

## Pupil premium strategy statement 2024-27 (Year 2 2025-2026)

Reviewed: 30/09/2025

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	194
Proportion (%) of pupil premium eligible pupils	25.4% (48)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans recommended)</b>	2024/2025 to 2026/2027
Date this statement was published	10/24
Date on which it will be reviewed	10/25
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)	£72720
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	£72720
--	--------



The Laurels  
PRIMARY SCHOOL

## 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, regardless of their background or the challenges they face, make strong progress and achieve highly across all subjects. Our pupil premium strategy is designed to ensure disadvantaged pupils reach this goal, with all pupils attaining at least national outcomes and making sustained progress, including 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

This Pupil Premium strategy directly supports our School Development Plan priorities, particularly our focus on improving reading, oracy, and the consistency of high-quality teaching across all phases. It aligns with the Ofsted framework's emphasis on an ambitious, well-sequenced curriculum that enables all learners to achieve their potential, including those who are disadvantaged. Our approach follows a tiered model, balancing investment in high-quality teaching, targeted academic support, and wider strategies to address non-academic barriers to learning such as attendance, wellbeing, and enrichment.



## 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 25%. In year 1, 44% of disadvantaged learners passed the phonics screening check compared to 85% of non-disadvantaged learners (2024-2025)
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
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	Through pupil conferences, we identified a lack of metacognitive strategies used by our disadvantaged learners. 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 (2024-25), attendance of disadvantaged pupils was 92.8%, compared to 92.6% the previous year, and 92.2% the year before. 24.1% (improved from 26.1% the previous year and 32.7% the year before that) of disadvantaged pupils have been persistently absent compared to 3.1% 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
------------------	------------------



<p><i>To raise attainment of PP-eligible pupils in reading.</i></p>	<ul style="list-style-type: none"><li>● 69% achieve the ELG for reading.</li><li>● 90% pass the phonics screening check</li><li>● 72% of disadvantaged pupils meet the expected standard in KS1 reading.</li><li>● 75% of disadvantaged pupils meet the expected standard in KS2 reading.</li></ul>
<p><i>To raise attainment of PP-eligible pupils in maths.</i></p>	<ul style="list-style-type: none"><li>● 69% achieve the ELG for number.</li><li>● 75% of disadvantaged pupils meet the expected standard in KS1 maths.</li><li>● 73% of disadvantaged pupils meet the expected standard in KS2 maths.</li></ul>
<p><i>To increase numbers of disadvantaged pupils attaining GDS in writing in KS1 and KS2</i></p>	<ul style="list-style-type: none"><li>● Encouraging reading at home through character passports, book sales and school events promoting reading.</li><li>● Focus on oracy to develop children's ability to tailor their language to subject, purpose and audience.</li></ul>
<p><i>To close the gap between PP-eligible pupils and all others in the school in reading, writing and maths combined.</i></p>	<ul style="list-style-type: none"><li>● 60%+ achieve EXS+ RWM combined at the end of Key Stage 2.</li></ul>
<p><i>To accelerate progress of PP-eligible pupils</i></p>	<ul style="list-style-type: none"><li>● 100% make good or better progress</li></ul>
<p><i>Close the gap in oral language skills and vocabulary among disadvantaged pupils compared to non-disadvantaged pupils</i></p>	<ul style="list-style-type: none"><li>● Pupil interviews demonstrate children are using key vocabulary in their responses.</li><li>● BPVS assessments show an increase in understood vocabulary</li></ul>
<p><i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i></p>	<p><i>Improved wellbeing evidenced by:</i></p> <ul style="list-style-type: none"><li>● 80% of disadvantaged pupils participating in an extracurricular club</li><li>● qualitative data from student voice, student and parent surveys and teacher observations shows a 10% increase from the 2024 baseline</li></ul>
<p><i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i></p>	<p><i>Sustained high attendance from 2025/26 demonstrated by:</i></p> <p><i>overall absence rate for all pupils being no more than 4.2% (national non-disadvantaged) percentage of all pupils who are persistently absent being below 8.9% (national non-disadvantaged)</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: £ 56339

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Consistently deliver</b> high quality teaching through implementation of the Teaching Principles.	<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 and participate in peer support to enable them to develop their practice.</p>	1-6
Embedding dialogic activities across the school curriculum, supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<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="https://educationendowmentfoundation.org.uk/evidence-practice/strands/oral-language-interventions/">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,3,6
The curriculum responds to the needs of the children through explicit vocabulary instruction.	Use strategies from EEF to teach vocabulary <a href="https://educationendowmentfoundation.org.uk/evidence-practice/strands/vocabulary/">EEF - Vocabulary</a>	1
Metacognitive strategies are taught in conjunction with regular teaching	Use strategies from EEF to develop approaches to teaching metacognition <a href="https://educationendowmentfoundation.org.uk/evidence-practice/strands/metacognition/">EEF - Metacognition</a>	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. <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
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): <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	5

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

Budgeted cost: £ 16,381

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.	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:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	2
One to one and small group interventions in literacy and maths for disadvantaged pupils falling behind age-related expectations.	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>	
	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>	3, 4

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

Budgeted cost: £ 15775

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="https://educationendowmentfoundation.org.uk/Behaviour-interventions-EEF">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Attendance procedures are continually developed and monitored, including supporting families to both understand the impact of poor attendance and find strategies to support children.	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 as a resource for nurture group. Deliver staff CPD for Zones of learning	

**Total budgeted cost: £72720**



The Laurels  
PRIMARY SCHOOL

## 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 2024 - 2025 academic year.



**The Laurels**  
PRIMARY SCHOOL



We have conducted a thorough analysis of the performance of our disadvantaged pupils, using both national benchmarking data and our own internal formative and summative assessments from the previous academic year. This comprehensive review informs our strategic planning and ensures that support is targeted, evidence-based and responsive to need.

Staff engage in high-quality CPD with a clear focus on developing a deeper understanding of our Pupil Premium pupils and the barriers they may face, both academically and socially. This training strengthens our approach to inclusive practice and equips staff with practical strategies to support pupils effectively. There is a secure and shared understanding across the school that high-quality first teaching remains the most impactful provision for improving outcomes for disadvantaged learners, in line with current educational research.

School data demonstrates a consistent trend of the attainment gap narrowing over time, from EYFS through to Year 6, for pupils eligible for Pupil Premium. This is further supported by KS2 SATs outcomes, which show that the majority of PP pupils make accelerated progress in comparison to their KS1 starting points, reflecting the positive impact of our targeted interventions and quality-first teaching approach **PP on role**

Year group	Number of PP pupils	Total in year group	Percent PP
EYFS	5	28	18%
Year 1	7	28	25%
Year 2	10	30	33%
Year 3	8	30	27%
Year 4	10	26	38%
Year 5	8	25	32%
Year 6	7	25	28%

## EYFS GLD



<b>EYFS GLD</b>			
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>Disadvantaged GLD</b>	20%	33%	57%
<b>Non-disadvantaged GLD</b>	80%	75%	73%



**The Laurels**  
PRIMARY SCHOOL

## KS2 MTC

Disadvantaged achieving full marks in MTC compared to other groups, national and school, achieving full marks.

**GAP TO:**

National: Non-Disadvantaged +30.4%

National: Disadvantaged +43.3%

School: Non-Disadvantaged +10.3%

Disadvantaged average point score in MTC compared to other groups, national and school, average point score.

**GAP TO:**

National: Non-Disadvantaged +2.2

National: Disadvantaged +4.5

School: Non-Disadvantaged 0.0

## KS2 Statutory Assessments - Disadvantaged attainment gap to other key groups

RWM EXS+				
		2022-23	2023-24	2024-25
Disadvantaged	Laurels	71%	71%	50%
	National	44%	46%	47%
Non-disadvantaged	Laurels	69%	72%	33%
	National	66%	68%	69%

Reading - EXS+				
		2022-23	2023-24	2024-25
Disadvantaged	Laurels	71%	72%	71%
	National	61%	63%	63%
Non-disadvantaged	Laurels	92%	72%	69%
	National	79%	80%	80%

Writing - EXS+				
		2022-23	2023-24	2024-25
Disadvantaged	Laurels	68%	71%	71%
	National	59%	59%	59%
Non-disadvantaged	Laurels	77%	78%	69%
	National	78%	78%	78%

GPS - EXS+				
		2022-23	2023-24	2024-25
Disadvantaged	Laurels	71%	86%	71%
	National	59%	60%	59%
Non-disadvantaged	Laurels	69%	83%	76%
	National	78%	79%	79% ▾

Maths - EXS+				
		2022-23	2023-24	2024-25
Disadvantaged	Laurels	86%	85%	43%
	National	59%	60%	61%
Non-disadvantaged	Laurels	85%	84%	51%
	National	79%	80%	80%

## KS2 SAT - Maths scaled score

This data has been included owing to a high proportion of children in the cohort achieving a scaled score of 99 in their KS2 assessments, not attaining the expected standard by 1 point scaled score. The consequence of this is that attainment for the group is in the 79th percentile, while the scaled score for the group is in the 67th percentile.

### GAP TO:

National: Non-Disadvantaged

-6.0

thus

National: Disadvantaged

-1.8

of

School: Non-Disadvantaged

-1.6

Looking at the most recent cohort (leaving in 2024/2025), the progress made by the disadvantaged children within the cohort from KS1 SATs to KS2 SATs show that all children are making expected progress in reading and writing, with most making above expected progress. While in maths, the majority are making above expected progress, though 20% did not make expected progress. Looking into SATs data to further explore why this is, it is due to 1 child achieving a scaled score of 99 in their for maths, where in KS1 they had scored 100+.

Disadvantaged progress		
KS1 - KS2 reading SATs	Expected progress +	100%
	Accelerated progress	60%
KS1 - KS2 writing SATs	Expected progress +	100%
	Accelerated progress	80%
KS1 - KS2 maths SATs	Expected progress +	80%
	Accelerated progress	60%

## KS2 Statutory Assessments - Summary

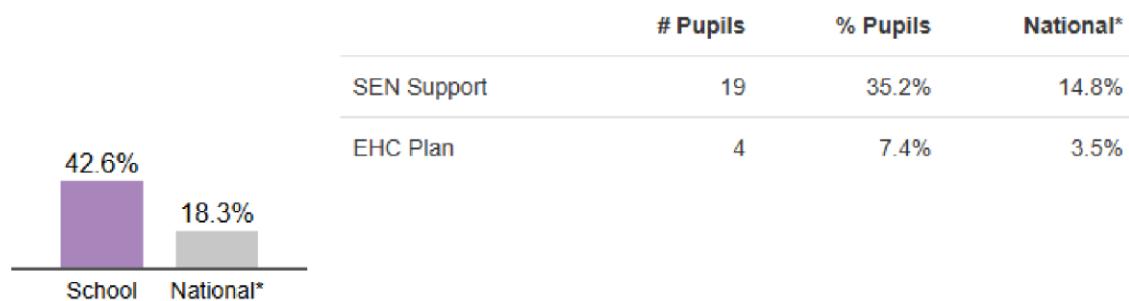
The 2024/25 cohort of disadvantaged children reached a similar level of attainment in reading and writing compared to the 2023/24 cohort, despite starting from a lower baseline:

### Autumn mock SATs scaled score - Disadvantaged

Year 6	Maths			Reading		
	2023/2024 cohort	2024/2025 cohort	Diff	2023/2024 cohort	2024/2025 cohort	Diff
Avg. scaled score	95.6	94	-1.6	95.1	90	-5.1

The Pupil Premium strategy has had a positive effect on reading and writing, with greater progress made than the previous year. The nature of a single-form entry school is that attainment results can be cohort specific. Despite a lower attainment on end-of-year KS2 assessments in 2025 compared to 2024, a greater amount of progress was made by the cohort.

### Disadvantaged pupils with SEND



A large percentage of our disadvantaged children have SEND, over twice as many as the national average of the same demographic. The percentage of our disadvantaged pupils with SEND has increased by 8.1% since the previous year, while the national average has only risen by 1.2%.

### Absence Rates 2024-2025

#### GAP TO:

National: Non-Disadvantaged

+1.6%

National: Disadvantaged

-1.7%

School: Non-Disadvantaged

+1.7%

### Persistent Absence 2024-2025

#### GAP TO:

National: Non-Disadvantaged

+5.0%

National: Disadvantaged

-10.3%

School: Non-Disadvantaged

+11.4%

The absence rate and persistent absence rate of our disadvantaged children is significantly lower than the national average for disadvantaged children. We also had 0% of disadvantaged children that were severely persistently absent.

### Summary

Our pupil premium strategy has had a positive impact on pupil outcomes, particularly in reading and writing, where disadvantaged pupils made stronger progress than in previous years. Targeted support and the focus on high-quality teaching have helped to close gaps in reading and writing, while attendance for disadvantaged pupils continues to improve and remains above national figures for this group. However, attainment in mathematics and the proportion of pupils achieving greater depth remain areas for continued focus. In 2025–26, we will build on the gains made in oracy and reading by further strengthening the consistency of teaching for mastery in maths, embedding metacognitive approaches across subjects, and continuing to reduce the persistent absence gap. This ongoing cycle of review and refinement ensures that our strategy remains responsive, evidence-informed, and aligned with our school development priorities.

## 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