

# Pupil premium strategy statement: Lordship Lane Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	December 2022-December 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Luke Patterson (HT)
Pupil premium lead	Luke Patterson HT
Governor / Trustee lead	Jolene Georgiou

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£227,920

# Part A: Pupil premium strategy plan

## Statement of intent

We are a large inner-London Primary school where approximately 75% of children do not speak English as their first language. We have high expectations for all pupils and believe that deprivation and challenge does not mean low ability. We are aware that not all pupils who are entitled to free school meals are socially disadvantaged, just as we acknowledge that some socially disadvantaged children do not qualify for FSM. Common barriers to learning can be less support from home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Our aim is that all children will have access to:

- Quality First Teaching
- Additional time for Phonics and/or Early Reading strategies
- Behaviour support via our Learning Mentors
- After-school activities to develop physical and well-being skills
- Free breakfast club where appropriate
- In year 6, a residential visit to rural south Wales

This list is not exhaustive and will change to meet the needs of our pupils. Pupil Premium funding will be used to support the initiatives above for whole classes, small groups or individuals based on an analysis of need. By these methods, we hope to narrow the attainment gap so that all children are targeted to achieve by the end of year 6.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry into EYFS stage
2	Restricted language and communication skills
3	High percentage of EAL
4	More frequent behavioural difficulties
5	Attendance and Punctuality
6	High level SEND
7	Low 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
Phonics	Achieve national or above in PSC.
Attendance	Ensure attendance of disadvantaged pupils is in line with other groups of children nationally.
RWM	To be in line with other national data
Cultural Capital	All pupils to have access to high quality trips and visits as well as extensive texts taught in reading lessons and via our reading for pleasure strategy.
Speech and Language	Increasing number of pupils to have access to SALT interventions, with this impacting on the development of these pupils.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £72,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Phonics training: RWInc with Literacy Hub to support CPD.	Phonics results are not in line with National (but improving). RWInc needs to be continued to be embedded across Key Stage 1. In particular Year 1 due to staff new to Year 1. Whole staff training needs to continue as children from R-Y6 are having phonics interventions.	1, 2, 3, 5
Small group interventions/SALT CPD	Many children need intensive support with social skills and are in need of small catch up groups – training has	1, 2,3,4,6

	been provided for staff in: See me Follow me, Phonics, Lego therapy, SALT (specialist therapist support for staff training).	
Higher Level Teaching Assistant to provide high quality, consistent cover and targeted interventions	Evidence indicates that consistent, high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	1,2,3,4,5,6

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

Budgeted cost: £120,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Autism Support team	Specialist autism support team access for staff, to work with the most vulnerable PP/SEN children	2,4,5,6
HLTA support daily for small groups of SEN/PPG children	Bottom 20% and high needs SEND children need additional support to make progress relational to their needs	1,2,3,4,5,6,7,8
Two Learning Mentors 1 Pastoral Lead	Working with key PP pupils 1;1 with structured social, emotional programmes for them to engage in education	2,4,5,8,
Y6 booster/intervention sessions	SLT working with small groups throughout the year to improve SAT's outcomes	2,3,4,6,7,8
Haringey Literacy Pirates	Pupil premium children in year 5 and 6 attend literacy support groups after school.	2,3,6
Talk Boost	A targeted small group intervention for speech and language support pupils to improve their communication skills.	1,2,3
Focus on PP children in Pupil Progress Reviews.	Effective PPRs ensure clear identification and targeted support for underperforming PP children	1,2,3,4,5,6

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

Budgeted cost: £ 34,670

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Sensory room	Space developed and resourced for pupils to regulate their emotional health and to support their well-being so they can access classroom learning	1,2,3,4,5,6,7,8
Breakfast club	Social skills for children, Small play sessions and healthy breakfast to start the day so they can access learning.	1,2,3,4,5,6,7,8
Trips and visits	Payment for PP childrens' trips and visits to support children's cultural capital and further embed curriculum learning	1,2,4,7
Learning Mentor to help improve attendance.	Learning mentor to spend half a day a week to prioritise attendance for PP pupils.	7,5
Pastoral Care Lead led sessions.	The pastoral care lead delivers sessions to PP pupils who are known to social care or vulnerable.	4,7

**Total budgeted cost: £ 227,920**

## Part B: Review of the previous academic year 2023-2024

### Outcomes for disadvantaged pupils

#### **Pupil Premium Summary**

At Lordship Lane Primary School, we are committed to ensuring that our disadvantaged pupils receive the support they need to thrive academically, socially, and emotionally. Below is a summary of our progress so far:

#### **Behaviour and Attendance**

- Pupil behaviour at school is consistently very good.
- Attendance for disadvantaged pupils was **91%**, exceeding the national average of **89%**.

#### **Academic Outcomes**

##### ***Early Years Foundation Stage (EYFS)***

- Disadvantaged pupils achieved a **Good Level of Development (GLD)** in line with or exceeding national figures.

##### ***Key Stage 1 (KS1)***

Disadvantaged pupils attained in line with or above national averages in:

- **Reading, Writing, and Maths combined**
- **Reading** (Expected Standard and Greater Depth)
- **Writing** (Expected Standard and Greater Depth)
- **Maths** (Expected Standard and Greater Depth)

##### ***Key Stage 2 (KS2)***

- Disadvantaged pupils made progress in line with or exceeding national averages in:
  - **Writing**
  - **Grammar, Punctuation & Spelling (GPS)**

#### **Wellbeing and Safeguarding**

- Our disadvantaged pupils receive excellent care and support at school.
- Evidence from our **2023 Ofsted Report** and **Local Authority Safeguarding Audits** highlights the strength of our provision.
- Pupils report that they feel **safe, supported, and happy** in school.

#### **Next Steps**

While we have seen **strong progress and attainment** in many areas during the second year of this Pupil Premium Strategy, there are still key areas for further improvement. Over the next year, we will focus on:

- **Raising attainment and progress in Maths and Reading across the school.**
- **Continuing to enhance targeted support and interventions to narrow any remaining gaps.**

We remain committed to ensuring that all disadvantaged pupils achieve their full potential, both academically and beyond the classroom.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider