

# Pupil premium strategy statement

This statement details our 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	<b>Laurel Lane Primary School</b>
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	43.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sandra Voisey
Pupil premium lead	Abi Walton
Governor / Trustee lead	The governing Body review pupil premium in pupil support meetings

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200, 790
Recovery premium funding allocation this academic year	£20, 010
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	£ 220, 800

# Part A: Pupil premium strategy plan

## Statement of intent

At Laurel Lane, we are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. To achieve this our Pupil Premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged pupils, but our non-disadvantaged pupils will also benefit.

The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and families.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Ensure that pupil wellbeing is paramount, providing emotional support where appropriate.
- Work closely with parents to ensure they feel well informed and guided to effectively support at home.

### **Achieving our objectives**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of pre and post teaching.

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Provide resources and training for parents to support learning at home.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

**Key Principals:**

At Laurel Lane we utilise a tiered approach to Pupil Premium spending, ensuring all pupils access Quality First Teaching. Close monitoring of teaching and learning in classes allows us to target support through coaching and mentoring of staff. Pupils who are identified as making less than expected progress or of falling behind the age related standard will access targeted academic support to support them in closing the gap from their peers. At Laurel Lane we believe in a child centered approach of support, meaning that not all support provided for pupils may be academic – there is an emphasis on pupil mental health ensuring that they are mentally and emotionally ready to learn.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children have lower levels of communication and language skill.
2	Attendance and punctuality of disadvantaged pupils.
3	There are an increasing number of pupils joining the school with English as an additional language; this includes an increasing number of children with little or no English. In some instances, with little or no schooling and with gaps in prior learning.
4	Assessments show that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Reading, Writing and Maths.
5	Pupil social and emotional difficulties are a barrier to learning
6	Pupil Premium group is evolving – the percentage of children who are doubly disadvantaged is increasing. 18% of pupils are Pupil Premium and SEND 26% of pupils are Pupil Premium and EAL 11% of pupils are Premium Premium and SEND and EAL/GRT
7	Limited parental engagement and low aspirations about what can be achieved through education and how to be successful.

## 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
A higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of Key Stages 1 and 2.	<p>End of Key stage data will be in line with or above the national average at expectation and greater depth.</p> <p>Assessments and observations show improved outcomes across the core subjects, this can be seen through pupils engagement, work scrutiny, formative assessments as well as progress data from standardised assessments.</p>
A higher proportion of Pupil Premium pupils make accelerated rate of progress and diminish gaps.	Internal data shows accelerated rates of progress across all subjects.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupils can access learning because their basic needs are met to ensure they are physically, mentally and emotionally ready to learn.	<p>Pupil voice will show that pupils are happy, safe and organised to learn.</p> <p>All stakeholders will understand the relevant of Contextual Safeguarding and those children who are at greater risk will be identified and supported.</p> <p>Support for mental health and emotional wellbeing is available for all stakeholders and those identified needs will have access to trained personnel.</p>
Parents will feel confident in supporting their children at home. They will feel able to support their children to manage anxieties and other parenting issues will be resolved.	<p>Parents will know who they can talk to at school and how they can access support.</p> <p>Parental engagement in school activities, workshops and sessions will improve.</p>
Pupil Premium attendance will rise	<p>Attendance of disadvantaged pupils is in line or above their peers.</p> <p>Improved Parental engagement in resolving issues regarding attendance.</p> <p>Children understand the important of attendance and the impact this has on their learning.</p>
Our children and families will not suffer hunger or lack the resources needed to be fully	The school will engage with local charities to ensure where necessary, families have needed support.

inclusive in the school experience.	Uniform will be provided to those children, where low income is an issue. Children will have access to breakfast club. Children will receive the opportunity to take part in after school enrichment activities.
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## 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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to ensure that phonics teaching is strong including in KS2	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>	4
Continue to embed the use of Feedback across the school through CPD	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.  <a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Provide tailored CPD for teachers to improve Quality First Teaching. Additional CPD via National College.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  Supporting Early Career Teachers through the Early Career's Framework will be an addition to this.	1,4,5

	<a href="#">EEF&gt;High Quality Teaching</a>	
Starting points and 'gaps' from prior learning will be identified for all pupils via effective assessment across the curriculum.	Formative assessment needs to inform all teaching across the curriculum. This enables the teacher to provide activities that are closely matched to pupil's attainment  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a>	1,3,4,6
Organise LSA support for under performing groups. Training and support (internally and externally) to be provided.	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catchup' with previously higher attaining pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	4,5,6
Continue to implement highly structured maths scheme of work and purchase workbooks for every pupil in Y1-6 for daily lessons	A high quality curriculum is key, and this scheme ensures all children receive the best maths learning they possibly can. It is a DfE approved scheme with a significant evidence base to support its effectiveness.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/earlymaths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/earlymaths</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mathsk-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mathsk-2-3</a>	3,4,6

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

Budgeted cost: £146,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Interventions including pre and post teaching.	<p>Evidence shows that Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p><a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</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="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
Social and emotional learning (SEL) interventions provided by the Learning Mentor	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="#">SEL   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5

<p>Structured sessions within and outside of writing sessions, allowing children to engage with OT activities, word level work and colourful semantics.</p> <p>Structured speech and language interventions and strategies to support identified pupils.</p> <p>Speech and language therapist to be engaged to provide CPD for staff and deliver interventions to children.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p><a href="#">EEF&gt;Develop pupils' language capabilities</a></p>	<p>1, 3,4,6</p>
<p>Continue to embed ICT based programme to support basic literacy.</p>	<p>Evidence suggests that use of technology within an intervention can improve engagement. Focus on repeated facts and pitching learning at individual level will allow pupils to raise attainment.</p> <p><a href="#">EEF&gt;Digital technology</a></p>	<p>1,3,4,6</p>

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised Breakfast club to support pupils attendance and ensure they are ready to learn.</p>	<p>Evidence shows that younger pupils who attend breakfast club make better progress in Reading, Writing and Maths and that attendance increases.</p> <p><a href="#">EEF&gt;Schools Breakfast Clubs</a></p>	<p>2,3,5</p>
<p>Continue to embed changes in Behaviour management following work</p>	<p>Evidence shows that a consistent whole school approach to behaviour supports pupils in their readiness to learn.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>4,5,7</p>



with DfE Behaviour Hub.	<a href="http://www.behaviourhubs.co.uk/impact-of-behaviour-hub">www.behaviourhubs.co.uk/impact-of-behaviour-hub</a>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2,4,5
Develop parental engagement through delivering workshops and information sessions to support learning at home.	<p>Evidence shows that parental engagement has a positive impact on average.</p> <p><a href="#">EEF- Parental Engagement</a></p>	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 223,000**

## 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 2022 to 2023 academic year.

**A higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of Key Stages 1 and 2.**

<b>YEAR 2</b>	Pupil Premium	Not Pupil Premium
<i>Reading</i>	52.4%	40.7%
<i>Writing</i>	42.9%	50.0%
<i>Maths</i>	42.9%	52.0%
<i>Combined</i>	28.6%	40.0%
<b>YEAR 6</b>	Pupil Premium	Not Pupil Premium
<i>Reading</i>	50.5%	61.5%
<i>Writing</i>	58.3%	69.2%
<i>Maths</i>	58.3%	69.2%
<i>Combined</i>	33.3%	61.5%

#### Year 6 Scaled Scores

	<b>ALL PUPILS</b>	<b>PUPILS PREMIUM</b>	<b>NON PUPIL PREMIUM</b>
<b>READING</b>	101	101.4	101.0
<b>WRITING</b>	99	97.5	99.6
<b>MATHS</b>	102	99.0	104.0
<b>GPS</b>	102	99.5	104.8

The context of our school results in many pupils being doubly or triply disadvantaged meaning when analysing results of pupil premium children we need to take into account additional needs and how these are addressed through QFT.

**A higher proportion of Pupil Premium pupils make accelerated rate of progress and diminish gaps.**

Pupil Premium pupils are on average making just above expected level of progress but are still behind their counterpart group. It is also important to note the percentage of children missing data and how this would affect the overall progress scores.

Through CPD we have been working on improving the quality first teaching in classes, sharing strategies on improving provision available for disadvantaged children. There are now tighter systems on tracking pupils across the school to ensure needs of pupils in lower KS2 are being addressed. Children are now continuing Read Write Inc through the school so reduce the barriers to reading and writing. Maths Subject Leader is identifying gaps in learning and supporting teachers in ensuring that learning is adaptive to suit individual needs whilst maintaining a mastery approach of high expectations.

### **Improved oral language skills and vocabulary among disadvantaged pupils.**

As a talk school, building language is embedded in our ethos. External monitoring (including Ofsted) have commented on the use of Agree Build Challenge framework in lessons across the whole school. Subject Leaders have 'developing vocabulary' in their action plans and they are currently working on how this can be developed.

Regular assessment on Speech and language link has supported pupils moving on from their low starting points.

All pupil premium children have access to Lexia in school and at home to develop reading and language skills.

### **Pupils can access learning because their basic needs are met to ensure they are physically, mentally and emotionally ready to learn.**

Learning mentor has been incredibly impactful since joining the school team, leading interventions on matters such as self-esteem, anxiety and developing social skills. She has also supported pupils and families on an ad-hoc basis to ensure children are regulated and ready to learn. The SENDCO has completed relevant referrals to seek support from external agencies. DSL continues to work closely with families and is completing referral to Stronger Families to seek support from external agencies where appropriate. The 'open door policy' is effective in helping parents know that they can share their concerns and worries. Staff are successfully reporting known family dynamics so we are able to reach out to families more efficiently.

### **Parents will feel confident in supporting their children at home. They will feel able to support their children to manage anxieties and other parenting issues will be resolved.**

The SENDCO and Deputy Head meet with parents on a regular basis, these meetings have been requested more than ever before as they feel these are beneficial.

Parents are informed of courses they can attend and key messages are shared on Class Dojo. Leaders now need to plan opportunities to invite parents into school to support with other areas of the curriculum.

### **Pupil Premium attendance will rise**

The attendance officer continues to monitor, challenge and support families that have persistent absenteeism. We continue to challenge families who have already been fined etc but are still showing no improvement in attendance. We have introduced more Team around the Child meetings to develop the multi-agency approach in school with attendance,

safeguarding and SENDCO. This has shown a more supportive approach for parents and have been well received. However attendance of our Pupil Premium group continues to be lower than their counterpart group.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Times Tables Rockstars	Maths Circle Ltd
Lexia	Lexia UK
Read Write Inc Phonics	Ruth Miskin
White Rose Maths	White Rose Maths
DB Primary	DB Primary