

# Pupil premium strategy statement 2022-2023



LAURANCE HAINES  
SCHOOL

## Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	445
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£90,718
Early Years Pupil premium funding allocation this academic year	£1,962
Recovery premium funding allocation this academic year	£9,497
<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	£102,177

# 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 our vulnerable children face barriers to learning which may include recent school closures and life experiences. We will ensure our vulnerable children have a curriculum that gives a greater sense of agency and belonging. We will insist on high expectations for achievement, supported through quality first teaching and group intervention to recover academically. We will support all vulnerable children socially and emotionally through regular intervention and monitoring. 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	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.
2	Children in receipt of the grant will receive additional and targeted quality first teaching in the core skills of reading, writing and maths to provide access to learning across the curriculum.
3	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
4	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.
5	To support the readiness for learning, we continue to use the Boxall assessments to support all children socially and emotionally. The Boxall data indicates which barriers are presenting for the most vulnerable children and this allows for targeted intervention.

## 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
To achieve and sustain improved attendance for all pupils, particularly the disadvantaged pupils	<p>The pupil premium lead, the Pastoral Lead and attendance officer to work collaboratively to sustain higher attendance across 2022-2023.</p> <p>The aim is for the percentage of persistently absent vulnerable children to be below 15%.</p>
Vulnerable children have improved in the core skills of reading, writing and maths with outcomes in line with non-vulnerable children.	<p>Children are supported in class to thrive. Teaching strategies have been targeted and 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>
Improved sense of belonging and greater representation across the school	<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. All protected characteristics are learned and recognised. There has been a significant increase in participation in enrichment activities which support cultural capital.</p>
Improved sense of belonging and greater representation across the school	<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. All protected characteristics are learned and recognised. There has been a significant increase in participation in enrichment activities which support cultural capital.</p>
Improved social and emotional outcomes for vulnerable children and are in line with non-vulnerable children	<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.</p> <p>Pupil voice supports that wellbeing at school is good and children feel safe and happy.</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: £23,932

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development – purchase of high quality CPD	Good quality CPD which focuses on child and teacher agency and true collaboration will enhance the learning experience of children in receipt of PPG. <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>	4,3,5
The Boxall Profile	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. <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> <a href="https://new.boxallprofile.org/#how">https://new.boxallprofile.org/#how</a>	5
Booster groups and targeted teaching	Children will be taught specific skills to support core skills. School will invest in educational manipulatives which will support understanding. Targeted intervention within whole class teaching and additional small group learning will together support the development off all children and particularly vulnerable children.  <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> <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>	2
Tracking attendance	In partnership with the school attendance officer, the PPG lead will be proactive in increasing the attendance of vulnerable children in school.	1
PPG leader	Having a leader to support the implementation of all strategies and monitor the progress of those children in receipt of PPG	1,2,3,4,5

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

Budgeted cost: £27,619

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 children in order to maximise the progress of vulnerable children.	4,5
Additional core skills support/booster groups	We know that additional support in specific core skills will maximise the potential and progress of the vulnerable children	2

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

Budgeted cost: £50,626

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	5
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.	3,4,5
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	1

**Total budgeted cost: £ 102,177**

## 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 2021 to 2022 academic year.

*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?*

*The outcomes for our disadvantage children were positive in reading. Our children in receipt of the pupil premium grant out-performed the children who are not in receipt of the grant. The children in receipt of the PPG have underperformed in GDS and this will be addressed through the core skills teaching across this year. The data has shown that children in receipt of the PPG underperformed in writing and maths, and this is also driving the initiative of core skills additional teaching and booster sessions. We have successfully started to establish a school culture which supports a sense of belonging. Through the pupil survey for our school 93% of pupils agreed that the curriculum was inclusive and bespoke. Health and emotional wellbeing came out as strong in the pupil survey. Boxall profiling supported staff to ensure children's social and emotional needs can be met and what additional strategies might be needed to align the children's social and emotional age with their chronological age. We realise that the timing of the assessments needs to be different in order to maximise the progress so we have adjusted the assessment periods for this academic year, creating a baseline in Autumn Term. Despite this, data from the Boxall profiles show that children have made a positive gain towards being developmentally age appropriate. Children in receipt of the PPG have made a 3% gain over all with each strand showing that the children have made good progress in just one term. The pupil survey did also reveal that always having an adult to turn to remains an area of focus. In the survey, children also expressed a passion for reading and they are choosing to read books outside of lessons. We will continue to focus on attendance as a priority. The end of year attendance statistic showed children in receipt of the PPG was 91.8%. This was broadly in line with the non-PPG children but requires intensive work to improve the attendance for all.*

### 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