



The Laurels Primary School

Pupil Premium Strategy 2020-21



What is Pupil Premium?

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.'

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf



How much Pupil Premium funding does The Laurels receive?

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	187
Total number of pupils eligible for PPG	49
Amount of PPG received per pupil	£1320
Total amount of PPG received	£64680
Publish date	18 October 2019
Review date	18 July 2020
Statement authorised by	LGB
Pupil premium lead	Charlotte Bull
Governor lead	Shaun Allison



Areas of Focus

'Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.'

Marc Rowland, Research School Network

The Laurels' strategy aims to reduce all aspects of inequality. Our approach is rooted in tackling the literacy gap in the classroom and other significant causes of disadvantage.

We work hard to address:

- **Fluency in reading *and/or* limited vocabulary** – We will help all pupils access the wider school curriculum through reading.
- **Oral communication skills** – We will ensure pupils can demonstrate their understanding, express their feelings and ask questions.
- **Self-esteem and confidence** – Pupils must feel successful in their learning and aware of their value to the school.
- **Improving staff knowledge and skills** – Staff must be aware of, and equipped to tackle, the barriers facing our disadvantaged pupils.
- **Labelling and bias** – All staff must be objective in the pursuit of high expectations for all pupils regardless of background.

How Pupil Premium funding is used – a tiered approach

1. 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 academic year 2020			
Aim	Target	Target date	Review
Progress in Reading	Achieve progress score of 2 or above.	July 22	Met 2020
Progress in Writing	Achieve progress score of 0 or above.	July 22	Met 2020
Progress in Mathematics	Achieve progress score of 0 or above.	July 22	Met 2020
Phonics	100% pass phonics screening	July 22	90% 2020
GLD in EYFS	70%	July 22	56% 2020

2. Targeted Academic Support

Measure	Activity
Priority 1	Embed Accelerated Reader across all year groups to develop reading for pleasure ensuring children have additional opportunities to read in school.
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

3. Wider strategies

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



Expectation of all learners - desired impact over time

By the end of year 6:

Expectation	How we ensure this happens
Pupils can read fluently.	Progress meetings held half-termly. Reading assessment termly.
Pupils are confident communicating with peers, adults and large groups.	Regular opportunities given to all learners to express themselves.
Pupils leave our school culturally enriched.	Carefully curated, knowledge-based curriculum; regularly assessed and evaluated.
‘Word consciousness’. Pupils show curiosity and interest in words - their meaning and origin.	Explicit vocabulary teaching. Curated reading lists for English lessons.



Outcomes - KS2

2018	% Expected standard (Not PP) (12 pupils)	% Higher standard (Not PP) (12 pupils)	% Expected standard (PP) (5 pupils)	% Higher standard (PP) (5 pupils)
Reading	67	25	60	40
Writing	67	8	80	20
Maths	67	8	60	0
RWM	50	0	40	0

2019	% Expected standard (Not PP) (15 pupils)	% Higher Standard (Not PP) (15 pupils)	% Expected standard (PP) (6 pupils)	% Higher standard (PP) (6 pupils)
Reading	100	33	50 (100% without SEN)	17
Writing	93	27	50(100% without SEN)	0
Maths	100	40	50(100% without SEN)	0
RWM	93	20	50(100% without SEN)	0

2020	% Expected standard (Not PP) (11 pupils)	% Higher standard (Not PP) (11 pupils)	% Expected standard (PP) (8 pupils)	% Higher standard (PP) (8 pupils)
Reading	73	55	88	38
Writing	73	18	88	13
Maths	73	27	88	25
RWM	73	11	88	13



Progress- KS2

Disadvantaged pupil progress scores for 2018 (5 pupils)

Measure	Score
Reading	-2.7
Writing	-2.9
Maths	-6.1

Disadvantaged pupil progress scores for 2019 (6 pupils)

Measure	Score
Reading	-0.5
Writing	-0.5
Maths	-4.4

Disadvantaged pupil progress scores for 2020 (8 pupils)

Measure	Score
Reading	2.9
Writing	2.1
Maths	1.9



Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	CPD timetable planned in advance of each term based on monitoring and evaluation
Targeted support	Ensuring enough time for SLT to support small groups and additional time for reading in school timetable.	Classes to have dedicated daily reading sessions and reading buddies.
Wider strategies	Additional time for PSHE. Ensuring children are not 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%. This will be focus of attendance action plan in 20/21.
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.