



School overview	
Metric	Data
School name	The Laurels Primary
Pupils in school	172
Proportion of disadvantaged pupils	49 (28.5%)
Pupil premium allocation this academic year	£64,680
Academic year or years covered by statement	2019-22
Publish date	18 October 2019
Review date	18 September 2020
Statement authorised by	LGB
Pupil premium lead	Charlotte Bull
Governor lead	Shaun Allison

Disadvantaged pupil progress scores for last academic year	
Measure	Score
Reading	2.3
Writing	-0.5
Maths	-4.4
Disadvantaged pupil performance overview for last academic year	
Measure	Score
Meeting expected standard at KS2	50% (100% without SEN)
Achieving high standard at KS2	0
Achieved standard of Y1 phonics screening	100%

Based on 6 children (3 with SEN)

Strategy aims for disadvantaged pupils	
Measure	Activity

Priority 1	Train staff to use research-based strategies from 'Word Aware' and 'Bringing Words to Life' (Beck) to close the vocabulary gap and improve social interaction.
Priority 2	Teachers acquire the professional knowledge and understanding to develop their pupils' metacognitive knowledge by working with DMAT research school.
Barriers to learning these priorities address	Staff use research based strategies to teach children understand how to plan, monitor and evaluate their learning and have the vocabulary to do so; enabling the children to set high expectations for themselves.
Projected spending	£15,000

Teaching priorities for current academic year		
Aim	Target	Target date
Progress in Reading	Achieve progress score of 2 or above.	Sept 21
Progress in Writing	Achieve progress score of 0 or above.	Sept 21
Progress in Mathematics	Achieve progress score of 0 or above.	Sept 21
Phonics	100% pass phonics screening	Sept 21
GLD in EYFS	70%	Sept 21
Targeted academic support for current academic year		
Measure	Activity	
Priority 1	Embed Accelerated Reader across all year groups to increase reading for pleasure.	
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.	
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up for gaps in maths learning, particularly arithmetic.	
Projected spending	£25,000	

Wider strategies for current academic year	
Measure	Activity
Priority 1	Additional resources dedicated to pupil PSHE sessions.

Priority 2	Ensure disadvantaged pupils participate in all areas of school life.
Barriers to learning these priorities address	Children develop better relationships through structured classroom interactions and increased self confidence. Provide financial support for disadvantaged children to have access to the same opportunities and experiences as their peers.
Projected spending	£24680

Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET and staff meetings to meet with research school.
Targeted support	Ensuring enough time for SLT to support small groups and additional time for reading in school timetable.	SLT to provide interventions from Autumn term. Classes to have dedicated daily reading sessions and reading buddies.
Wider strategies	Additional time for PSHE. Ensuring children aren't disadvantaged by not having the same prior experiences.	Reorganisation of school timetable. Identify essential learning experiences for each year group which will benefit subsequent learning of disadvantaged children.

Review: last year's aims and outcomes	
Aim	Outcome

Improve attainment in reading, writing and maths at the end of Key Stage 2.	Increase from 40% in 2018 to 50% in 2019. However, number of children remains stable.
Implement Accelerated Reader	Training sessions and library re-organisation took longer than anticipated. This aim will continue until AR is embedded.
Teaching Assistants deployed effectively to improve attainment and interventions.	100% of disadvantaged children without additional SEN are now on track. AHT Inclusion to provide CPD for support staff.
Attendance and punctuality will improve.	Attendance of the disadvantaged group is 93.36%. Renewed focus to address this issue.
To improve low level behaviour by supporting children to be emotionally ready to learn.	Behaviour in the school is good and low level incidents and exclusions have reduced.
Feedback impacts on future learning.	Children understand how to move their learning on. Continue to focus on peer and self-assessment.
Provide targeted CPD to enhance quality first teaching.	100% of staff felt the training was relevant to their development objectives. 100% said the training will have an impact on their practice. 100% said the training will have a positive impact upon pupils' learning. All staff could explain how they would use this learning to improve their practice going forward.
Provide magic breakfast	Impact on learning behaviours but not attendance. Attendance action plan to include disadvantaged learners.
Subsidise residential visits and trips	Children have the same experiences and enrichment opportunities as their peers.