

Five Lanes CE Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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.



School overview

Detail	Data
School name	Five Lanes CE Primary
Number of pupils in school	47 (November 2025)
Proportion (%) of pupil premium eligible pupils	23.4% - PP 23.4% - FSM 6.38% - Service 8.5% - PLAC 8.5% - EAL
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was originally published	June 2023
How often will this statement be reviewed	Annually
Date on which it will be next reviewed	September 2026
Statement authorised by	Sarah-Jane Chalker
Pupil premium lead	Sarah-Jane Chalker
Governor / Trustee lead	Beth Cuttell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,885
Recovery premium funding allocation this academic year	£ 0
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	£27,885

Part A: Pupil premium strategy plan

Statement of intent

At Five Lanes Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. This has been informed by the latest research, guidance and regular evaluation, to meet the children's pastoral, social and academic needs. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

High-quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged pupils in our school. Implicit in our intended outcomes is the intention that all pupils' attainment will be sustained.

Our strategy is also integral to wider school plans for education recovery and will be responsive to the common challenges and individual needs. To ensure they are effective we will: -

- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium has historically been below that of peers and a greater proportion are classed as persistent absentees. Although this has improved, we will continue to monitor and embed this.
2 Speech and Language	Observations and assessments (EYFS baseline) identify a low baseline in oral communication, language and Literacy. Our internal evidence show this impacts on Reading and Writing ELG and the overall GLD. Further impact of poor on entry communication is on our phonics screening results. Longer term impact on average writing progress.
3 Outcomes	Risk of disadvantaged pupils making less than expected progress with their peers with similar starting points. Our assessments and observations evidence that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies).
4 Aspirations	Observations and discussions with pupils evidence that the majority of our pupils have limited experiences beyond their immediate environment little cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication.
5 SEMH	Some of our disadvantaged children have high SEMH needs.

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
1	To achieve and maintain improved attendance for all pupils, particularly our disadvantaged pupils.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding To reduce proportion of pupils in receipt of pupil premium classed as persistent absentees (2024-25 Term 6, 1 pupil).
2	Improved communication, language and Literacy that supports phonics progress, later impacting on writing outcomes.	To embed Little Wandle SSP within the EYFS and KS1 classrooms. To provide high quality SALT interventions.
3	Improved attainment in Maths for disadvantaged pupils by the end of KS2.	Embed Mastering Number across KS1. Implement and embed Mastering Number as an intervention. High teacher to pupil ratio in lessons.
4	Improve cultural and childhood experience for all pupils across school.	Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils.
5	Pupils' emotional and mental health needs are met and receive the necessary support when required.	Sustained high levels of wellbeing / mental health from 2024/2025 demonstrated by : High Quality ELSA and THRIVE provided for all children Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by TAC meetings, Safeguarding meetings and behaviour monitoring Observations of children's engagement in learning

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to engage with Ramsbury Phonic Hub to secure stronger phonics teaching for all pupils. DfE validated Systematic Synthetic Phonics programme Little Wandle	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1, 3, 5
Attendance at Disadvantaged Learner Leader's Network Group	We want to invest some of the PP funding in longer-term change, which will help all pupils. DL Lead CPD will enable her to support pupils/teachers better.	1, 3, 5
High pupil to teacher/staff ratio in classes. Retention of 3 class structure with 47 pupils and high levels of TAs.	Highly skilled staffing with small pupil numbers. A flexible approach will be enabled and then individual needs of pupils can be addressed.	3, 4, 5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club subsidised for disadvantaged learners to encourage improved attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. We can't improve attainment if pupils aren't attending school regularly. NFER briefing for school leaders identifies addressing attendance as a key step.	1, 3, 5
1-to-1 TA led SALT intervention based on Speech therapist targets following periodic reviews	EEF research focused on teaching assistants who provided one to one or small group targeted interventions. It shows a positive benefit of between four and six additional months on average. This is best when the interventions are based on a clearly specified approach which teaching assistants have been trained to deliver which is evident with this intervention.	2, 3
1-to-1 and small group TA led provision based on teacher directed activities following half-termly reviews	EEF research focused on teaching assistants who provided one to one or small group targeted interventions. It shows a positive benefit of between four and six additional months on average.	3, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the Equa Mead Learning trust Phonics Network.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3

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

Budgeted cost: £3885

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Insight' Assessment and tracking package.	To best meet the needs of pupils we need to know what needs are and to be able to assess pupils and track progress.	1, 3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. School Attendance Meetings and School Attendance Review Meetings held.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. We can't improve attainment if pupils aren't attending school regularly. NFER briefing for school leaders identifies addressing attendance as a key step.	1, 5
Subsidised charge for disadvantaged pupils to access extra-curricular activities such as after-school clubs, educational day visits, music tuition	EEF research indicates improved outcomes have been identified in English, Mathematics and Science learning. On average, greater effect has been identified for younger learners. Widespread evidence on positive impact on self-esteem	1, 4
Ensure pupils have access to a trained Emotional Literacy Support Assistant (ELSA) and THRIVE. Termly needs audit by ELSA, THRIVE practitioner and class teachers to assess unmet mental health needs.	Research (See study by Bowerman & Davies, Child and Educational Psychologists) suggest positive outcomes for LAC children in relation to access to ELSA. Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)	1, 3, 5
Ensure pupils are dressed in similar clothing to their peers by school purchasing school sweatshirts on their behalf – this ensures positive self-esteem within the pupils.	Although the EEF research stated that the lack of studies could not identify that a school uniform approach increased the progress for individual pupils, there is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.	1, 4, 5
Additional opportunities are provided to enrich the opportunities for disadvantaged learners. E.g.: Theatre group, author visits, trips, residential (non-negotiables)	Opportunities to engage in sport, music and after school clubs will enable pupils to feel positive about themselves and school and raise self-esteem.	1, 4

Total budgeted cost: £14,000 + £10,000 + £3885 = £27,885

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact of Teaching and Targeted Academic Support

During the previous academic year, pupil premium funding was used to support high-quality teaching, targeted interventions and wider strategies designed to remove barriers to learning for disadvantaged pupils.

Due to the small number of disadvantaged pupils in the school, outcomes are considered carefully alongside individual progress and pastoral needs.

Teaching and targeted academic support

The continued implementation of the Little Wandle phonics programme has supported improved early reading provision. Targeted phonics support ensured that disadvantaged pupils received additional practice where needed, supporting confidence and accuracy in decoding.

Speech and language interventions delivered through targeted TA support helped pupils to develop communication skills, particularly in the Early Years and Key Stage 1. Staff observations and assessment information indicate improved engagement and participation in learning for pupils receiving this support.

The use of small class sizes and a high adult-to-pupil ratio enabled staff to provide responsive teaching and targeted support where gaps in understanding were identified. This ensured that disadvantaged pupils were supported effectively within lessons and through small group interventions.

Attendance

Attendance for disadvantaged pupils continued to be monitored closely. Breakfast club provision and strong communication with families supported improvements in attendance for some pupils. Persistent absence remains an area of focus and continues to be monitored through regular attendance meetings and support for families.

Wider strategies

Funding enabled disadvantaged pupils to access a wide range of enrichment opportunities including school trips, visitors and extra-curricular activities. These opportunities supported pupils' cultural capital and engagement with the wider curriculum.

Additional pastoral support through ELSA and Thrive provision supported pupils' emotional wellbeing and readiness to learn. Staff observations and pupil voice indicate that pupils accessing this support demonstrated improved confidence and engagement in school life.

Summary

Overall, pupil premium funding has enabled the school to provide targeted academic support, pastoral provision and wider opportunities that support disadvantaged pupils to engage positively in learning. The school will continue to refine its approach through careful monitoring of attendance, communication development and progress in reading, writing and mathematics.

Externally provided programmes

Programme	Provider
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White Rose Maths	School
Mastering Number	School
SALT Intervention	School
Little Wandle Phonics	School

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We offer ELSA/THRIVE practitioner who support SEMH needs when appropriate.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children.