



Wembley  
Multi-Academy  
Trust

ACHIEVEMENT FOR ALL



## **PUPIL PREMIUM STRATEGY STATEMENT 2022 - 2023**

Date updated: December 2022

## Pupil premium strategy statement

This statement details East Lane Primary School's use of pupil premium (and recovery premium for the 2021 to 2022 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	East Lane Primary School
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils	9.23% (58)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sahreen Siddiqui
Pupil premium lead	Onam Kumar
Governor / Trustee lead	Alan McDougall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 59,555
Recovery premium funding allocation this academic year	£6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,790

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC).

As a school we believe in 'Achievement for all', whereby all pupils make exceptional progress irrespective of their background, or challenges they may face. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal; including progress for those who are already high attainers. Our intention is to enable every single child in our school to reach, or surpass, the national performance expectation for their age. We wish to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, and for all disadvantaged pupils to be confident, independent and resilient learners. This way, they can move on to the next phase of their education without carrying the burden of inequality with them.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low prior attainment.</b> Internal assessment and observations indicate lower attainment amongst disadvantaged pupils in one or more core subject areas when compared to age related national expectations.
2	<b>Need for personalised intervention for specific subjects/skills.</b> Pupils are in particular need for support with literacy and numeracy.
3	<b>Issues regarding attendance and punctuality.</b> Many of our most disadvantaged pupils have been persistently absent; for example, 22% of our disadvantaged pupils are persistently absent to date, compared with 13.2% of non-pupil premium pupils; and overall attendance for our disadvantaged pupils is 93.5%, compared with 94.6% for our non-disadvantaged pupils.
4	<b>Pastoral support and emotional needs.</b> We know from experience that the most disadvantaged pupils tend to need further support with their emotional and wellbeing needs.
5	<b>Underdeveloped oral language skills and vocabulary gaps</b> Limited communication skills, with under developed oral language skills and vocabulary gaps evidenced amongst disadvantaged pupils across the school.
6	<b>Limited enriching experiences outside of the local area.</b> Social assets such as education, intellect, style of speech and dress are enhanced through raising students' cultural capital. This is essential for students to flourish and it is a process that can span years.

## 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
Disadvantaged students make exceptional academic progress and above national performance for non- disadvantaged students.	<ul style="list-style-type: none"> <li>All disadvantaged pupils meet or exceed their aspirational targets in reading, writing and maths.</li> <li>Disadvantaged students achieve or exceed their target levels in internal Assessment Weeks, making progress over time gaining the knowledge and skills they need to succeed in the next stage of their education.</li> </ul>
Disadvantaged pupils have excellent levels of attendance and punctuality.	<ul style="list-style-type: none"> <li>Negligible difference in attendance for disadvantaged children in comparison to their peers.</li> <li>Individual students with poor attendance and punctuality are supported by the attendance officer and pastoral team so that their attendance improves.</li> <li>Attendance for specific groups is tracked centrally and appropriate actions are taken.</li> <li>Increased parental engagement through meetings and using MCAS.</li> </ul>
Disadvantaged pupils' cultural capital is enhanced throughout their time at school.	<ul style="list-style-type: none"> <li>All parents are reading with their child(ren) at home, evidenced by comments in reading journals.</li> <li>Disadvantaged pupils' have access to, and read a wide range of reading texts and genres, reflected by pupils' reading records.</li> <li>All KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular music tuition.</li> <li>100% of children eligible for PPG attend a extra-curricular after school club.</li> <li>100% of children eligible for PPG attend residential school trips</li> <li>100% of children eligible for PPG take on a position of responsibility such as class or playground monitor, school council or wellbeing mentor.</li> </ul>
Disadvantaged students exhibit positive learning behaviours.	<ul style="list-style-type: none"> <li>Lesson observations and learning walks show students are engaged and actively learning.</li> <li>Student review weeks and student questionnaires show positive attitudes towards learning.</li> <li>Reduced number of behaviour incidents.</li> <li>PSHCE and SMSC is taught to an excellent standard.</li> <li>All students provided with appropriate extended reading materials.</li> <li>Appropriate referrals made to outside agencies where necessary and support from specialists is sought.</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved confidence with oral language and effective use of subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons (demonstrated through participation in paired, group and class discussions) and ongoing formative assessment.</li> <li>Teaching and learning reviews, learning walks, book-looks and staff feedback demonstrate oracy and subject-specific vocabulary development in pupils eligible for Pupil Premium, as a result of quality first teaching across the curriculum.</li> </ul>

## 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: £50,000

Actual Expenditure: £67,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Recruitment and retention of staff</u></b></p> <ul style="list-style-type: none"> <li>Additional staff are recruited in English and Maths as well as other key areas. This facilitates the creation of small intervention classes.</li> <li>We recruit from Teach First to supplement our own recruitment processes.</li> <li>Training and support for early career teachers.</li> <li>In departments where recruitment is difficult, we work with recruitment agencies who find teachers.</li> <li>Leadership opportunities are created in line with whole-school priorities to ensure that excellent teachers are retained.</li> <li>Progress Leader roles ensure that excellent teaching staff are retained, developed and given the opportunity to improve the quality of teaching and learning in their subject area.</li> </ul>	<p>We know from our extensive track record of working with disadvantaged pupils that the biggest difference is made through quality first teaching. Therefore, we aim to recruit and retain the very best teachers so that our disadvantaged pupils have the best possible life chances. This is supported by the EEF research and the Sutton Trust.</p>	<p>1 and 2.</p>
<p><b><u>Professional Development and Training</u></b></p> <ul style="list-style-type: none"> <li>Regular subject planning meetings focus on the quality of teaching and learning within departments.</li> <li>Learning walks and regular observations ensure that departmental areas for development are identified and addressed.</li> <li>The school's appraisal structure holds staff to account on the quality of their teaching over time.</li> <li>Trainee teachers and ECTs meet 1:1 with a dedicated mentor every week to prioritise and quality control all elements of teaching and marking.</li> <li>The school funds release time for maths teachers to attend Maths hub training.</li> <li>External online training is completed by all staff on key safeguarding topics through Educare.</li> <li>An external Ofsted trained inspector completes regular reviews of all areas of the school to provide feedback and areas for development which are implemented.</li> </ul>	<p>Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school, as supported by the EEF.</p> <p>We aim to recruit and retain the very best teachers so that our disadvantaged pupils have the best possible life chances.</p>	<p>1 and 2</p>

<p><b><u>Support for Early Careers Teachers, Teach First participants and Unqualified Teachers</u></b></p> <ul style="list-style-type: none"> <li>• Training members of staff are observed twice a week by their mentors and given targeted feedback to improve. Progress is tracked over time.</li> </ul>	<p>Research indicates that highly effective support for ECTs and those new to the profession is highly effective in promoting progress of pupils. We offer extensive and supportive training to all new teachers so that they can become excellent</p>	<p>1 and 2</p>
<ul style="list-style-type: none"> <li>• Trainees observe experienced members of staff teach at least once per week to share best practice.</li> <li>• In-house professional studies workshops are offered to trainees and focus on key elements of effective teaching.</li> <li>• A dedicated in-house Training School works with all departments to improve the quality of teaching and learning through the course of the year.</li> <li>• The SENCO trains staff on the specific needs of SEND students throughout the course of the year.</li> </ul>	<p>practitioners very quickly. This approach is supported by the EEF research.</p>	

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

Budgeted Cost: £6,000

Actual Expenditure: £8,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Personalised Tutoring</u></b></p> <ul style="list-style-type: none"> <li>• Every student completes a formalised assessment in every subject at least three times through the year. This data is tracked on a department level over time to ensure that progress is made.</li> <li>• Members of the Leadership Group ensure that timely and decisive action is taken to address underperformance in key areas of the department, based on this continuous assessment.</li> <li>• Smaller classes are created for targeted groups of students who are underperforming.</li> <li>• Formalised intervention sessions take place with specialist teachers.</li> </ul>	<p>Research carried out by the EEF on behalf of the DfE showed that effective tutoring can support pupils in making exceptional progress. This was the basis of the National Tutoring Programme.</p>	<p>1 and 2</p>

<p><b><u>Speech and language acquisition and literacy interventions</u></b></p> <ul style="list-style-type: none"> <li>• Specialist teachers and therapists deliver speech, language and social skills sessions improving pupils' communication and social skills.</li> <li>• Marking has a clear focus on spelling punctuation and grammar.</li> <li>• Students are provided with reading books.</li> <li>• Students have access to their own class library with a wide range of genres.</li> <li>• Progress in Reading, Writing and Phonics is monitored and shows our students' enjoyment of reading and writing.</li> <li>• Small group intervention sessions provide targeted literacy support.</li> </ul>	<p>Extensive research has shown that strong language and social skills enables pupils to access the curriculum. We focus on this to ensure our disadvantaged pupils can access our full curriculum and make excellent progress.</p> <p>To excel in literacy, pupils need high quality teaching and extensive opportunities to practise reading and writing. <a href="#">Improving literacy in Key Stage 2</a></p> <p><a href="#">Improving literacy in Key Stage 1</a></p>	<p>1, 2, 5</p>
<p><b><u>Additional Resources</u></b></p> <ul style="list-style-type: none"> <li>• Text books are provided for all pupils: Maths No Problem, 'What your child needs to know' core knowledge text book, by E. D. Hirsch.</li> <li>• Online platforms such as Mathletics, Times Tables Rock Stars, and Microsoft Teams ensure that students benefit from tailored and interactive resources which can be accessed from home.</li> <li>• Where necessary, laptops and data cards are given to students without technology at home.</li> </ul>	<p>We know from our experience that our most disadvantaged pupils are the least likely to need additional support or facilities at home. We provide our disadvantaged pupils with all the resources they need to succeed for free. This allows them to access all learning and make excellent progress.</p>	<p>1 and 2</p>

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

Budgeted Cost: £25,900

Actual Expenditure: £45,900

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b><u>Additional provision of enrichment activities</u></b></p> <ul style="list-style-type: none"> <li>• LAMDA lessons</li> <li>• The scholars programme run by The Brilliant Club provides supra-curricular intervention, targeted at high prior attaining disadvantaged pupils.</li> <li>• Sports coaches from the Sport and Health Academy provide daily active lunch time supervision.</li> </ul>	<p>We know from research and experience that disadvantaged pupils are least likely to have access to enrichment outside school. Therefore, we make it a priority that our disadvantaged pupils are able to take part in a wide range of enrichment activities.</p>	<p>6</p>

<p><b><u>Attendance tracking</u></b></p> <ul style="list-style-type: none"> <li>• Attendance is tracked centrally by a dedicated attendance officer.</li> <li>• Daily and weekly attendance reports are analysed for different groups of students.</li> <li>• Year Leaders for each cohort of students organises parental meetings if attendance for a specific student falls below expectation. These meetings allow support plans for students to be created and for our high expectations to be communicated.</li> <li>• Key messages regarding attendance and punctuality expectations are shared with parents.</li> </ul>	<p>Govt. research indicates that good attendance at school is not just beneficial, it's essential. Attending school is directly linked to improved outcomes and further learning opportunities. As well as this, going to school helps to develop: friendships; social skills; team values; life skills; and cultural awareness.</p>	<p>3</p>
<p><b><u>Social and emotional support</u></b></p> <ul style="list-style-type: none"> <li>• The Designated Safeguarding Leads work with students with specific concerns.</li> <li>• The Brent Centre for Young people works with students to provide 1:1 counselling and support for students experiencing a variety of mental health concerns.</li> <li>• A programme of Spiritual, Moral, Social and Cultural content is delivered pastorally through the Leadership team during assemblies to ensure that students are emotionally literate and supported.</li> <li>• PSHCE is delivered effectively to complement the SMSC programme, the school pays for a yearly subscription to Jigsaw.</li> </ul>	<p>Offering social and emotional support to those that need it the most will ensure all our most disadvantaged pupils are able to access the full curriculum and maximise their potential.</p>	<p>3 and 4</p>

**Total budgeted cost: £81,900**

**\* Additional funding provided by WMAT**



## 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 2021 to 2022 academic year.

#### Year 1: End of year achievement 2022

	Pupil Premium	Non-Pupil Premium	National 2022
Number of Pupils	4 (4.4%)	86 (95.6%)	
Phonics (32 marks and above)	4 (100%)	83 (92%)	82%
Phonics (38 marks and above)	3 (75%)	77 (86%)	

#### Year 2: End of year achievement 2022

	Pupil Premium	National 2022	Non-Pupil Premium	National 2022
Number of Pupils	9 (10%)		81 (90%)	
Reading at expected or above	7 (67%)	51%	76 (85.2%)	72%
Reading above expected standard: GDS	3 (33%)		43 (53%)	
Writing at expected or above	8 (89%)	41%	77 (95%)	63%
Writing above expected standard: GDS	2 (22%)		39 (48%)	
Maths at expected or above	8 (89%)	52%	78 (96%)	73% <sup>00</sup>
Maths above expected standard: GDS	3 (33%)		51 (63%)	
Reading, Writing and Maths at the expected standard or above	7 (78%)		67 (83%)	
Reading, Writing and Maths above the expected standard: GDS	2 (23%)		33 (41%)	

## Year 6: End of year achievement 2022

	Pupil Premium	National 2022	Non-Pupil Premium	National 2022
Number of Pupils	7(51%)		51(88%)	
Reading at expected or above	7 (100%)	62%	50 (98%)	80%
Reading above expected standard: GDS	4 (57%)		22 (43%)	28%
Writing at expected or above	7(100%)	55%	50 (98%)	75%
Writing above expected standard: GDS	2 (29%)		25 (49%)	13%
Maths at expected or above	7 (100%)	56%	50 (98%)	78%
Maths above expected standard: GDS	3 (43%)		33 (65%)	23%
SPG at expected standard or above	7 (100%)		51 (100%)	72%
SPG above expected standard: GDS	4 (57%)		33 (65%)	28%
Reading, Writing and Maths at the expected standard or above	7 (100%)	43%	49 (96%)	66%
Reading, Writing and Maths above the expected standard: GDS	2(29%)	3%	18 (35%)	7%

## Attendance figures for 2021 - 2022

The attendance during the 2021 – 2022 academic year was significantly disrupted by the pandemic. We are pleased that the attendance of Pupil premium students is closely aligned to the attendance of each cohort.

Year	Attendance- All Pupils	Attendance-Pupil Premium
<b>EYFS</b>	94%	92.9%
<b>Year 1</b>	93.7%	90.6%
<b>Year 2</b>	94.9%	95.7%
<b>Year 3</b>	94.7%	95.5%
<b>Year 4</b>	95.4%	91.9%
<b>Year 5</b>	94.9%	93.1%
<b>Year 6</b>	93.9%	94.5%
<b>Overall</b>	<b>94.6%</b>	<b>93.5%</b>

The high level of attendance has been the case for several years now and shows the impact of our pupil funding.

	Pupil Premium	Non-Pupil Premium
Number of pupils (2021 – 2022)	58	528
Attendance (2021 – 2022)	93.5%	94.6%
Persistent Absence (2021 – 2022)	21.6%	13.2%
Number of pupils (2020 – 2021)	31	508
Attendance (2020 – 2021)	96.7%	96.4%
Persistent Absence (2020 – 2021)	6.1%	9.8%

## Externally Provided Programmes

Programme	Provider
The Scholars Programme	The Brilliant Club
BCYP Counselling	Brent Centre for Young People
SALT (Speech and Language Therapy)	Compass Learning Partnership
Active Lunch time daily programme	The Sport and Health Academy
LAMDA	LAMDA