

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2025-26 academic year.

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
School name	Lakey Lane
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 (2 nd year of a 3 year plan)
Date this statement was published	15 th December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Matthew Douglas
Pupil premium lead	Sean Boyd
Governor / Trustee lead	Sumayyah Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,479.54
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	£320,479.54

Part A: Pupil premium strategy plan

Statement of intent

At Lakey Lane our aim is to ensure that we prepare every child for an exceptional life. Our school motto encourages all children **‘to be the best that you can be’**. We place a high priority on developing a child’s personal, social and emotional development as we believe that this is the bedrock to high academic success.

We strive to ensure that every child has the best start to their education through high expectations, excellent teaching, an exciting engaged curriculum and a purposeful parent partnership. We believe that through a personalised approach we are able to meet children’s individual needs, ensuring that every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils’ outcomes so that children are engaged and achieve well.

High quality teaching, targeted academic support and wider approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

We are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive high quality teaching in every lesson and that disadvantaged children who have ‘fallen behind’ their peers with similar starting points, receive regular intervention and daily support.

Challenges

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

Challenge number	Detail of challenge
1	There are a high number of children who enter Lakey Lane with restricted knowledge in reading, writing and spoken English when compared to age related expectations.
2	Attendance is below then national average (including PA).
3	The demand for pastoral support for children is very high due to an increase in personal and emotional challenges children are facing. Parents are becoming further reliant on pastoral support from school.
4	Discussion and observations show that many of the children at Lakey Lane do not have the educational and expected early life experiences

	which affects the knowledge and cultural capital of disadvantaged pupils.
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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
Increase in the attainment of reading for disadvantaged pupils.	<p>% of PP children achieving GLD for reading in line with national for all pupils.</p> <p>R-Y5 increase % of disadvantaged pupils achieving ARE.</p>
Increase in the attainment of writing for disadvantaged pupils.	<p>% of PP children achieving GLD for writing in line with national for all children.</p> <p>R-Y5 increase % of disadvantaged pupils achieving ARE. (10%)</p>
Increase in the attainment of maths for disadvantaged pupils.	<p>% of PP children achieving GLD for maths in line with national for all children.</p> <p>R-Y5 increase % of disadvantaged pupils achieving ARE.</p> <p>Narrow the gap between non-pp pupils and pp pupils in the year 4 MTC</p>
Increased number of disadvantaged pupils achieved the expected score in the phonics screening check at the end of Y1 (and if retaking, at the end of Y2)	Narrow the gap between non-pp pupils and pp pupils.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils, across school.	<p>To improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils.</p> <p>To decrease the number of late marks for disadvantaged pupils.</p> <p>To ensure that the PA for PP children is not higher than national</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 (for example, CPD, recruitment and retention)

Budgeted cost: £70,184.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deliver high quality first teaching in reading, phonics, writing and mathematics and develop the practice of ECTs /new to year group staff in these areas.</p> <p>To close the gaps in attainment between disadvantaged and non-disadvantaged pupils through targeted intervention teaching.</p> <p>2 AHT to teach 50% targeted intervention groups and working in class to support ECT. RQTs and other identified teaching staff across the school.</p>	<p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach To Spending</p>	1
<p>To provide a CPD package that improves the quality of teaching</p>	<p>EEF – Effective professional Development</p> <p>Three recommendations for designing and selecting effective professional development.</p>	1
<p>Weekly instructional coaching in reading (cost of release time cover)</p> <p>Regular coaching (leverage leadership) (cost of training and release cover time)</p>	<p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach To Spending</p>	1

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

Budgeted cost: £ 214,957.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for children requiring intervention teachers and HLTA (1:1 and small group support).</p> <p>Catch-Up Tutor (1:1 and small group support)</p> <p>Additional speech and language support and intervention.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months 	1

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

Budgeted cost: £7,811.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the attendance and punctuality of PP children across school. Use the services of Central Schools Attendance Support Team to support this. First day response and home visits where appropriate. Attendance rewards and prizes embedded.</p>	<p>EEF – Working with parents to support learning</p>	2 & 3
<p>Raise the profile of reading across school via reading incentives, home reading journals, competitions, use of school library and whole-class quality texts.</p>	<p>EEF – preparing for Literacy EEF – Reading Comprehension strategies</p>	1 , 3 & 4

<p>Employment of Learning mentor to meet with identified children that require emotional support</p> <p>activities/support/workshops during lunchtimes. Use of pastoral staff (learning mentor x1, part-time TA) to ensure regular access to mentoring, physical intervention breaks.</p> <p>Targeted support from the in-school pastoral team and nurture group/inclusion team on identified needs from the learning behaviours matrix</p>	EEF – Improving behaviour in schools	3
<p>Additional funding set aside to ensure that the children of Lakey Lane are offered a wide range of early childhood experiences and visits</p>		4

Total budgeted cost: £292,953.65

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 2024 to 2025 academic year.

Aim	Outcome			
Increased attainment in reading for disadvantaged pupils.	2023 End of year		2024 PP End of Year	2025 PP End of Year
	Y1	49%	59%	75%
	Y2	52%	59%	77%
	Y3	50%	58%	74%
	Y4	48%	68%	59%
	Y5	47%	59%	69%
	Y6	50%	65%	70%
Increased attainment in writing for disadvantaged pupils.	2023 End of Year		2024 PP End of Year	2025 PP End of Year
	Y1	43%	64%	68%
	Y2	69%	81%	83%
	Y3	49%	54%	74%
	Y4	54%	58%	62%
	Y5	57%	45%	69%
	Y6	78%	64%	69%
Increased attainment in mathematics for disadvantaged pupils.	2023 End of Year		2024 End of Year	2025 PP End of Year
	Y1	48%	58%	68%
	Y2	52%	73%	77%
	Y3	58%	74%	79%
	Y4	59%	59%	68%
	Y5	60%	65%	77%
	Y6	76%	80%	80%
Increased number of disadvantaged pupils achieved the expected score in the phonics screening check at the end of Y1 (and if retaking, at the end of Y2)	90% non-PP and 88% PP			

	End of Key Stage 1 retake: 93 % PP & 87% non-PP.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils, across school.	<p>2023 – 88.7% PP/93.4% NPP</p> <p>2024 – 89.4% PP/93.7% NPP</p> <p>2025 – 92.2% PP/93.8% NPP</p>