



## Pupil premium strategy statement 2021-24

This statement details The Laurels Primary School's use of pupil premium (and recovery premium for the **2023 to 2024** 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	29% (52)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans recommended</b> )	2021/2022 to 2023/2024 (Year 3 of strategy)
Date this statement was published	10/23
Date on which it will be reviewed	10/23
Statement authorised by	Sue Marooney, CEO
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 (12/23)	£75,660
Recovery premium funding allocation this academic year	£3,645
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	£79,305

# Part A: Pupil premium strategy plan

## Statement of intent

**At The Laurels, we want to give the children an excellent educational experience so that when they are older, all doors and choices are open to them and they have an exciting future ahead. All of our children are unique and we aspire to meet the needs of every single one. We do this through high quality teaching that draws on best practice and tailors teaching and support to every pupil. Staff are willing to do whatever it takes to ensure our children achieve well and are ready for all the opportunities which come their way.**

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

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they meet the criteria for 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. <i>On entry to the Reception class, the gap between disadvantaged pupils and All Others in reading is 69%. At the end of year 1, 75% passed the phonics screening check compared to 100% of non-disadvantaged learners.</i>
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. <i>On entry to Reception class, the gap between disadvantaged pupils and All Others in maths is 53%.</i>
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils which impacts their regulation in the classroom. <i>29 disadvantaged pupils currently require additional support with social and emotional needs.</i>
5	Our assessments, observations and discussions with pupils and families have identified less developed schema supported by cultural capital and opportunities and experiences at home. This is not linked to innate ability.
6	We have analysed the qualities we see in our successful and less successful learners based on observations and teacher feedback and the disadvantaged group would benefit from developing metacognitive strategies.
7	Our attendance data over the past 4 years indicates that attendance amongst disadvantaged pupils has <b>increased by 0.9%</b> from 5.7% in 2021/22, to 6.6% in 2022/23. 28% of disadvantaged pupils (15 pupils out of 54) have been persistently absent. 0% have been severely persistently absent. 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 phonics and reading</i>	<ul style="list-style-type: none"> <li>● 90% pass the phonics screening check in 2023/24.</li> <li>● 65%+ of disadvantaged pupils meet the expected standard in reading at the end of Key Stage 1 in July 2024.</li> <li>● 65%+ of disadvantaged pupils meet the expected standard in reading at the end of Key Stage 2 in July 2024.</li> </ul>
<i>To raise attainment of PP-eligible pupils in maths</i>	<ul style="list-style-type: none"> <li>● 65%+ of disadvantaged pupils meet the expected standard in reading at the end of Key Stage 1 in July 2024.</li> <li>● 65%+ of disadvantaged pupils meet the expected standard at the end of Key Stage 2 in July 2024.</li> </ul>
<i>To close the gap between PP-eligible pupils and all others in the school in reading, writing and maths in Key Stage 2.</i>	<ul style="list-style-type: none"> <li>● The gap between the disadvantaged group and all others reduces to less than 10% by July 2024.</li> </ul>
<i>To accelerate progress of PP-eligible pupils</i>	<ul style="list-style-type: none"> <li>● 100% make good or better progress by July 2024.</li> </ul>
<i>Improved early language skills and vocabulary among disadvantaged pupils.</i>	<ul style="list-style-type: none"> <li>● Observations and assessments show improvement of vocabulary (BPVS) scores in disadvantaged pupils.</li> </ul>
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i>	<p>Improved wellbeing evidenced by:</p> <ul style="list-style-type: none"> <li>● Increase in percentage of disadvantaged pupils participating in extra curricular activities</li> <li>● qualitative data from pupil voice</li> </ul>
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p><i>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers less than 2%.</i></p> <p><i>the percentage of all pupils who are persistently absent being below 15%.</i></p>

## 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: £ 52,353.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Consistently deliver</b> high quality teaching with a focus on cognitive science specifically:</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 ensure good or better progress to 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 Premium menu evidence_brief.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium menu evidence_brief.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>	<p>1, 2, 3, 4, 5, 6</p>
<p>Embedding oral language activities across the wider school curriculum, supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary. Examples of effective approaches include reading aloud and discussing book content, modelling inference, group and paired work to share thought processes</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>	<p>1,2,3,4,5, 6</p>
<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> <p><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></p>	<p>1,2,3,4,5, 6</p>
<p>Embedding a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils - Little Wandle Letters and Sounds</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

	Release time to enable the early reading leader to check effectiveness of early interventions.	
<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> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3,4
<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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3,6
<p>Improve the quality of social and emotional (SEL) learning with a specific focus on zones of regulation.</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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4

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

Budgeted cost: £ 15,400.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support specifically the Year 3 cohort	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2,6
One to one and small group interventions in literacy and maths 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,6

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

Budgeted cost: £ 11,551.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to 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>	4,5
Training for staff to develop and implement new	The DfE guidance has been informed by engagement with schools that have	7



procedures and release time for attendance leader to improve attendance.	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.	
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.	7
Develop children's abilities to manage their behaviour and emotions through self regulation strategies including work with learning mentor.	Adults to provide through modelling, suggesting strategies, providing opportunities for regulation in nurture group. PPG will be used for resource for nurture group.	4,5

**Total budgeted cost: £ £79,305**



## **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.

## Monitoring and evaluation records demonstrate:

- Teachers and support staff have a clear knowledge of which children are PPG, what their strengths and areas to develop are and can confidently articulate what is needed to support each individual to learn as well as possible.
- Data gathered from standardised tests is always compared to PPG groups and used to inform and adapt provision.
- Regular opportunities are provided in both English and curriculum to acquire new language. Classrooms have appropriate supports and scaffolds to insure all learners have access. Teachers were consistently modeling accurate vocabulary across both core and curriculum subjects.
- 76% of the disadvantaged group attended an afterschool club across the academic year.

## Data

- The data over time illustrates that there is a gap on entry to the Reception class, by the time the cohort reaches Key Stage 1, the gap has begun to close and by the time the cohort reaches the end of Key Stage 2, the gap has narrowed to less than national.
- 100% of children with Family Support Workers and Social Workers make good or better progress.

### Disadvantage Data 2022/23 (Nov 2023)

Key Stage indicator (number of children)	Laurels Disadvantage	Compare to National Disadvantage	Laurels Gap with all other	Gap with National all others	National Gap between Dis non-dis for comparison
EYFS GLD (5)	20%	- 32%	- 60%	- 49.9%	-17.9%
Y1 Phonics	87.5%	+ 20.8%	- 6.9%	+5.3%	- 15.5%
KS1 reading (12)	41.7%	-12.2%	-30.6%	-31.1%	- 18.9%
KS1 writing	41.7%	-2.7%	-30.6%	-23.3%	- 20.6%
KS1 maths	66.7%	+11%	-11.1%	-8.3%	- 19.3%
KS2 reading (8)	75%	+14.8%	-17.3%	-2.8%	- 17.6%
KS2 writing	75%	+16.9	-1.9%	-2%	- 18.9%
KS2 maths	87.5%	+ 28.8%	+10.6%	+8.8%	- 20%
KS2 GPS	62.5%	+3.6%	- 6.7%	-15.3%	- 18.9%
KS2 RWM	62.5%	+ 18.5%	- 6.7%	-3.4%	- 21.9%

The disadvantaged group of learners performs higher than those nationally in:

- Year 1 phonics
- KS1 maths
- KS2 reading, writing, maths, GPS, RWM

The Laurels Disadvantage to National All Others gap is **less (better)** than National Disadvantage to All Others for the following measures:

- Year 1 Phonics Screening Check
- KS1 Maths
- KS2 ALL reading, writing, maths, RWM combined

The Laurels Disadvantage to National all others gap is **inline** with National Disadvantage to all others:

- KS2 GPS (nearly)

The Laurels Disadvantage to National all others gap is **wider** than National Disadvantage to all others:

- EYFS GLD
- KS1 reading
- KS1 writing

## Key Stage 2:

Indicator	FSM Ever 6: FSM Ever 6 Yes					
	School (10)*	LA (1,890)*		NCER National (188,610)*		
		Gap	Value	Gap	Value	
Reading Exp+	75.0%	+ 19.1pp	55.9%	+ 14.8pp	60.2%	
Maths Exp+	87.5%	+ 36.3pp	51.2%	+ 28.5pp	59.0%	
GPS Exp+	62.5%	+ 13.0pp	49.5%	+ 3.5pp	59.0%	
Writing TA EXS+	75.0%	+ 25.7pp	49.3%	+ 16.7pp	58.3%	
RWM Exp+	62.5%	+ 27.4pp	35.1%	+ 18.4pp	44.1%	

- The Laurels disadvantaged pupils outperformed national disadvantaged pupils in all areas.
- The gap between disadvantaged pupils and non-disadvantaged pupils at The Laurels for W,M, GPS and combined was at least 12% less than the gap nationally. The reading gap was broadly in line with national.
- 4 out of 5 homegrown pupils achieved the expected standard in reading and maths SATs (1 has EHCP).

## Average scaled scores

	Disadvantaged	Not disadvantaged	National disadvantaged	National Not disadvantaged
Reading	104.9	104.7	102.4	106.1
GPS	102.1	103.8	102.1	106.0
Maths	106.7	105.3	101.9	105.6

- The disadvantaged children at Laurels achieved higher average scores than those nationally.
- In maths, the disadvantaged children achieved higher average scores than All Others nationally

The Laurels Primary School, Worthing (2233)

\*Cohort Size

Indicator	FSM Ever 6: FSM Ever 6 Yes						FSM Ever 6 No					
	School (10)*	LA (1,890)*		NCER National (188,610)*		School (10)*	LA (7,970)*		NCER National (462,600)*			
		Gap	Value	Gap	Value	Gap	Value	Gap	Value	Gap	Value	
Avg Reading Progress Score	0.94	+ 1.89	-0.95	+ 1.84	-0.9	+ 1.72	-0.78	+ 0.33	0.61	+ 0.54	0.4	
Avg Writing Progress Score	0.84	+ 2.00	-1.15	+ 1.54	-0.7	+ 0.60	0.24	+ 1.13	-0.28	+ 0.54	0.3	
Avg Maths Progress Score	3.46	+ 5.23	-1.77	+ 4.46	-1.0	+ 1.78	1.68	+ 3.48	-0.03	+ 3.06	0.4	

## Progress scores

*Uncompromising aspirations for all*

- 62.5% of school's disadvantaged cohort achieved the expected standard in Reading, Writing and maths. This is only 3.4% lower than the national Non-disadvantaged cohort at 65.9%.
- The school's gap to non-disadvantaged pupils nationally has improved by 28.9% from -32.3% in 2021/22 to -3.4% in 2022/23.
- The disadvantaged cohort's Reading, Writing and Maths Expected standard has increased by 29.2% from 2021/22 to 62.5%.
- The Disadvantaged pupils are in percentile 20 out of all schools for Reading, Writing and Maths Expected

### **Key Stage 1:**

- 20.8% more disadvantaged children passed the phonics screening check than nationally.
- 11% more disadvantaged pupils attained higher in KS1 Maths than nationally. The gap between disadvantage and non was better than national.
- Disadvantage pupils were 2.7% away from national disadvantage KS1 writers. However, the gap between disadvantage and non at The Laurels was much wider than national average.

The context for this was:

- 7 out of 12 disadvantaged pupils were 'working towards' in reading and writing. 5 children in the disadvantaged group are also SEN.
- Out of the SEN group of 5 children, 2 children are waiting for special provision / EHCP. 1 is awaiting assessment for neurodiversity. 2 are receiving SALT as well as other provision pertinent to their individual needs.
- 5 out of 6 children without SEN achieved 'working at' or 'greater depth'.
- Significant catch-up sessions are taking place in Y3 to support narrowing the gap: especially in reading and phonics. This includes daily reading/phonics catch up in the morning and an extended session in the afternoon including a writing focus on Friday.
- Additional TA support is in place in Y3 so that support can be targeted and specific children/groups. This support includes staggered inputs to meet the needs of children.
- A range of other interventions including sensory inputs, play therapy and additional reading opportunities are taking place which is designed to support progress in the disadvantaged group.

### **Early Years Foundation Stage:**

There are fewer than 6 children in the cohort so data is not statistically reliable. However, out of the cohort of 5 children:

- 1 child achieved the GLD.
- 2 children are on stage 4 of the graduated approach.
- 1 child has an EHCP
- Overall the above needs impacted the group's scores in the prime areas of Communication, Language and Literacy and therefore the achievement of the GLD.
- 100% of the cohort were assessed as working below age related expectations on entry. 80% of the disadvantaged cohort made good / accelerated progress from their starting points.

## 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 has enabled us to develop further understanding of our pupils' needs, given pupils a voice in how we address wellbeing, and supported more effective collaboration with parents.
- Working with MHST will enable us to provide supportive workshops for families in 2024 without additional cost to the school; these will focus on behaviour and wellbeing.