

Pupil premium strategy statement – Field Lane J I & N 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	211 (236 including Nursery)
Proportion (%) of pupil premium eligible pupils	7.6 (9.7 including Nursery)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 - 2027/28
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Hilary Towers-Islam
Pupil premium lead	Hilary Towers-Islam
Governor / Trustee lead	Cat Macdonald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£23,680

Part A: Pupil premium strategy plan

Statement of intent

Field Lane Junior, Infant and Nursery School is dedicated to fostering significant progress for all learner groups and is actively working to close the achievement gap for disadvantaged learners by addressing inequalities and enhancing the academic performance of those from low-income families. We are committed to promoting equality of opportunity for all learners, thereby creating a supportive learning community where everyone can thrive.

Our approach to utilising Pupil Premium Funding is strategic and well-defined, with plans integrated into our broader school support and improvement initiatives.

As outlined in the intended outcomes below, we aim to sustain and improve the attainment of non-disadvantaged learners while simultaneously supporting the progress of their disadvantaged counterparts.

Our approach is tailored to meet individual needs and is grounded in thorough diagnostic assessments. To ensure the effectiveness of our strategies, we will:

- Regularly monitor and evaluate progress, ensuring accountability for the impact of our spending.
- Provide support for families to help them assist their children.
- Challenge disadvantaged pupils to reach their full potential.
- Implement early intervention as soon as a need is identified.
- Foster a whole-school commitment where all staff take responsibility for the outcomes of disadvantaged pupils and elevate expectations for their achievements.

We anticipate that all learners within the target group who are currently underperforming will demonstrate improved progress, thereby reducing any existing attainment gaps.

Challenges

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

Challenge number	Detail of challenge
1	<p>Teacher referrals for SEMH support are high</p> <ul style="list-style-type: none">• 41 learners (19%) have accessed ELSA support since 4th Sept 2024• 7 of these learners are disadvantaged (43% of all disadvantaged) <p>Our assessments, including wellbeing survey, observations and discussions with pupils and families have identified increased social and emotional issues for many pupils: anxiety; family breakdown; bereavement. These challenges affect all learners but particularly disadvantaged learners, including their attainment.</p>

2	<p>KS2 Maths: All disadvantaged learners achieved the expected standard in Maths, however, none achieved greater depth. Although, their average scaled score (103.0) is above national, it is 6 points below non disadvantaged learners at Field Lane.</p> <p>(The number of disadvantaged learners in each year group is insufficient to yield statistically significant data).</p>
3	<p>KS2 Reading July 2024: Disadvantaged learners had the same scaled score (102) as those nationally but were 4 points less than the less disadvantaged at Field Lane (106.2).</p> <p>(The number of disadvantaged learners in each year group is insufficient to yield statistically significant data).</p> <p>6/18 disadvantaged learners receive daily additional reading support</p>
4	<p>Attendance 2023/4</p> <p>Disadvantaged - 92.11%</p> <p>Not disadvantaged - 94.12%</p> <p>5/18 (27.7%) disadvantaged learners were persistent absentees compared with non disadvantaged learners at Field Lane (12.4%)</p>
5	<p>Proportionally, more disadvantaged learners have SEND than non-disadvantaged learners .</p> <p>17% (4/23) learners on the SEND Register are disadvantaged compared with 12% non disadvantaged learners</p>
6	<p>Financial challenges: Limited financial resources create obstacles for families in managing their daily expenses. Affording educational trips can be a struggle for some households.</p>

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> reduction in the number of learners requiring intensive SEMH support qualitative data from learner voice, learner and parent surveys and teacher observations indicates an improvement in wellbeing Parents make changes to home routines that have an impact on wellbeing, progress and attainment Parents are supported to help their child's / learners's learning Parents are more confident to address mental health concerns in partnership with school

Improved maths attainment for disadvantaged pupils.	Maths outcomes 2024 - 70% of disadvantaged pupils meet the expected standard.
Improved reading attainment among disadvantaged pupils.	Reading outcomes July 2024 - 70% of disadvantaged pupils meet the expected standard.
Improved attendance targeting pupil premium.	Gap between disadvantaged and non-disadvantaged learners is reduced
Learners with SEND have improved progress scores and parents are supported	Learners with SEND have appropriate provision PIVATS data shows accelerated improvement Parent surveys show that parents feel supported
Financial barriers to learning are reduced	All learners have breakfast every day All learners experience educational visits

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £5,500 per annum

- SD Maths Lunchtime Club 2 hrs per week x 39 wks
- Daily Reading 6 hrs per week x 39 wks

Activity	Evidence that supports this approach	Challenge number(s) addressed

<i>Lunchtime maths club</i>	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. Small group tuition EEF	2
<i>Daily Reading - (catch up and keep up groups)</i>		3

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

Budgeted cost: £18,372

- ELSA Support x 12 hrs per week = 10,807 per annum
- Welfare support x 4 hours per week = £3,788 per annum
- Breakfast Club x 3.5 hours per week = £2,777 per annum
- Educational visits - £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral mentor sessions</i></p> <p>Social and emotional support (as and when needed, however at least 8 hours per week) by a trained ELSA practitioner. Each session is approximately 30 minutes long.</p>	<p>Numerous large evidence reviews⁷ indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> • Improved social and emotional skills; • improved academic performance; • reduced emotional distress (learner depression, anxiety, stress and social withdrawal); • improved school connection <p>https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1732438853</p>	1, 2, 3, 4
<p><i>Welfare calls / visits to parents / parent workshops</i></p> <p>Emotional and behavioural support is given to some parents by a trained counsellor.</p> <p>Parent Research Group (15 hrs per year)</p> <p>Exploring small changes at home that make a big impact in school.</p>	<p>An important part of whole school strategies is our school's engagement with families to ensure that social and emotional skills that are taught and practised at school are reinforced in the home environment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term</p>	1, 4, 5

Helping Hands SEND Support group (6 hrs per year)		
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Free educational visits and breakfast club for all learners in receipt of pupil premium funding	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801	6

Total budgeted cost: £23,872 per annum

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Leaders have determined that the adverse effects on both learning and wellbeing experienced by disadvantaged learners have been mitigated due to high levels of support provided to learners and their families when needed and for as long as is needed.

To assess the performance of our disadvantaged learners, we compared their results with those of disadvantaged and non-disadvantaged learners at both national and local levels, as well as with the results of our non-disadvantaged learners. Our analysis indicates that disadvantaged learners at Field Lane outperform their disadvantaged peers nationally across all subjects at the expected standard. However, there are still gaps when compared to non-disadvantaged learners at Field Lane.

KS2 Attainment 23/24

All attainment scores for disadvantaged pupils are higher than disadvantaged pupils nationally.

	Reading	Writing	Maths	RWM
Disadvantaged 2 learners	100%	50%	100%	50%
Non disadvantaged 28 learners	82%	82%	89%	75%

Numbers in each year group are too small for general patterns to be significant

We have utilised school data and observations to evaluate broader factors influencing the performance of disadvantaged students, including attendance and wellbeing. The data indicate that, while there is a minor gap at the school level (2%), disadvantaged learners perform more favourably when compared to national data.

(FFT 2023/24)

FSM6			All
FSM6	18	School	92.4%
		FFT National	91.8%
		Difference	+0.6%
			All
Not FSM6	193	School	94.4%
		FFT National	95.2%
		Difference	-0.9%

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our assessment of the strategies implemented during the previous academic year suggests that investments in mental well-being, along with parental engagement and support, significantly enhance attendance and achievement among disadvantaged learners. This is in addition to the targeted academic support provided to those who require it.