



The Laurels
PRIMARY SCHOOL

Pupil premium strategy statement 2021/24

This statement details The Laurels 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	The Laurels Primary
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans recommended)	2021/2022 to 2023/2024
Date this statement was published	09/21
Date on which it will be reviewed	07/22
Statement authorised by	Shaun Allison, Head of School Improvement
Pupil premium lead	Charlotte Bull, Headteacher
Governor / Trustee lead	Kerry Jones, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92805
Recovery premium funding allocation this academic year	£9570
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	£102,375

Part A: Pupil premium strategy plan

Statement of intent

Our ambition at The Laurels is for our disadvantaged pupils to achieve higher than the average of all pupils nationally.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which 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 the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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	Observations and assessments demonstrate a language deficit - both a gap in vocabulary which affects reading comprehension and underdeveloped oral language skills. These are evident from Reception.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. On entry to Reception class, the gap between disadvantaged pupils and All Others in reading is 69%.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class, the gap between disadvantaged pupils and All Others in maths is 53%.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. <i>54 pupils (29 of whom are disadvantaged) currently require additional support with social and emotional needs, with 30 (27 of whom are disadvantaged) receiving small group interventions.</i>
6	A lack of metacognitive strategies – we have analysed the qualities we see in our successful and less successful learners.
7	Our attendance data over the past 4 years indicates that attendance amongst disadvantaged pupils has been between 1.41% and 3.22% lower than for non-disadvantaged pupils. This gap is reducing over time. Last year, attendance of disadvantaged pupils was 96.46% - above the national average of all pupils.

	<p>5.5% of disadvantaged pupils have been persistently absent compared to 8.3% of their peers; the gap has decreased by 3.9% in 2019/20 to -2.8% in 2020/21.</p> <p>Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress and therefore we need to sustain this improving persistent absence.</p>
--	--

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
<i>To raise attainment of PP-eligible pupils in reading</i>	<i>KS2 reading outcomes in 2023/24 show more than 65% of disadvantaged pupils met the expected standard in reading.</i>
<i>To raise attainment of PP-eligible pupils in maths</i>	<i>KS2 reading outcomes in 2023/24 show more than 65% of disadvantaged pupils met the expected standard in maths.</i>
<i>To close the gap between PP-eligible pupils and all others in the school in reading, writing and maths</i>	<i>The gap reduces to less than 20% by July 2024.</i>
<i>To accelerate progress of PP-eligible pupils</i>	<p><i>85% of PP-eligible pupils make 6 steps or more progress</i></p> <p><i>100% make good or better progress</i></p>
<i>Improved oral language skills and vocabulary among disadvantaged pupils.</i>	<i>Increased scores measured by BPVS. Observations and assessments show improvement of vocabulary in disadvantaged pupils.</i>
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i>	<p><i>Improved wellbeing evidenced by:</i></p> <ul style="list-style-type: none"> • <i>Increase in percentage of disadvantaged pupils participating in extra curricular activities</i> • <i>qualitative data from student voice, student and parent surveys and teacher observations</i>
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	<p><i>Sustained high attendance from 2024/25 demonstrated by:</i></p> <ul style="list-style-type: none"> · <i>the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to under 2%.</i> <p><i>the percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils</i></p>

being no more than 4% lower than their peers.

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: £ 72,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum, supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Teachers acquire the professional knowledge and understanding to develop their pupils' metacognitive knowledge</p>	<p>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.</p> <p>Develop strategies for self efficacy and teachers' understanding of scaffolding.</p>	1,6
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>£5950</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1,2,3,4

£1500	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £ 21,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been</p>	2

will be delivered in collaboration with our local English hub.	shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £ 8775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Ensure disadvantaged pupils participate in all areas of school life and leave school culturally enriched	Cultural capital enables you to navigate the world and encompasses the experiences you have and the vocabulary you know. It is intrinsically linked to vocabulary development and schema and the embedding of concepts in the long term memory.	3

Emotional wellbeing	Sociometric Responsibilities	4
---------------------	------------------------------	---

Total budgeted cost: £ 102375

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than previous years where 100% of disadvantaged children without SEN were on track in all key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum by teaching three live lessons a day.

Although overall attendance in 2020/21 was lower than in the preceding X years at 97.8%, it was higher than the national average of 96.5%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1% higher than their peers at 2.8% (national average 5.6%) and persistent absence 2.6% higher

(national average 15.6%). These gaps are improving and need to be maintained, which is why attendance remains a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We have appointed a safeguarding and welfare support assistant to add capacity to the DSL team and support vulnerable children in the school including

- working directly with children in need and offer practical and emotional support.
- delivering tailored programmes such as friendships, self-esteem
- ensuring all children are supported appropriately and sensitively
- acting in a listening and advisory capacity
- to identify and break down barriers to learning
- to coordinate a multi agency approach where required

This work will complement that of teachers and support staff. Confidentiality will be maintained at all times.