



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	180
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans recommended</b> )	2021/2022 to 2023/2024 Year 2 of strategy
Date this statement was published	09/21
Date on which it will be reviewed	09/22
Statement authorised by	Shaun Allison, Governor
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	£88,640
Recovery premium funding allocation this academic year	£10,295
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	£98,935

## 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%. In year 1, 75% passed the phonics screening check compared to 100% of non-disadvantaged learners.
3	Internal and external 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. 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.

Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress and therefore we need to sustain this improving persistent absence.

## 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>	<i>85% of PP-eligible pupils make 6 steps or more progress 100% make good or better progress</i>
<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>	<i>Improved wellbeing evidenced by:</i> <ul style="list-style-type: none"> <li>• <i>Increase in percentage of disadvantaged pupils participating in extra curricular activities</i></li> <li>• <i>qualitative data from student voice, student and parent surveys and teacher observations</i></li> </ul>
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	<i>Sustained high attendance from 2024/25 demonstrated by:</i> <ul style="list-style-type: none"> <li>· <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></li> </ul> <i>the percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being no more than 4% lower than their peers.</i>

## 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: £ 68,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Consistently deliver</b> high quality teaching with a focus on cognitive science with a specific focus on:</p> <ul style="list-style-type: none"> <li>(a) using solid <b>explanations</b> to build relatable connections and reduce cognitive load</li> <li>(b) using <b>practice</b> to improve learning/reduce forgetting</li> <li>(c) <b>modelling</b> metacognitive processes</li> </ul> <p>to enable us to support the '5 a day' approach and narrow the disadvantage gap.</p>	<p>The EEF reports the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil%20Premium%20menu%20evidence%20brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium menu evidence brief.pdf.pdf?v=1649431092</a></p> <p>Teachers will receive CPD from the research school, be provided with resources, participate in peer support and use of reflective journals to enable them to develop their practice.</p>	1-3,6
<p>Embedding dialogic activities across the school curriculum, supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>The curriculum responds to the needs of the children through explicit vocabulary instruction.</p>	<p>Train new staff to use research-based strategies from 'Word Aware' and 'Bringing Words to Life' (Beck) to close the vocabulary gap and improve social interaction across all areas of the curriculum. Continue to measure impact with BPVS and subject leader observations.</p>	1

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	
Deliver language interventions to children in EYFS to promote oral language development.	Assess all children in the Reception class and deliver NELI to support communication where directed.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up</a>	1
Embedding a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils - Little Wandle Letters and Sounds	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Release time to enable the early reading leader to embed this consistently across EY, KS1 and KS2.	2
Purchase of new standardised diagnostic assessments for Grammar, Punctuation and Spelling.  Training for staff to ensure assessments are interpreted and administered correctly.	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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2,3,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  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).	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	3
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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):	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><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>One to one and small group interventions in literacy and maths for disadvantaged pupils falling behind age-related expectations.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

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

Budgeted cost: £ 8775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed whole school behaviour curriculum 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: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
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. Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	6
Ensure disadvantaged pupils participate in all areas of school life including extracurricular activities and leave school culturally enriched	<a href="#">Cultural capital</a> 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
Develop children's abilities to manage their behaviour and emotions through self regulation strategies.	Adults to provide through modelling, suggesting strategies, providing opportunities for regulation in nurture group. PPG will be used for resource for nurture group.	

**Total budgeted cost: £**



# 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.

In 2021 - 2022, our pupil premium activity impacted very positively for EYFS, KS1 and KS2 reading and writing.

Disadvantaged	Laurels disadvantaged	Compared to national disadvantaged	Laurels Gap	Gap with National All Others	National gap
EYFS GLD (8)	62.5%	+13.0%	-12.5%	-5.3%	-16.6%
Y1 phonics (12)	75%	+9.5%	-25.0%	-4.1%	-16.6%
KS1 reading (8)	62.5%	+10.9%	-16.4%	-9.1%	-20.1%
KS1 writing	62.5%	+21.3%	+20.4%	-0.2%	-21.5%
KS1 maths	75%	+23.0%	+11.8%	+2.5%	-20.6%
KS2 reading (10)	90%	+27.5%	+11.4%	+11.1%	-17.1%
KS2 writing	55%	-1.2%	-31.2%	-20.0%	-19.6%
KS2 maths	40%	-16.6%	-24.3%	-36.8%	-21.1%
KS2 GPS	50%	-8.9%	-28.6%	-27.4%	-19.1%
KS2 RWM	30%	-12.9%	-27.1%	-34.4%	-22.3%

### Gaps less than national when comparing Laurels disadvantaged to National All Others

- EYFS Good Level of Development
- Year 1 phonics screening check )
- KS1 reading expected standard +
- KS1 writing expected standard +
- KS1 maths expected standard +
- KS2 reading expected standard +

### Gaps inline with national when comparing Laurels disadvantaged to National All Others

- KS2 writing expected standard +

### Gaps wider than national when comparing Laurels disadvantaged to National All Others

- KS2 maths expected standard +
- KS2 RWM combined
- KS2 GPS expected standard +

### Early Years Foundation Stage

- 38% of the cohort were disadvantaged (well above the national average of 22%).
- The gap between the disadvantaged pupils and All Others was wider than national on entry.
- At the end of Reception, more disadvantaged, FSM and FSM Ever6 pupils achieved a Good Level of Development than disadvantaged pupils nationally.

- The gap between disadvantaged pupils and Ever 6 pupils with National All Others at the end of the year was 5.5%, better than national and demonstrated the strategy had made an exceptional impact with diminishing the difference.

### Key Stage 1

- 10% more disadvantaged pupils passed the phonics screening check than those nationally.
- In KS1 Reading, disadvantaged pupils attained higher than disadvantaged pupils nationally. In reading, FSM and FSM Ever6 were inline with national averages.
- In writing and maths, disadvantaged, FSM and FSM Ever6 attained higher than similar pupils nationally. (KS1 results were moderated by county)
- All gaps were less than national and the strategy had continued to diminish the difference between disadvantaged pupils and their peers.

### Key Stage 2

- Only 38% (3/8) of the FSM eligible group are homegrown. 25% (2/8) began The Laurels after Year 5. 50% (4/8) started after Year 3. 1 child had an EHCP. 75% of the group had been on the SEN register.
- 100% of homegrown disadvantaged pupils achieved the expected standard in reading. Two of these had been on the SEN register and received significant support.
- In reading, disadvantaged, FSM and FSM Ever6 attained higher than similar pupils nationally.
- In writing, FSM Ever 6 and disadvantaged achieved inline with national averages.
- In maths, all groups were below national; this was cohort specific. The children received maths tuition three times a day where needed and whilst they made significant progress, it was not enough to score a scaled score of 100.

### Progress

- Progress of disadvantaged children across KS2 was better than national in reading and writing

Indicator	Disadvantaged Pupils: Disadvantaged				Not Disadvantaged			
	School (10)*		LA (1,826)*		School (14)*		LA (7,875)*	
	Gap	Value	Gap	Value	Gap	Value	Gap	Value
Avg Reading Progress Score	1.65	+ 2.79	-1.14	+ 0.90	0.75	+ 0.92	0.73	
Avg Writing Progress Score	0.23	+ 1.94	-1.71	- 1.85	2.08	+ 0.43	-0.20	
Avg Maths Progress Score	-2.14	- 0.52	-1.63	- 0.59	-1.56	- 2.54	0.40	

- Reading progress for disadvantaged pupils at The Laurels was +2.79 higher than disadvantaged pupils nationally and +0.92 higher than 'not disadvantaged' pupils nationally.
- Writing progress for disadvantaged pupils at The Laurels was +1.94 higher than disadvantaged pupils nationally and +0.43 higher than 'not disadvantaged' pupils nationally.
- Progress in maths was -0.52 lower than disadvantaged pupils nationally and -2.54 lower than 'not disadvantaged' nationally.

### Strengths

- For the disadvantaged group - in school gaps, national gaps and national gaps with All Others are better than national for

- EYFS GLD

- KS1 reading
- KS1 writing
- KS1 maths
- KS2 reading

- In KS2, disadvantaged readers outperform 'not disadvantaged' nationally with 11% more children achieving the expected standard
- In KS1, disadvantaged children performed inline with national 'not disadvantaged' in writing and maths. These results were moderated by county.
- FSM Ever6 children at The Laurels performed higher than those nationally in GLD, KS1 writing, KS1 maths and KS2 reading

### **Actions for 2022 - 2023**

- Develop intent for teaching spelling to improve the percentage achieving EXS in GPS.
- Maths to be a core focus of School Improvement Plan - opportunities to reason and apply, arithmetic
- Appraisal to focus on pedagogy and high quality teaching.
  - using solid **explanations** to build relatable connections and reduce cognitive load
  - using **practice** to improve learning/reduce forgetting
  - **modelling** metacognitive processes
- Re-emphasise the school's mobility policy to promote consistency and support new staff.

## 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:

- Our AHT (Inclusion) has gained accreditation as a senior mental health lead. This will enable us to develop further understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.