**Green Lane CE Primary School Pupil Premium Strategy Statement 2024-2025**

**School Overview**

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| Number of pupils in school | 195 |
| Proportion of disadvantaged pupils | (66) 34% |
| Pupil premium allocation this academic year | £97,167.50 |
| Academic year or years covered by statement | 2024-25 |
| Publish date | Dec 2024 |
| Review date | Oct 2025 |
| Statement authorised by | Academy Council |
| Pupil premium lead | Headteacher |
| Governor lead | Rev Canon Alec Harding |

**Rationale**

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| Green Lane as a Church of England Primary School is committed to equality for all at its very core, here every pupil is given the opportunity to succeed - every pupil is given the tools to be successful - our aim is that every pupil leaves us with at least the national standard in reading, writing, maths and beyond. We see educational achievement as a way out of poverty, we believe that given the chance to succeed every child can and will succeed.  Our values are rooted in inclusivity - we inspire our young people to achieve beyond what others might think possible. We do this by helping our children believe that anything is possible.  Quality first teaching is our bedrock - children taught together by teaching staff who have the highest aspirational standards for them.  We use Pupil Premium funding in a variety of ways: supporting with targeted in class intervention to support learning and to ensure children wherever possible achieve their full potential. We monitor attendance closely to ensure that any support needed to maximise pupil time in school is put in place. We offer trauma informed practice at this school and have a wellbeing strategy and action plan to help all pupils thrive as individuals and to feel a strong sense of belonging here at Green Lane. |

**Funding (per eligible pupil)**

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| **Early Years Pupil Premium** | £0.53 / hour |
| **Pupil Premium Reception – Y6** | £1,345 |
| **Pupil Premium Y7 – Y11** | £955 |
| **\*Pupil Premium + Looked after children (LAC)** | £1,800 |
| **Pupil Premium + Post Looked after children (PLAC)** | £2,345 |

\*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £545/ pupil.

**Reception to Year 6 Pupil Premium/ Pupil Premium + funding**

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| Pupils eligible for PP funding | 64 |
| Number of looked/ Post looked after pupils | 13 |
| **Total funding allocation** | £92,696 |

**Pupil attainment 2024**

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| **Reception class** | Green Lane  all pupils | Green Lane disadvantaged pupils | National average for all pupils | National average for disadvantaged pupils |
| **Good Level of Development** | **83%** | **75%** | **67%** | **52%** |
| **Year 1 class** | Green Lane  all pupils | Green Lane disadvantaged pupils | National average for all pupils | National average for disadvantaged pupils |
| **Phonics** | **88%** | **86%** | **80%** | **68%** |
| **Year 2**  **(end of key stage 1)** | Green Lane  all pupils | Green Lane disadvantaged pupils | National average for all pupils | National average for disadvantaged pupils |
| **Reading** | **68%** | **56%** | **No longer published** | **No longer published** |
| **Writing** | **50%** | **44%** | **No longer published** | **No longer published** |
| **Maths** | **64%** | **44%** | **No longer published** | **No longer published** |
| **Year 6**  **(end of key stage 2)** | Green Lane  all pupils | Green Lane disadvantaged pupils | National average for all pupils | Gap between national average for all pupils and disadvantaged pupils at Green Lane  (a + score shows disad pupils at Green Lane are performing well and a – score shows there is a gap) |
| **Reading** | **71%** | **50%** | **74%** | **-24%** |
| **Writing** | **88%** | **88%** | **72%** | **+16%** |
| **Maths** | **81%** | **62%** | **73%** | **-11%** |
| **Reading, writing & Maths combined** | **67%** | **50%** | **61%** | **-11%** |

**Pupil progress scores for 2023 (awaiting 2024 figures)**

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|  | **School Results** | **National**  **non-disadvantaged** |
| **Reading** | **+1.2** | **0** |
| **Writing** | **+2.5** | **0** |
| **Maths** | **+0.3** | **0** |

**Barriers to future attainment**

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|  | | **Barrier** | **Desired outcome** |
| **Teaching priorities** | **A** | The school identifies emotional wellbeing as a significant barrier to pupil attainment – dedicated time is needed to implement/promote a whole school strategy and to offer targeted support to pupils and staff.  Headline Data:  The school’s proportion of disadvantaged pupils rose to its highest ever level in September 2024, 34% of the school population. Studies show that anxiety, wellbeing and trauma are inhibiting factors that effect a large proportion of pupils within this category. As a school that promotes love for all and life in all its fullness we believe that dedicated funding in this area is essential to promote happiness, safety and ultimately confidence and attainment for our pupils. | Release time for the Deputy Head to implement the wellbeing strategy and action plan, including support for children in class and with targeted individual support for half a day each week to disadvantaged pupils and their peers who may need support. Also for the Deputy Head for half a day a week to work alongside Headteacher promoting school improvement strategies to include wellbeing initiatives for pupils and staff |
| **Targeted academic support** | **B** | At the end of year 2 and year 6 gaps have been identified between the attainment of disadvantaged pupils and their peers in reading:  Headline data:  79% of non-disadvantaged met the reading standard by the end of year 6, compared with 50% of disadvantaged.  79% of non-disadvantaged met the reading standard by the end of year 2, compared with 56% of disadvantaged. | Ensure that the staff to pupil ratio in EYFS and KS1 is at least 1 to 15 allowing teaching assistants and HLTAs to support quality first teaching with targeted support which aims to reduce any attainment gaps. Embedding phonics knowledge with dedicated daily intervention sessions run by highly trained, dedicated staff to ensure all pupils make progress towards the national standard and to ensure that the majority of disadvantaged pupils are acquiring the early reading skills needed to access the national curriculum in year 1. School will also use pupil premium funding to pay for a teaching assistant who’s dedicated role will be to support those children across key stage 2 who did not meet the phonics screening pass by the end of year 2. Funding also includes release time each week for the phonics lead to monitor progress and to offer support and advice to colleagues across school. |
| **Wider strategies** | **C** | There is a gap between the attendance of disadvantaged pupils and their peers, 92% compared to 95%. These figures have been consistently low for the past two years. 12 pupils attendance was below 80% as of July 2024, of those 9 were disadvantaged, showing that 75% of severely absent children were disadvantaged. This is evidence that the school is right to direct a more significant proportion of its pupil premium funding to attendance support. | Two mornings a week of attendance support from Clennell Solutions, working with the school’s administration officers to directly support families, carrying out home visits, putting supportive plans in place and strategies to support children into school. |

**Teaching priorities for current academic year**

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact / evaluation** |
| A | Release time for the Deputy Head to implement the wellbeing strategy and action plan, including support for children in class and with targeted individual support for half a day each week to disadvantaged pupils and their peers who may need support. Also for the Deputy Head for half a day a week to work alongside Headteacher promoting school improvement strategies to include wellbeing initiatives for pupils and staff | Studies show that anxiety, wellbeing and trauma are inhibiting factors that effect a large proportion of pupils within this category. As a school that promotes love for all and life in all its fullness we believe that dedicated funding in this area is essential to promote happiness, safety and ultimately confidence and attainment for our pupils. | The school identifies emotional wellbeing as a significant barrier to pupil attainment – dedicated time is needed to implement/promote a whole school strategy and to offer targeted support to pupils and staff.  Headline Data:  The school’s proportion of disadvantaged pupils rose to its highest ever level in September 2024, 34% of the school population. | **6,343**  (Funding to release Deputy Head for half a day a week to promote well-being and to provide intervention to identified disadvantaged pupils)  **6,343**  (Funding to release Deputy Head for half a day a week to work alongside Headteacher promoting school improvement strategies to include wellbeing initiatives for pupils and staff) | The school’s proportion of disadvantaged pupils rose to its highest ever level in September 2024, 34% of the school population. | Deputy Headteacher / Headteacher |  |

**Targeted academic support**

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact / evaluation** |
| B | Ensure that the staff to pupil ratio in EYFS and KS1 is at least 1 to 15 allowing teaching assistants and HLTAs to support quality first teaching with targeted support which aims to reduce any attainment gaps. Embedding phonics knowledge with dedicated daily intervention sessions run by highly trained, dedicated staff to ensure all pupils make progress towards the national standard and to ensure that the majority of disadvantaged pupils are acquiring the early reading skills needed to access the national curriculum in year 1. School will also use pupil premium funding to pay for a teaching assistant who’s dedicated role will be to support those children across key stage 2 who did not meet the phonics screening pass by the end of year 2. Funding also includes release time each week for the phonics lead to monitor progress and to offer support and advice to colleagues across school. | Reduce the gap between the attainment of disadvantaged and non-disadvantaged pupils in reading in key stage 1 and key stage 2. | EEF sites Mastery Learning as a measure that has high aspirations for all and can lead to progress. Dedicated support in classes aims to help all children access the curriculum with direct targeted Feedback aimed at closing gaps in attainment. | **12,169.305**  (Funding of a teaching assistant to support with reading and phonics support each morning in EYFS)  **24,491.30**  (Funding of a teaching assistant to support with reading and phonics support four days a week in key stage 1)  **11,351.84**  (Funding of a teaching assistant to support with reading and phonics support five mornings a week in key stage 2)  **11,351.84**  (Funding of a teaching assistant to support with fluency and comprehension support five afternoons a week in year 5 and 6)  **3,605.10**  (Funding to release phonics lead for one session a week to monitor progress of disadvantaged pupils and to support colleagues with training and advice) | At the end of year 2 and year 6 gaps have been identified between the attainment of disadvantaged pupils and their peers in reading:  Headline data:  79% of non-disadvantaged met the reading standard by the end of year 6, compared with 50% of disadvantaged.  79% of non-disadvantaged met the reading standard by the end of year 2, compared with 56% of disadvantaged. | Headteacher and Phonics Lead |  |

**Wider strategies**

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation** |
| C | Administration officers to dedicate two half days a week to first calling those not attending and to preparing documents for attendance support meetings.  School to fund two additional mornings of support from the Attendance support team at Clennell Solutions as we recognise that this is growing issue and that it rightly needs to be a focus of action over the course of the next year. | Disadvantaged children attend school regularly; accessing more of the curriculum which supports improved attainment, aspirations, belonging and well-being. | School is finding Persistent Absentee an issue with the most disadvantaged pupils. As of September 2024 75% of the 12 pupils who’s attendance was below 80% were pupil premium children. | **4,557.13**  (2 mornings of administration support)  **11,206.73**  (2 mornings of attendance support from Clennell Solutions)  **7,350.90**  (1 morning of dedicated time a week for Headteacher to meet with in school attendance team and to meet with families) | There is a gap between the attendance of disadvantaged pupils and their peers, 92% compared to 95%. These figures have been consistently low for the past two years. 12 pupils’ attendance was below 80% as of July 2024, of those 9 were disadvantaged, showing that 75% of severely absent children were disadvantaged. This is evidence that the school is right to direct a more significant proportion of its pupil premium funding to attendance support. | Headteacher |  |

**Additional funding supporting provision**

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| The total spend in this strategy is £98,770.11– the school puts £1,602.61towards this cost from its main grant. |