</p> <p>Effectiveness of targeted support will be evaluated regularly based on understanding of children's attainment & progress - with changes made as appropriate.</p> <p>Progress & attainment will be stronger for pupil premium children from their relative starting points.</p>
<p>C: Pupil Premium children in writing will achieve in line with their peers.</p>	<p>Proportion of pupil premium children achieving age-related expectations in writing at key summative points will be in line with their non-pupil premium peers.</p>
<p>E: Equality of opportunity for our pupil premium children in terms of enrichment opportunities & cultural experiences will be improved.</p>	<p>All pupil premium children will access a full range of in-school enrichment, school trips & residential.</p> <p>Cultural experiences, e.g. theatre visits, bookstore trips, attendance at local sporting events, will be offered to all our pupil premium children as part of an enhanced curriculum.</p>
<p>F: Good levels of attendance will support pupil premium children to take advantage of all academic and personal development opportunities.</p>	<p>The number of pupil premium children with good attendance (95% or above) will increase this year.</p> <p>The attendance of PP children will be in line with their peers.</p> <p>Where attendance is below this, a package of support will be in place to increasingly close the attendance gap.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost (approximately): £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>*Staff will continue to receive CPD personalised to our school context in terms of quality first teaching in the context of writing.</i></p> <p><i>This will build on the work already done in school in terms of quality first teaching and developing a mastery approach.</i></p> <p><i>2023 to 2024 CPD will focus on:</i></p> <p><i>Reviewing the lesson structure in writing to manage cognitive load & ensure that children have the opportunity to retrieve knowledge and the opportunity for scaffolded and independent practice.</i></p> <p><i>Strategies to increase the explicit teaching of vocabulary - one of the key elements in the development of effective writers.</i></p> <p><i>Strategies to increase the oracy element of writing lessons.</i></p> <p><i>Strategies to improve the accuracy of spelling through a new phonics-based</i></p>	<p><i>*Scientific research shows the importance of teachers understanding and planning for the impact of cognitive load, e.g. using retrieval strategies to embed knowledge to support higher level thinking activities.</i></p> <p><i>*Mastery learning linked with stronger progress and levels of attainment (EEF suggests gains of 5 months).</i></p> <p><i>This has also been evidenced in school in maths & whole class reading approaches - so the CPD will be focused on transferring these successful practices in the context of writing.</i></p> <p><i>*Oral language intervention has a strong evidence base (EEF+7).</i></p> <p><i>Developing children's vocabulary and giving them the opportunity to try out ideas orally gives children the confidence to record in written form.</i></p>	<p>1,2,3</p>

<p>approach extending into KS2.</p> <p><i>*Senior leader have direct collaboration in writing SIP to ensure that the needs of PP writers are recognised and addressed at each stage of the CPD.</i></p>		
<p><i>*To review the curriculum, environment and intervention in F1 and F2 so that PP children's needs are addressed early - to avoid any gaps widening.</i></p> <p><i>*To ensure that all PP children are identified at the start of their school experience.</i></p>	<p>When pupils start school, the relative gap in outcomes between those from disadvantaged backgrounds and their more well-off peers is approximately 4 months. By the time they finish primary school, this has more than doubled to 9 and a half months.</p> <p>DfE - The Attainment Gap 2018.</p> <p>It has also been recognised that the gap has widened as a result of the impact of the pandemic.</p>	1/3
<p><i>To create an environment where every child sees themselves as a writer and develops the skills needed to become one:</i></p> <p><i>*Investment in reading resources within school (banded books & libraries), recognising that children need to have exposure to the power of others' writing to help them see the importance of becoming a writer.</i></p> <p><i>*Continued development of opportunities for younger PP children to experience writing in continuous provision (with adult direction given) and develop their language through a range of approaches.</i></p> <p><i>*Continued development of the Twinkl Phonics programme in school to teach fundamental early skills of writing words.</i></p> <p><i>*Continued review of the writing curriculum in KS1 &</i></p>	<p>Research shows (Hart & Risley 1995) that children experience very different oral & written language experiences in the home as young children (and beyond). Teachers must take responsibility for equalising these experiences for PP children where this is identified as a need.</p> <p>Classrooms where children have regular opportunities to express themselves on paper (without feeling constrained by spelling/ handwriting expectations) help children to understand that writing has a real purpose (Dyson 1988).</p> <p>It is vital that children have 'meaningful opportunities to write for real purposes and audiences'.</p> <p>Centre for Literacy in Primary Education.</p> <p>Vocabulary development is supported by engaging with a large variety of direct text types - more than once with adult interaction geared to a</p>	3

<p><i>KS2 to ensure that PP children experience opportunities for writing that are meaningful to them.</i></p> <p><i>*Strong focus within the learning environment on creating opportunities for oracy across the curriculum.</i></p> <p><i>*Development of class/ year group writing portfolio that are shared and discussed by the children (teachers to focus on ensuring the use of these with targeted PP children).</i></p>	<p>child's stage of development (Dickinson & Smith 1994).</p> <p>*It is recognised that disadvantaged children may acquire phonics skills more slowly so quality provision in phonics - together with additional 1:1 or small group support is essential.</p>	
<p><i>*Monitoring of pupil premium support & outcomes to be coordinated by a senior leader in school.</i></p>	<p>*Experience in our setting and other primary settings has shown that initiatives are most effective when the whole school is engaged with senior leaders providing direction, support & accountability in a consistent and personalised manner.</p>	1-5
<p><i>*ECTs & RQT to be mentored by senior leaders to ensure their retention and development of effective practice for all children including pupil premium.</i></p>	<p>*Strong relationships with teaching staff together with high expectations for all children support good learning outcomes.</p>	1/2/3
<p><i>*Staff held accountable for progress of PPG children through regular challenge of data support meetings and performance management cycle.</i></p>		1/2/3/5
<p><i>*Investment in staff training and resources to increase effectiveness of diagnostic assessment (including Twinkl Phonics assessments).</i></p>	<p>*Identifying gaps in learning and making adjustments to whole class teaching & structured support are widely recognised as key to addressing gaps in learning (DfE guidance/ EEF research).</p> <p>*Retrieval activities - as well as supporting long term memory - give teachers significant insight into knowledge & understanding of pupils in a non-threatening way.</p>	1/2/3

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

Budgeted cost (approximately): £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>*In class targeted support by SLT members, teachers and teaching assistants.</i></p> <p><i>*Training to be provided for support staff to improve subject knowledge for writing (to support effective intervention).</i></p> <p><i>*Research into the most effective writing interventions.</i></p>	<p>Allows instruction to be more individualised (EEF + 3 months) and can harness the benefits of collaborative learning also.</p> <p>Staff in school have identified reduced confidence in the support of writing development.</p>	1/2/3
<p><i>*Release appropriate staff to access the DfE tutoring training.</i></p>	<p>EEF: Tutoring - when provided by specifically trained teachers or tutors - can facilitate 5months + of progress.</p>	1/2/3
<p><i>*Research into the most effective fine motor skill interventions.</i></p> <p><i>*Fine motor skills interventions prioritised in F1 & F2.</i></p>	<p>Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.</p> <p>DfE: https://help-for-early-years-providers.education.gov.uk/physical-development/fine-motor-skills</p>	1/3
<p><i>*Extension of the Writers' Conference model, where PP children have the opportunity to review their work in writing with their teacher/ teaching assistant on a regular basis.</i></p> <p><i>Barriers to progress are identified, targets are set & additional support will then be provided either in class; through</i></p>	<p><i>*Effective feedback supports strong progress [EEF + 7 months] with effective verbal feedback showing even stronger gains. Lower attaining pupils are particularly well-supported by explicit identification of next steps.</i></p>	1/2/3

<p><i>small group work or individually.</i></p> <p><i>List - phonics/ handwriting interventions/ fine motor skills -</i></p>		
<p><i>*Provision of small group & individual intervention by LLPS staff to address learning gaps linked to the above.</i></p> <p><i>*Senior leader oversight & direction of the intervention programme.</i></p>	<p>Some interventions based on use of recognised & widely used programmes that are evaluated across the primary sector (and found to be effective).</p> <p>Lantern Lane evaluation of intervention - conducted by a senior leader - informs future interventions.</p>	<p>1/2/3</p>
<p><i>*Continued investment in inclusive technology (e.g. Clicker 8) and other resources that support all to access the curriculum.</i></p>	<p>Children with additional needs are supported to access the curriculum resulting in learning and self-esteem gains.</p> <p>National Literacy Trust survey concluded that the main benefits of Clicker 8 were:</p> <ul style="list-style-type: none"> -engagement in learning; - differentiated support; -opportunities for personalised learning; -supporting learner independence. 	<p>1/2/3</p>
<p><i>*Data support meetings to have a focus on improving outcomes for PPG children through coordinating approaches in whole class with intervention programmes, both academic and pastoral.</i></p>	<p><i>*Experience in our setting and other primary settings has shown that initiatives are most effective when the whole school is engaged with senior leaders providing direction, support & accountability in a consistent and personalised manner.</i></p> <p><i>*Regular challenge over the progress of pupil premium children is a feature in all the schools recognised for their successes in closing disadvantaged difference.</i></p>	<p>1/2/3</p>

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

Budgeted cost (approximately): £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>*Staff CPD in supporting children with mental health barriers to achievement (including continued development in school of Emotion Coaching).</p> <p>*Staff CPD in respect of safeguarding vulnerable children.</p>	<p>Association for Child and Adolescent Mental Health.</p> <p>"Teachers are widely recognised as being well-placed to identify mental health & well-being issues provided they are supported with appropriate training".</p> <p>Schools with social and emotional learning programmes show an increase in scores in standardised tests, compared with scores from non-intervention schools (Durlak et al, 2011).</p>	1/6
<p>*Wellbeing Support Assistant role (children with emotional & social barriers to learning supported through a varied package of support).</p> <p>*Provision of ELSA, as appropriate.</p>	See above.	1/5/6
<p>*Work with external agencies in the promotion of children's wellbeing.</p>	<p>NICE recommends that children in primary education (aged 4-11 years), who are showing early signs of emotional and social difficulties should be considered for external intervention delivered by specialists.</p>	1/6
<p>*Financial support in respect of uniform and</p>	<p>DfE supported strategy as it promotes inclusivity and readiness for school, which in turn has a positive impact on being ready to learn.</p>	4/1/3

childcare (e.g. afterschool care).		
*Subsidisation of school enrichment activities (e.g. ice skating/ music tuition); school trips & residential.	Council for Learning Outside the Classroom supports increasing equality of opportunity in respect of trips & residential that are linked to curriculum learning or developing personal skills, e.g. independence, collaboration & problem solving. EEF associates outdoor learning with progress gains.	4/1/3
*PPG Lead monitoring PP children's involvement with the extra-curricular offering (marketing these opportunities to children/ families personally and ensuring that PP children are prioritised for places where appropriate)	Involvement in creative or artistic activities has been shown to have a moderate impact on attainment in writing (circa 3 months) EEF. Whilst there is only a small positive impact for physical activity (sporting clubs) directly on attainment, it is recognised that such activity has a significant impact on health (improving attendance) and improves mental wellbeing (which needs to be good for learning to take place). "Basic cognitive functions related to attention and memory facilitate learning, and these are enhanced by physical activity". National Institute of Health. PP children consider afterschool clubs to be a positive element of their school experience and wanted the opportunity to do more (hence, such opportunities can be seen as strengthening their positive view of school). [Lantern Lane pupil voice]	4/1/5
*Parent liaison and individual support packages to maximise vulnerable children's attendance at school - lead by senior leaders in school and involving Wellbeing Support Assistant.	DfE research (2016) showed that every day of absence for a child was associated with a lower chance of achieving 5+ good gcse. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	1-6

Part B: Review of outcomes in 2023 to 2024.

General Statement - Attainment & Progress:

Attainment & progress for PPG children is tracked - on an individual basis - on a termly basis in line with the school data cycle. This informs the intervention programme that is offered to each child.

Progress and the chosen intervention are evaluated termly by the PPG Lead; discussions with year groups about the appropriateness of proposed intervention and ensuring the targeting of gaps is regular (including through the formal medium of termly Data Support Meetings).

The aim of the intervention programme is to support progress and ensure that disadvantaged difference in writing continues to reduce through the most appropriate use of resources. This programme is informed by rigorous evaluation of the different range of interventions offered each year.

Intended Outcome A:

By the time that pupil premium children finish EYFS, they will have the skills needed to maximise their learning potential in school.

We recognise the importance of ensuring that pupil premium children make the best start to their time in primary school and, as such, these are focus pupils for the EYFS team. In 2023 to 2024, there were 9 x EYPP children. 4 achieved a good level of development with a further child achieving 16 of the early learning goals. The other 4 children are on the SEND register and are making good progress relative to their individual starting points.

We continue to invest time and resources to further enhance the EYFS offer that will support all children.

Intended Outcome B: Targeted support provided will enable all pupil premium children with an additional need to make good progress, in terms of both their learning and social and emotional needs from their relative starting point.

24 (30%) of our pupil premium children at the end of the academic year 2023 to 2024 were also on our **SEND register**.

Of these children on the SEND Register:

Three children joined during the academic year so there is limited data upon which to form a judgement about progress.

Eight children are tracked using B Squared (the latter provides evidence that all these children are making progress from their respective starting points). **Nuala - can I conclude this from the B-Squared data you hold?**

Six children maintained their baseline for the year so made expected progress.

Seven children made better than expected progress (moving up an attainment level in at least one core subject in the academic year).

One child made better than expected progress in two subjects. There were an additional **19 (24%) pupil premium children** that were considered **vulnerable to SEND** at the end of the 2023 to 2024 academic year.

Of these children vulnerable to SEND:

Three children are tracked using B Squared (the latter provides evidence that all these children are making progress from their respective starting points). **Nuala - can I conclude this from the B-Squared data you hold?**

Seven children maintained their baseline for the year so made expected progress.

Eight children made better than expected progress (moving up an attainment level in at least one core subject in the academic year).

Of these, **two children** made better than expected progress in two subjects and **one child** made better than expected progress in all of the core subjects.

This strongly suggests that academically these children are (as a group) making good progress due to the adaptive offering that is being provided.

Intended Outcome C:

Pupil Premium children in writing will achieve in line with their peers.

When considering the effectiveness of the strategy in terms of using quality whole class teaching & targeted intervention to ensure that PPG perform in line with their peers in writing, we need to consider:

- *any disadvantaged differences that still exist across the school (and the trend in general);
- *progress of the PPG children in writing.
- *the range & the effectiveness of the interventions offered for writing;
- *changes to quality first teaching in respect of writing (see above outline).

Year Group	Autumn 2023 Assessment Point M+			Summer 2024 Assessment Point M+		
	PPG	Non-PPG	DD	PPG	Non-PPG	DD
Y1	46%	71%	25pp	38%	69%	31pp
Y2	33%	67%	34pp	50%	67%	17pp
Y3	34%	80%	46pp	56%	84%	28pp
Y4	77%	77%	0pp	77%	81%	4pp
Y5	43%	58%	15pp	41%	70%	29pp
Y6	50%	59%	9pp	56%	70%	14pp

Disadvantaged Difference:

The table below shows the current attainment profile for PPG in writing compared with their non-PPG peers (compared to the baseline position when the strategy was agreed in

Autumn 2024):

This data shows that the attainment of PPG children in writing has strengthened in Year 2, Year 3 and - more modestly - in Year 6 since the inception of the strategy. Attainment in Year 4, whilst stable, was already good at the baseline. Whilst the difference in Year Y1 and Y5 has widened, this can almost exclusively be explained due to new starters that are not working at the expected level. These children will receive targeted support in Year 2 (& beyond) and in Year 6 to ensure that their progress in writing remains at least good (from their individual starting points).

The table below confirms the progress in these year groups:

NB: Expected progress for children is defined as maintaining their attainment profile whilst better-than-expected progress is considered as moving up an attainment level, e.g. from working towards to meeting or from meeting to greater depth.

Year Group:	Less than expected progress:	Expected Progress:	Accelerated Progress:	Expected progress or better:
Y1	0%	100%	0%	100%
Y2	0%	85%	15%	100%
Y3	0%	75%	25%	100%
Y4	9%	82%	9%	91%
Y5	6%	88%	6%	94%
Y6	0%	75%	25%	100%
Average	3%	84%	13%	98%

The vast majority of our pupil premium children are making expected or better progress in writing. Where this is not the case, the underlying reasons are assessed on an individual basis and an intervention programme is designed to address these individual barriers, be they attendance; related to a learning need or a SEMH need.

It should be noted that 1 in 8 PPG children are making accelerated progress.

Whole class teaching and intervention:

There has been an 18-month whole school focus on writing through the school improvement plan. This has looked at all aspects of how writing is taught, practised and assessed. The lesson structure has been re-designed to enhance vocabulary development - and to provide more consistent modelling of how to be a writer. Whilst these changes will benefit all learners, foci on such areas as vocabulary exploration and exposure to rich examples are known to support vulnerable learners in particular.

Whilst the provision we make through whole class approaches is critical, PP children also have an intervention programme geared towards their individual needs. This is evaluated termly by the PPG Lead - with direct feedback given to teams during individual meetings 4 x yearly.

In terms of academic support, the table below shows the proportion of PPG children being given additional support for writing, be this through regular targeting in class (individually or in small groups); appropriate allocation of resources (e.g. scribing and use of inclusive technology like Clicker). This support may include additional phonics; individualised spelling programmes; handwriting boosters or targeted intervention around composition and sentence structure.

	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of children accessing additional support in writing (see above)	7/9 = 78%	14/17 = 82%	10/15 = 67%	11/16 = 69%	9/14 = 65%	13/16 = 81%	14/16 = 87%

This clearly demonstrates that improving writing outcomes is a significant focus for children in the PPG group with resources allocated accordingly.

For the children in KS2, Writers' Conferences are an intervention, which is known to support accelerated progress. As these are time-intensive, further training has been given by the Teaching & Learning Lead to all teaching assistants so they can support our school commitment to these. Staff have been asked to prioritise PPG children for this proven intervention where they are not meeting age-related expectations.

Intended Outcome D:

Equality of opportunity for our pupil premium children in terms of enrichment opportunities & cultural experiences will be improved.

No pupil premium child was excluded from any trip or residential on the basis of cost. Residentials took place in Year 4 & Year 6: In Year 4, 72% of our PP children received financial support so that they could access the trip whilst 75% of the Year 6 PP children were also subsidised.

Across Year 1 to 6, 12 children received subsidised music lessons (e.g Rock Steady, guitar or piano) and a further 8 children had financial support to access other activities outside school, e.g. swimming lessons and basketball coaching.

PPG children were prioritised for places in all extra-curricular clubs run by members of Lantern Lane staff. Participation in clubs has been good in a group that historically has not taken advantage of such opportunities.

The table below shows the proportion of PPG children participating in 1+ clubs across the year:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
57%	50%	63%	78%	81%	63%*

Many of these children were involved in more than one club. Some were involved in 3 or even 4.

*In Spring & Summer term, a large proportion of children in Y6 were involved in subject-specific afterschool clubs; these have not been included in the figures above.

Intended Outcome E:

Good levels of attendance will support pupil premium children to take advantage of all academic and personal development opportunities.

We recognise the importance of attendance for all children but - in particular - our PPG children and this is proactively addressed by the Attendance Lead and the Wellbeing Support

Assistant in conjunction with the PPG Lead. This entails regular interaction with families, both at Parents' Evenings and on a weekly basis, so that there is a shared appreciation of this. We acknowledge that positive interaction with parents has a positive impact on achievement of their children (+4 months of progress) but also recognise that there are many barriers to this (e.g. poor educational experiences in their own right). Accordingly, this interaction with parents is carefully managed.

Year group staff also understand the part strong relationships can play in improving attendance & there are many instances where improved attendance can be attributed to these.

Within the PPG group, there are a number of families where carefully managed support for attendance has made a marked improvement to outcomes.

Attendance:

	End of Autumn:	End of Spring:	End of Summer:
PP children:			
Whole school:			
PP Children (national)			

Pete, can you signpost me where to access the up-to-date data for this?

Additional Information (relating to more than one of the above outcomes):

SEMH Support:

The table below shows the proportion of PPG children that are accessing SEMH support - be this ELSA or working with Wellbeing Support Assistant:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Overall
4/17 = 42%	5/12 = 42%	6/16 = 38%	5/13 = 38%	9/17 = 53%	6/17 = 35%	35/80 = 44%

This shows the importance of this provision for this group of children, recognising that children need to be emotionally secure before they can focus on their learning. This justifies the use of PP funding to partially cover the costs associated with both ELSA and the Wellbeing Support Assistant.

What do PPG children say about their experience at Lantern Lane?

Pupil voice in Summer 2024 demonstrated that 95%+ of our pupil premium children can explain both what they enjoy about their experience at Lantern Lane and how they are supported to learn.

On average, they rated their enjoyment of school as 8.9 out of 10 (marginally higher than in the previous academic year).

Even the very youngest of our PPG children were able to identify positives from their experience at Lantern Lane; explain which lessons inspired them; give examples of how they

were supported to learn and talk about some of the ways their learning experience had been enriched (e.g: trips, visitors to school, performances).

The vast majority of children interviewed in UKS2 made the link between doing well at primary school & success in later life.

Evidence of PPG children embracing all aspects of school life:

25% of Lantern Lane's house captains and vice captains are PPG children, meaning that they are proportionally represented in these key roles in school.

Service pupil premium funding:

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Given the small numbers in school (4 children), our strategy is to individualise provision, where needed. Examples include:</p> <ul style="list-style-type: none"> *support to increase engagement both remotely and during face-to-face (child & parents); *targeted academic support during whole class time; *intervention to support accelerated progress, e.g. reading booster groups & critical readers; *Emotional & social support through personalised social and emotional programmes *Access to enrichment opportunities;
What was the impact of that spending on service pupil premium eligible pupils?	<p>All children were able to engage successfully with the curriculum, supporting them to make appropriate progress.</p> <p>Gaps for these children, both academically and socially/ emotionally, are being addressed through quality first teaching foremost and through focused intervention, where appropriate.</p>

