

# Pupil premium strategy statement 2021-2022



LAURANCE HAINES  
SCHOOL

## Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Laurance Haines School
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sebastian Gray, Headteacher
Pupil premium lead	Jo Ball, Assistant Head Teacher
Governor / Trustee lead	Denise Shaw, Lead Governor for disadvantaged children

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,733.03
Early Years Pupil premium funding allocation this academic year	£1,923.90
Recovery premium funding allocation this academic year	£9,860
<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	£110,516.93

# Part A: Pupil premium strategy plan

## Statement of intent

It is our aim that children in receipt of the Pupil Premium Grant attend school every day and that they are happy and are thriving academically, socially and emotionally. We recognise that the Covid-19 pandemic and resulting school closures will have impacted on the children's development, leading to gaps across the curriculum that were not present previously. We will support all vulnerable children socially and emotionally through regular intervention and monitoring. We will insist on high expectations for achievement, supported through quality first teaching and group intervention to recover academically. We will ensure our vulnerable children have a curriculum that gives a greater sense of agency and belonging. We will facilitate high quality CPD for staff which will enhance the learning experience of all children.

## Challenges

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

Challenge number	Detail of challenge
1	We recognise that equipping children to have a sense of agency in their education, including collaborative learning approaches will improve engagement. We know, from research, that increased pupil agency will maximise academic achievement.
2	We recognise that our disadvantaged children may not have a true sense of belonging within the school community. Greater representation, through a complement of books, experiences and curriculum and by creating true sense of pupil agency and celebration of personal identity, will support a sense of belonging which will then have an impact on academic achievement
3	Our assessments and observations indicate that the wellbeing and educational outcomes have been affected through the school closures over the past 18 months. We know that this is in line with National research data. The Boxall data shows that the vulnerable children are presenting with barriers to social and emotional development
4	Assessments in reading show that the disadvantage children don't make Greater Depth standard at the end of KS2 in line with those children who are non-disadvantaged
5	Our attendance data over the previous year shows that 26% of disadvantaged children are persistent absentees. To improve the pupil outcomes for these children, we need their attendance in school.

## 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
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<p>Improved strength of curriculum with evident pupil agency across the school</p>	<p>The school has shifted significantly towards CDM and this has had a positive impact on curriculum subjects but particularly the attainment in Reading, Writing and Maths. Children are more engaged, ready for learning and part of their learning process becoming self-directed learners</p>
<p>Improved sense of belonging and greater representation across the school</p>	<p>Children from all backgrounds are seen, heard and belong within the school community. This sense of belonging and voice has directly impacted pupil outcomes including socially, emotionally and academic achievement. There has been a significant increase in participation in enrichment activities which support cultural capital.</p>
<p>Improved social and emotional outcomes for vulnerable children and are in line with non-vulnerable children</p>	<p>The Boxall profiling supports the assessment of the social and emotional needs of vulnerable children. Children have been supported through group work and personalised strategies. Teaching strategies have targeted the social and emotional areas highlighted by the Boxall. Outcomes show maximised progress in social and emotional growth. Pupil voice supports that wellbeing at school is good and children feel safe and happy.</p>
<p>Vulnerable children reaching greater depth standard in reading is in line with non-vulnerable children</p>	<p>Children are supported in class to thrive. Teaching strategies have supported the learning and engaged vulnerable children. Children have been given additional support in smaller groups. Additional resources including technology used to enhance the learning experiences. Outcomes show maximised progress.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly the disadvantaged pupils</p>	<p>The pupil premium lead and the attendance officer to work collaboratively to sustain higher attendance across 2021-2022. The aim is for the percentage of persistently absent vulnerable children to be below 15% Covid absence data will be considered and reflected in the outcomes.</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: £29,328

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development – purchase of high quality CPD	<p>Good quality CPD which focuses on child and teacher agency and true collaboration will enhance the learning experience of children in receipt of PPG.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	1,2,3
The Boxall Profile	<p>By assessing all pupils, including the vulnerable children in their social and emotional learning will provide staff with a clear understanding of how to support the vulnerable children through targeted intervention, curriculum planning and recovery from school closures.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://new.boxallprofile.org/#how">https://new.boxallprofile.org/#how</a></p>	3
Reading Booster groups	<p>Children will be taught specific skills to support the reading and understanding of texts. School will purchase a wide variety of high quality texts that will support the development comprehension. Targeted intervention within whole class teaching and additional small group learning will together support the development off all children and particularly vulnerable children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	4
Tracking attendance	<p>In partnership with the school attendance officer, the PPG lead will be proactive in increasing the attendance of vulnerable children in school.</p>	5
PPG leader	<p>Having a leader to support the implementation of all strategies and monitor the progress of those children in receipt of PPG</p>	1,2,3,4,5

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

Budgeted cost: £37,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Group	We know that happy children thrive. The nurture group will support the emotional wellbeing of the children in order to maximise the children	1,3
Additional reading support/booster groups	We know that additional support in specific reading skills will maximise the potential and progress of the vulnerable children	4

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

Budgeted cost: £43,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boxall profiling	Understanding children's social and emotional development provides teachers with an understanding of how to support the children developmentally. This will be provided through learning across the curriculum and intervention groups which supports social and emotional development	3
PST senior leader	Having a designated leader to develop the growth and understanding of the school's nurture culture, to facilitate the Boxall profiling and to support the school vision. The PST lead will provide CPD opportunities for all children to increase their sense of identity.	1, 2, 3
Embedding practices for supporting better attendance, improving better relationships with families and overcoming barriers for attendance	By building relationships with families and tracking the absences of particular children, schools can have a better impact with persistent absentees to attend	4

**Total budgeted cost: £ 110,516**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
n/a	n/a
n/a	n/a
n/a	n/a

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a