



Pupil premium strategy statement 2024-27

This statement details The Laurels Primary School's use of pupil premium 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	186
Proportion (%) of pupil premium eligible pupils	27% (50)
Academic year/years that our current pupil premium strategy plan covers (3 year plans recommended)	2024/2025 to 2026/2027
Date this statement was published	10/24
Date on which it will be reviewed	10/24
Statement authorised by	Charlotte Bull, Headteacher
Pupil premium lead	James Benham, Assistant Headteacher
Governor / Trustee lead	Kerry Jones, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (12/23)	£68080
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	£68080

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 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 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 effectively challenged in their learning
- 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 the start of 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 44%. In year 1, 67% passed the phonics screening check compared to 96% of non-disadvantaged learners.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in EYFS and KS1. On entry to Reception class, the gap between disadvantaged pupils and All Others in maths is 40%.
4	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. These challenges particularly affect disadvantaged pupils, including their attainment.
5	A lack of metacognitive strategies – we have analysed the qualities we see in our successful and less successful learners based on observations and teacher feedback.
6	Our attendance data over the past 4 years indicates that attendance amongst disadvantaged pupils is increasing over time. Last year, attendance of disadvantaged pupils was 92.6%, compared to 92.2% the previous year. 26.1% (down from 32.7% the previous year) of disadvantaged pupils have been persistently absent compared to 5.6% of their peers. 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>	<ul style="list-style-type: none"> • 68% achieve the ELG for reading. • 90% pass the phonics screening check in 2024/5.

	<ul style="list-style-type: none"> ● 72% of disadvantaged pupils meet the expected standard in KS1 reading. ● 74% of disadvantaged pupils meet the expected standard in KS2 reading.
<i>To raise attainment of PP-eligible pupils in maths.</i>	<ul style="list-style-type: none"> ● 68% achieve the ELG for number. ● 75% of disadvantaged pupils meet the expected standard in KS1 maths. ● 73% of disadvantaged pupils meet the expected standard in KS2 maths.
<i>To increase numbers of disadvantaged pupils attaining GDS in writing in KS1 and KS2</i>	<ul style="list-style-type: none"> ● Encouraging reading at home through character passports, book sales and school events promoting reading. ● Focus on oracy to develop children's ability to tailor their language to subject, purpose and audience.
<i>To close the gap between PP-eligible pupils and all others in the school in reading, writing and maths combined.</i>	<ul style="list-style-type: none"> ● 60%+ achieve EXS+ RWM combined at the end of Key Stage 2.
<i>To accelerate progress of PP-eligible pupils</i>	<ul style="list-style-type: none"> ● 100% make good or better progress
<i>Close the gap in oral language skills and vocabulary among disadvantaged pupils compared to non-disadvantaged pupils</i>	<ul style="list-style-type: none"> ● Pupil interviews demonstrate children are using key vocabulary in their responses
<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"> ● Increase in percentage of disadvantaged pupils participating in extracurricular activities. ● qualitative data from student voice, student and parent surveys and teacher observations.
<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> <p><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> <p><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></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: £ 45,923.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistently deliver high quality teaching through implementation of the Teaching Principles.	The EEF reports the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092 Teachers will receive CPD from the research school, be provided with resources and participate in peer support to enable them to develop their practice.	1-6
Embedding dialogic activities across the school curriculum, supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,3,6
The curriculum responds to the needs of the children through explicit vocabulary instruction.	Use strategies from EEF to teach vocabulary EEF - Vocabulary	1
Metacognitive strategies are taught in conjunction with regular teaching	Use strategies from EEF to develop approaches to teaching metacognition EEF - Metacognition	5
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. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up	1
Embedding a DfE validated Systematic Synthetic Phonics	Phonics approaches have a strong evidence base that indicates a positive	2

<p>programme to secure stronger phonics teaching for all pupils - Little Wandle Letters and Sounds</p>	<p>impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Release time to enable the early reading leader to embed this consistently across EY, KS1 and KS2.</p>	
<p>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).</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>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.</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): 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: £ 16,381.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,4
<p>Additional phonics sessions targeted at</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils,</p>	2

disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	
One to one and small group interventions in literacy and maths for disadvantaged pupils falling behind age-related expectations.	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: £ 5775

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: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	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 Improving School Attendance advice.	6
Ensure disadvantaged pupils participate in all areas of school life including extracurricular activities 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

<p>Develop children’s abilities to manage their behaviour and emotions through self regulation strategies.</p>	<p>Adults to provide through modelling, suggesting strategies, providing opportunities for regulation in nurture group. PPG will be used for resource for nurture group.</p> <p>Deliver staff CPD for Zones of learning</p>	
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Total budgeted cost: £ 68,080

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

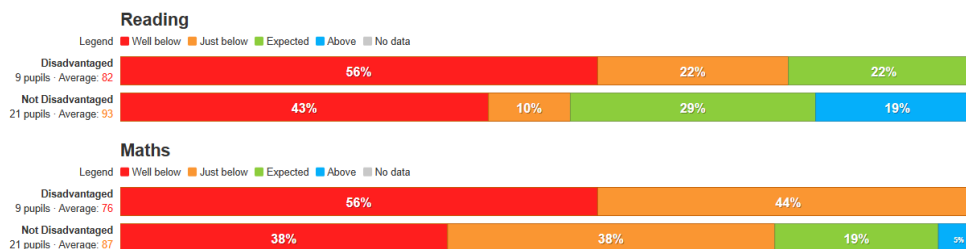
This details the impact that our pupil premium activity had on pupils in the 2023 - 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

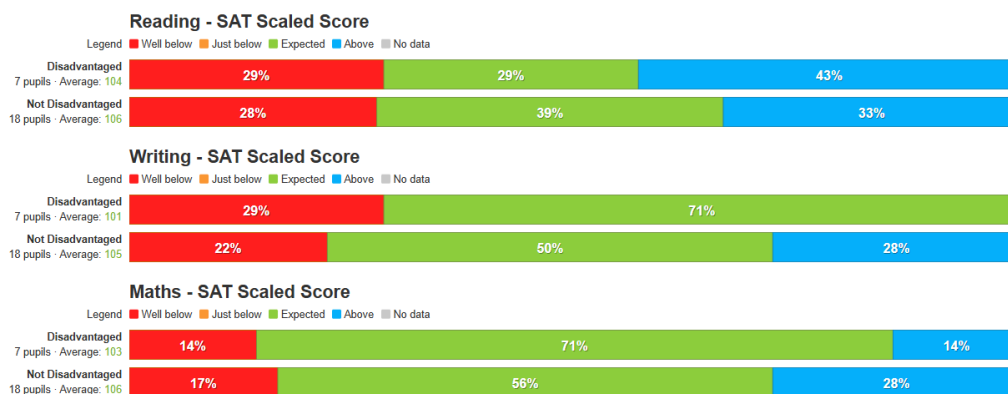
We have concluded that our provision for disadvantaged children means that they meet or exceed expectations on their progress.

We analysed the data from EYFS to Year 6, using the main assessment at the conclusion of the academic year. Children begin their time at The Laurels with a large attainment gap between disadvantaged and non-disadvantaged pupils. By the time children leave our school, this gap has closed significantly:

EYFS PIRA and PUMA:



Year 6 SATs results:



To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

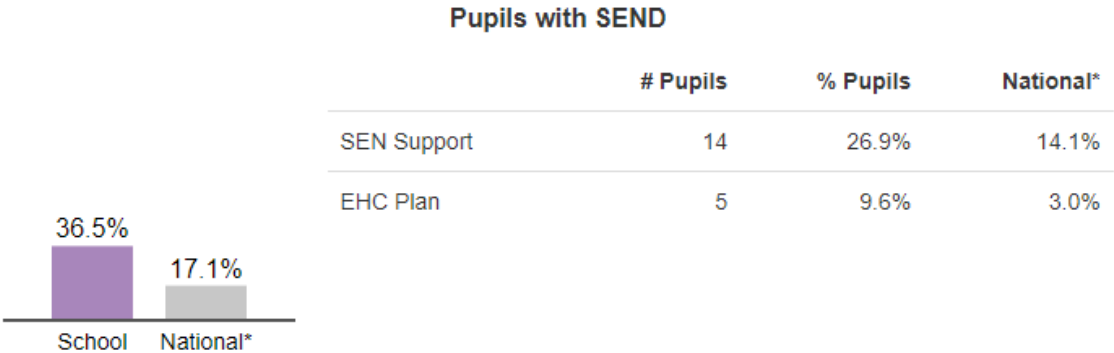
% of pupils meeting the expected standard in SATs

	The Laurels Disadvantaged	National Disadvantaged	The Laurels Not Disadvantaged	National Not Disadvantaged
Maths	86%	61%	83%	81%
Reading	71%	64%	72%	80%
Writing	71%	60%	78%	79%
RWM Combined	71%	47%	72%	67%

The data demonstrates that our disadvantaged pupils greatly exceeded the attainment level of their national counterparts. The data for attainment of disadvantaged pupils at the Laurels is also very close, if not exceeding, that of non-disadvantaged pupils at The Laurels in maths and reading.

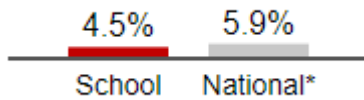
The attainment of disadvantaged pupils at The Laurels exceeds that of non-disadvantaged nationally in maths and RWM combined.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, and wellbeing.

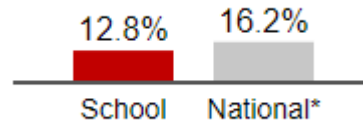


A large percentage of our disadvantaged children have SEND, roughly twice as many as the national average.

Absence Rates 2024 Aut



Persistent Absence 2024 Aut



The absence rate and persistent absence rate of our disadvantaged children is lower than the national average for disadvantaged children.

This data demonstrates that despite a much higher percentage of disadvantaged children with SEND than the national average, they reach a level of attainment higher than that of the national average. It is also evident that our disadvantaged children are absent less often and thus, are able to benefit from teaching to a higher degree.

Based on all the information above, the performance of our disadvantaged pupils exceeds our expectations. Our evaluation of the approaches delivered last academic year indicates that quality first teaching has the single biggest impact on our children's attainment. We have implemented a strategy that aims to develop this aspect of our approach, focusing on delivering high quality teaching to address the large disadvantage gap we see in EYFS.

Further information (optional)

Additional activity

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

- Our AHT (Inclusion) has accreditation as a senior mental health lead. This helps us understand our pupils' needs