

# Pupil premium strategy statement- Laurel Lane Primary School

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	265
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 Year 1
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Natasha Moffatt Headteacher
Pupil premium lead	Emily Attwood Deputy Headteacher
Governor / Trustee lead	Governing Body

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <b>NB: EYPP is calculated and funded on a termly basis in addition to this amount.</b>	£ 172,710

# 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.

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 will equally benefit all of our pupils.

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 objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background - ensuring pupils have opportunities for improved cultural capital with a range of activities that enrich our curriculum.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Close attainment gaps in writing and maths while continuing to secure and build on good progress in reading and phonics.
- 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.
- Improve outcomes for high-needs groups within disadvantaged pupils: those with SEND, EAL and those who join mid-year (high mobility).
- Raise the proportion of disadvantaged pupils achieving age-related expectations and progressively reduce the percentage in the lowest-achieving 20%.

## **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.
- Address mobility and low starting points with prompt induction, diagnostic assessment on arrival and rapid tailored support.
- Monitor and evaluate impact termly, using pupil-level outcomes and attendance/engagement data to reallocate resources quickly where needed.

### **Key Principles:**

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 intervention to support them in closing the gap between them and their peers. At Laurel Lane we believe in a child centred approach of support, therefore ensuring that a pupil's mental and emotional well-being is also acknowledged amongst the interventions that are provided.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Low starting points: a substantial proportion of disadvantaged pupils enter below age-related expectations in writing and maths, limiting access to curriculum progression.
2	Mobility: high rates of casual and mid-year admissions create gaps in curriculum exposure and assessment data, making early identification and support more difficult.
3	EAL / SEND needs: 64% EAL and 22% SEND requires more specialist approaches and adaptations to the curriculum to ensure that all pupils' needs are met appropriately to ensure continued progress.
4	Variability in teaching quality and subject knowledge (particularly in the implementation of the new curriculum and in some teachers' subject

	knowledge) limits consistent delivery of intended curriculum, assessment precision and the identification/remediation of misconceptions—affecting progress in writing and maths.
5	Curriculum-specific weakness in writing and maths outcomes: writing and maths outcomes are low across the school (despite phonics, EYFS and MTC being in line with national averages).

## 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
1. Raise attainment in writing for disadvantaged pupils across the school.	By end of the year: proportion of disadvantaged pupils meeting age-related expectations in writing increases (or moves to at least in-line with national disadvantaged averages); quality of sustained writing in books shows improved quantity and complexity as evidenced by termly writing moderation and progress measures.
2. Raise attainment and reasoning in maths for disadvantaged pupils.	By end of the year: proportion of disadvantaged pupils meeting age-related expectations in Maths increases (or moves to at least in-line with national disadvantaged averages); formative assessment shows an improvement in reasoning and use of mathematical language; end-of-term assessments and moderation shows that gaps in learning have been addressed.
3. Reduce within-school variability in the quality of teaching and ensure consistent implementation of curriculum.	All teachers engage in sustained CPD programme; lesson observations and work scrutiny show consistently high-quality implementation (at least 80% lessons graded good or better with clear scaffolding and adaptive teaching). Assessment use is precise: errors and misconceptions are identified and corrected quickly (evidence from book scrutiny and pupil voice).
4. Rapid induction and assessment for pupils joining mid-year so learning gaps are quickly identified and addressed.	New arrivals receive triage assessment within 10 school days; individual plans are created and show progress within 6-8 weeks; mid-year arrivals' progress reduces attainment drop compared to previous cohorts.
5. Improve provision and outcomes for EAL and SEND disadvantaged pupils.	Individual SEND and EAL plans are in place and implemented for pupils where needed; targeted interventions show measurable progress against bespoke targets; EAL pupils show improved access to curriculum language (vocabulary assessments) and progress data shows narrowing gap.

6. Improve attendance, behaviour for learning and social-emotional readiness so pupils can access learning.	Attendance of disadvantaged pupils increases to at least school average; persistent absence decreases; SEL measures and behaviour incidents for disadvantaged pupils reduce; targeted SEL interventions report improved self-regulation and engagement.
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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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD programme on adaptive teaching, scaffolding, Rosenshine-style explicit instruction and using worked examples; termly teacher coaching cycles (instructional coaching) with maths and writing instructional specialists; focus on subject knowledge for weak areas (writing grammar and maths reasoning).	Effective Professional Development guidance and EEF blog on investing in PD: shows well-designed PD and coaching improves teaching quality and attainment outcomes. <a href="#">EEF – Effective Professional Development guidance</a> and <a href="#">EEF blog: Invest in success – the power of effective professional development</a>	1,4,5
Curriculum implementation support: subject-specific CPD for writing and maths leads; including the using diagnostic assessment data to identify areas of improvement in the curriculum.	EEF guidance on improving curriculum implementation and teaching quality; EEF guidance on SEND emphasises explicit instruction and scaffolding as core high-quality teaching strategies. <a href="#">EEF – Special Educational Needs in Mainstream Schools (guidance &amp; blog)</a>	1,3,4,5
Structured oracy and vocabulary CPD embedded across curriculum (talk as rehearsal for writing and maths reasoning) including sentence stems, discussion routines and teacher modelling.	EEF evidence on the value of language and oracy strategies within quality teaching and within the curriculum (supports vocabulary development and reasoning). <a href="#">EEF – Wider strategies / curriculum &amp; vocabulary emphasis</a>	1,3,5

Improve assessment literacy: staff training on formative assessment techniques, common misconceptions, and diagnostic checks; implement standardised termly assessment checkpoints and quick daily checks to identify gaps and inform in-class adaptation.	EEF guidance emphasises the importance of precise assessment to identify misconceptions and adapt teaching; the Teaching & Learning Toolkit highlights formative assessment approaches. <a href="#">EEF – Targeted Academic Support &amp; school planning support</a>	1,4,5
Investment in high-quality manipulatives and maths resources (concrete apparatus, question-stem cards) and digital tools to support practice and retrieval; training for staff on effective use.	EEF toolkit indicates use of concrete manipulatives and well-structured practice supports maths understanding and reasoning when used with effective teaching. <a href="#">EEF – Small group tuition &amp; targeted academic support pages</a>	1, 5
Strengthen EYFS-to-Year1 transition and early literacy/writing sequencing to raise early starting points: targeted early writing progression training for EYFS/KS1 staff and shared moderation.	EEF guidance on early years and curriculum sequencing; explicit instruction and scaffolding recommended for early skill development. <a href="#">EEF – Early years guidance and PD resources (see PD guidance above)</a>	1, 5

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group tuition in writing and maths for disadvantaged pupils below ARE: 12-week cycles, evidence-based programmes, curriculum-aligned tasks with explicit instruction and guided practice; progress tracked weekly.	EEF Teaching & Learning Toolkit: Small-group tuition has positive impact when focused and curriculum-aligned. <a href="#">EEF – Small group tuition (Toolbox)</a> and EEF guidance on Targeted Academic Support. <a href="#">EEF – Targeted Academic Support</a>	1, 5
One-to-one or paired reading/writing conferences for pupils with persistent gaps; use	One-to-one tuition and structured feedback are highlighted as effective in improving	1, 5

of structured feedback protocols and next-step strategies; adult modelling and scaffolds.	attainment when focused on clear targets. <a href="#">EEF – Targeted Academic Support</a>	
Early identification and structured language interventions for EAL pupils: focused small-group language programmes, vocabulary teaching linked to curriculum topics and regular oral rehearsal opportunities.	EEF guidance on supporting EAL/SEND via scaffolding, explicit instruction and vocabulary focus (see SEND guidance). <a href="#">EEF – Special Educational Needs in Mainstream Schools (guidance)</a>	3
Rapid diagnostic assessment for new arrivals (within 10 days) and 6–8 week intensive catch-up packages (small group / 1:1) tailored to diagnostic needs.	EEF wider strategies and targeted support guidance highlight the importance of rapid assessment and targeted follow-up for mobile pupils and those with gaps. <a href="#">EEF – Wider strategies / Targeted Academic Support</a>	Rapid diagnostic assessment for new arrivals (within 10 days) and 6–8 week intensive catch-up packages (small group / 1:1) tailored to diagnostic needs.
Rock Steady Project to support musical ambitions of pupils.	The purpose is to boost children's confidence, wellbeing, teamwork, and musical skills through fun and inclusive group learning experiences. The company will match our funding with free spaces.  <a href="https://www.mdpi.com/1660-4601/18/7/3668">https://www.mdpi.com/1660-4601/18/7/3668</a>	7
Precision teaching and structured handwriting programme for pupils with handwriting/letter formation difficulties; integrate into daily practice with short, focused sessions.	EEF evidence supports targeted, frequent small practice sessions for skill automatization (links to explicit instruction and SEND guidance). <a href="#">EEF – Special Educational Needs in Mainstream Schools</a>	3, 5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded breakfast club to support pupils' attendance and ensure they are ready to learn.	Evidence shows that younger pupils who attend breakfast club make better progress in Reading, Writing and Maths and that attendance increases.  <a href="#">EEF&gt;Schools Breakfast Clubs</a>	2,3,5
Targeted attendance strategy for disadvantaged pupils (including young carers): personalised communications to parents, attendance casework, and early intervention for persistent absence. Provide practical support (food vouchers, uniform support) where barrier to attendance identified.	EEF Rapid Evidence Review on attendance interventions indicates parental communications and personalised approaches show promise. <a href="#">EEF – Taking a tailored approach to improving attendance</a>	2
Social and Emotional Learning (SEL) whole-school programme plus targeted small-group SEL for pupils who need support with self-regulation (use SAFE principles: Sequenced, Active, Focused, Explicit). Train staff and integrate SEL into daily routines and classroom teaching.	EEF Teaching & Learning Toolkit: Social and Emotional Learning has a moderate positive impact (~+3 months) when embedded and supported by training. <a href="#">EEF – Social and Emotional Learning (Toolkit)</a>	3, 2
Work with Trainee EMHP to provide support for pupils and families struggling with their mental health and support offered to young carers.	Evidence indicates that EMHPs offer early intervention for <b>mild to moderate mental health needs</b> like anxiety, low mood, and behavioural challenges in school-aged children. <a href="https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper">https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper</a>	All
Attendance at Brunel Book Club to introduce concept of university to pupils as well as support outcomes in reading.	There is strong evidence showing the importance of exposing primary school children to university experiences as part of widening	4,7

	<p>participation (WP) efforts. Early exposure to higher education environments can help raise aspirations, particularly for children from disadvantaged or underrepresented backgrounds, by making the concept of attending university feel more attainable and familiar.</p> <p><a href="https://www.gov.uk/government/news/working-with-primary-schools-is-key-to-getting-disadvantaged-young-people-into-university">https://www.gov.uk/government/news/working-with-primary-schools-is-key-to-getting-disadvantaged-young-people-into-university</a></p>	
<p>Participation in 'Skills Builder: Enabling Enterprise for Primary Schools'</p>	<p>Skills Builder has proven success in improving student engagement and motivation, as it helps children see the real-world relevance of their education. By embedding these skills within primary school settings, schools prepare children for challenges in secondary education and beyond.</p> <p><a href="https://www.skillsbuilder.org/file/attitudes-behaviours-and-essential-skills">https://www.skillsbuilder.org/file/attitudes-behaviours-and-essential-skills</a></p>	1,7
<p>Contingency fund for acute issues.</p>	<p>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.</p>	

**Total budgeted cost: £ 170,000**

## 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 2024 to 2025 academic year.

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

School data showed that there was an increase in the number of disadvantaged pupils achieving age related expectations at the end of key stage 1, particularly in reading and the phonics screening check. In the majority of year groups, internal data shows that the gap between the pupil groups (disadvantaged and non-disadvantaged) is narrowing, however this remains a focus over the next 2 years of the plan.

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

Assessments and observations indicate improved oral language and language comprehension among disadvantaged pupils. This is demonstrated when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment. Such improvements are also reflected in speech links assessments.

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

The learning mentor has worked closely with pupils to improve self-regulation and behaviour for learning. Alongside allocated 1:1 and group sessions, the learning mentor has developed whole school approaches and strategies including the use of zones of regulation to ensure that concepts are embedded throughout the school. The safeguarding team have prioritised identifying families that may benefit from early help referrals to ensure that intervention is provided.

#### **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.**

There has been an increased number of parents who have attended parental workshops and engaged with external agencies including the mental health practitioner. Responses from the sessions have outlined that parents feel empowered to apply and implement positive strategies that have improved their child's well-being.

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

Attendance is a school wide priority across all pupil groups and the attendance officer and senior leadership work closely to monitor pupils who are persistently absent to ensure that supportive measures are implemented. There has been an increase in attendance for pupil premium children increasing from 90.1% to 92.1% (at the time that this report was published).

**Our children and families will not suffer hunger or lack the resources needed to be fully inclusive in the school experience.**

All pupils eligible for pupil premium funding have free access to the school's breakfast club free of charge, where they are provided with a substantial meal before the school day begins. Following this offer, we have seen an increase attendance and punctuality for this group of pupils.

## Externally provided programmes

Programme	Provider
Times Tables Rockstars	Maths Circle Ltd
Dyslexia Gold	Engaging Eyes LTD
Read Write Inc Phonics	Ruth Miskin
White Rose Maths	White Rose Maths
DB Primary	Learning Village