

Lancaster Lane Primary and Pre-School Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery 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	197 in school 29 in Pre School
Proportion (%) of pupil premium eligible pupils	20% (school only)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2023 (updated in between)
Date on which it will be reviewed	September 2026
Statement authorised by	L.Hankin
Pupil premium lead	T.Clucas
Governor / Trustee lead	Lisa Sadikot (Inclusion Governor) Hilary Harrington (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75, 485
Recovery premium funding allocation this academic year (recovery plus school led tutoring grant)	0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year	£ 75, 485

Part A: Pupil premium strategy plan

Statement of intent

Lancaster Lane Primary and Pre-School aims for all pupils to achieve their best by making expected progress or better from their starting points. Lancaster Lane aims to ensure predicted standards at the end of all statutory assessments are achieved. Lancaster Lane provides a broad and balanced curriculum for all pupils. This is enhanced through social and emotional learning, tailored to our individual children.

Challenges

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

Challenge number	Detail of challenge
1	Regulation of emotions
2	Parental wellbeing and mental health
3	Attendance and punctuality
4	A significant number of our disadvantaged children are also SEND
5	Meeting age related expectations

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
Our disadvantaged children can regulate their emotions to enable them to engage fully within all aspects of school life.	Children are interceptive to their emotional state and can label these. They can apply strategies to regulate.
Parents access pastoral support through school to improve social, emotional and academic outcomes for their children.	Parents feel supported in their role as caregiver and can provide adequate care and stability for their children.
Our disadvantaged children attend school, in a timely manner.	Children achieve 95% attendance for the academic year. Children are rarely late.
Children who are both disadvantaged and have SEND, make progress in line with their cognitive / developmental abilities.	Pupil progress is monitored at least termly with barriers identified and a plan in place.

All children are effective writers.	Children can write sentences accurately and in line with their year group expectations.
-------------------------------------	---

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: £ 53, 618

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of T&L Policy</i>	Staff training on Adaptive Teaching and Rosenshine's Principles including questioning and checking for understanding Particular Areas of Focus - Zones of Regulation Use of Regulation Stations Emotional Coaching Script ACES and trauma These strategies will be echoed and implemented within the school's Behaviour / Teaching & Learning policy.	1, 4, 5
<i>PINS project</i>		
<i>Restorative Practice approach</i>		
<i>The Nest Provision</i>		
<i>Talk courses</i>		
<i>Writing focus (SIP)</i>	Sentence construction from LCC. Focus on oral rehearsal promoted by the EEF Spelling and handwriting focus 2025-2026	5

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

Budgeted cost: £ 17, 980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading volunteer</i>	Early reading with an adult, regularly (EEF/ DfE Reading Framework)	4, 5

<i>Compass Bloom</i>	<p>CBT and counselling sessions are offered one to one. Group sessions are held as well as whole class support (e.g. managing anxiety around exam time)</p> <p>Compass Bloom support parents too, including one to one sessions with parental involvement and parent workshops.</p> <p>The majority of children worked with are disadvantaged.</p>	1, 2
<i>Play Therapist</i>	<p>Our play therapist supports children with ACEs/ SEMH needs in order to thrive in school.</p> <p>The majority of children worked with are disadvantaged.</p>	1
<i>ELSA</i>	<p>Our ELSA provides:</p> <ul style="list-style-type: none"> - ELSA sessions to children - Daily Check-Ins - Lego Therapy - Social Skills Group - Self-Esteem work - Nurture Sessions - Training and Behavioural Support (in class and training) - Emotional Regulation - Sensory Support - TAF Meetings <p>A very high percentage (83%) of our disadvantaged children and their families benefited from support from our ELSA.</p> <p>In school evidence to support children with their mental health. Evidence and logs suggest an improvement in children's behaviours and improvements in their mental health and wellbeing.</p>	1, 2, 3
<i>Speech and Language HLTA & SaL therapist (SLA)</i>	<p>Communication and interaction is a significant challenge for many of our disadvantaged / SEND children. External and internal Speech and Language support is essential in supporting this need.</p>	4, 5

<p><i>Family Support Lead and Pastoral HLTA</i></p>	<p>FSL works full time to provide support to disadvantaged children and their families. A very high percentage (86%) of our disadvantaged children and their families benefited from support from our Family Support Lead. This includes multi-agency support with the following:</p> <ul style="list-style-type: none"> -CAMHS -Home Start -Compass Bloom -Children and Family Wellbeing Services - CANW - NHS school nursing team - TAF Meetings/ EHA process -DSL and safeguarding cluster meetings 	<p>1, 2, 3</p>
---	--	----------------

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

Budgeted cost: £ 3887

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CISS (Chorley Inclusion Support Service)</i>	Chorley Inclusion Support Service provide training and an EP consultation each term.	4, 5
<i>Attendance officer in place</i>	EBSA (including from parents) requires support externally.	2, 3
<i>Support for wrap-a-round care</i>	Support provided to families as and when needed to support for childcare.	2, 3
<i>Enrichment contributions, e.g. Tower Wood</i>	Enrichment support provided to families and pupils to ensure that children experience all aspects of wider school life.	2
<i>Compass Bloom</i>	Targeted and individual support for children with mental health needs.	1

Total budgeted cost: £ 75, 485

Part B: Review of the previous academic year (24/25)

Outcomes for disadvantaged pupils

Measure – passed the phonics screening	
86%	
Measure – meeting expectation at the end of KS1	
<i>Reading</i>	14%
<i>Writing</i>	14%
<i>Maths</i>	29%
Measure – meeting expectation at the end of KS2	
<i>Reading</i>	75%
<i>Writing</i>	50%
<i>Maths</i>	25%
<p><i>** In the above data it is important to note that 75% of our disadvantaged children in KS1 are also SEND**</i></p>	

Externally provided programmes

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

Programme	Provider
Talk Boost	Speech and Language UK
Literacy Gold	Literacy Gold
Bounce Back Phonics	Lancashire County Council