

# Pupil premium strategy statement 2024-2025



LAURANCE HAINES  
SCHOOL

## Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	455
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jo Ball, Headteacher
Pupil premium lead	Simon Englander, Assistant Head Teacher
Governor / Trustee lead	Denise Shaw, Lead Governor for disadvantaged children

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,363
Early Years Pupil premium funding allocation this academic year	£2,850
Recovery premium funding allocation this academic year	£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	£96,213

# 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	Internal and external assessments indicate that attainment in reading among disadvantaged pupils is significantly below that of non-disadvantaged pupils; this is the case in the KS2 SATs and in the Year 1 Phonics Screening Check. Dual vulnerabilities significantly influenced these results. Nevertheless, children's reading is a key priority for us.
2	In EYFS, typically, we support children to make excellent progress. We recognize that assessments, observations, and transition information all indicate that many children, including those at risk of disadvantage, have starting points in communication lower than those expected of their chronological age.
3	Over the last academic year, attendance for disadvantaged pupils has increased over and persistent absenteeism has reduced significantly. Our attendance data over the last 2 years shows that attendance among disadvantaged pupils is slightly lower than for non-disadvantaged pupils.
4	Assessment at the end of KS2 indicates that attainment in maths for disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	We recognise that our disadvantaged children may not have a true sense of belonging within the school community, which can negatively impact their academic attainment.

## 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
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes for disadvantaged pupils are broadly in line with those of non-disadvantaged pupils.</p> <p>PSC outcomes for disadvantaged pupils are broadly in line with those of non-disadvantaged pupils.</p>
Improved communication, language skills and widened vocabulary.	<p>Children will make strong progress from their starting point.</p> <p>Children will be well prepared for the next stage in their education.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly the disadvantaged pupils.</p> <p>The pupil premium lead, the Pastoral Lead and attendance officer to work collaboratively to sustain higher attendance across 2024-2025, 2025-2026 and 2026-27.</p>	<p>The attendance of disadvantaged pupils will be in line with or better than that of non-disadvantaged pupils.</p> <p>The percentage of persistently absent disadvantaged children will be below 15%.</p>
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes for disadvantaged pupils are broadly in line with those of non-disadvantaged pupils.
For disadvantaged pupils to have an improved sense of belonging and greater representation across the school.	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 social, emotional 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.

## 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: £12,337

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>	1,2,4,5
Investment in RWI and consultant to support teaching and learning. RWI training for staff and interventions for pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1
Ongoing assessment and monitoring. Disadvantaged children will be tracked throughout the year. Spreadsheets will detail attainment at various points of the year, including post revisit and retrieval weeks, which provide the opportunity to bolster attainment.	<a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-why-bother-with-retrieval">https://educationendowmentfoundation.org.uk/news/eeef-blog-why-bother-with-retrieval</a>	1,4
Reading comprehension interventions targeted at disadvantaged pupils to narrow the gap in attainment.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill: <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>	1
Maths interventions targeted at disadvantaged pupils to narrow the gap in attainment.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill: <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>	4
Training will be delivered to all staff on 'Prioritising communication and language in the curriculum'	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as Wellcomm are inexpensive to implement with high impacts on :	2

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/communication-and-language-approaches</a></p> <p>Research shows that good interactions between adults and children make a big difference to how well communication and language skills develop. Children benefit from being with responsive and enthusiastic adults who show interest in talking with them.</p> <p><a href="https://help-for-early-years-providers.education.gov.uk/communication-and-language/interactions">https://help-for-early-years-providers.education.gov.uk/communication-and-language/interactions</a></p>	
Home learning packs and story sacks will be available to support learning at home.	<p>Parental engagement in early years education is consistently associated with children's subsequent academic success.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>Research shows that involving parents and carers in their children's learning is the most important factor in enabling some children to do well regardless of background.</p> <p>Working in partnership with parents and carers is central to the early years foundation stage (EYFS). The relationship might begin with them visiting your setting. This will help inform you how to sensitively settle the child.</p> <p><a href="https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/working-in-partnership-with-parents-and-carers">https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/working-in-partnership-with-parents-and-carers</a></p>	2,5
Parental engagement	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,2,3,4,5
Booster groups and targeted teaching	<p>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 of 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>	1,3,4,5
Enhancement of our maths teaching and curriculum through quality CPD from the Maths Hub and White Rose.	<p>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:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p>	4

To equip children with a sense of agency in their education, including collaborative learning approaches, to improve their engagement and, subsequently, their academic achievement.	Providing pupils with agency in their learning can engage and empower them, thereby supporting their learning and chance of academic success: <a href="https://my.chartered.college/research-hub/pupil-voice-and-agency-exploring-the-evidence-base/">https://my.chartered.college/research-hub/pupil-voice-and-agency-exploring-the-evidence-base/</a>	1,3,4,5
Greater representation, through the curriculum, books and experiences will create a true sense of belonging and celebration of personal identity, which will then have an impact on academic achievement	Representation is an important mechanism that can motivate children to read: <a href="https://www.booktrust.org.uk/news-and-features/features/2024/march/the-benefits-of-including-diverse-childrens-books-in-a-classroom/#:~:text=%22Representation%20is%20one%20of%20a,in%20the%20stories%20they%20read.">https://www.booktrust.org.uk/news-and-features/features/2024/march/the-benefits-of-including-diverse-childrens-books-in-a-classroom/#:~:text=%22Representation%20is%20one%20of%20a,in%20the%20stories%20they%20read.</a>  Increases feelings of belonging and supports a positive school environment where students feel more confident in their abilities and accelerates academic achievement: <a href="https://www.urban.org/research/publication/providing-better-support-students-color-importance-school-climate-belonging-and-well-being">https://www.urban.org/research/publication/providing-better-support-students-color-importance-school-climate-belonging-and-well-being</a>	1, 3, 5
Tracking attendance	In partnership with the school attendance officer, the PPG lead will be proactive in increasing the attendance of vulnerable children in school.	3
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: £33,709

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.	1,3,4,5
Additional core skills support/booster groups (and provision of revision books in Y6)	We know that additional support in specific core skills will maximise children's potential and progress	1,4

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

Budgeted cost: £50,167

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	3,5
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.	3,5
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	3,5

**Total budgeted cost: £ 96,213**

## 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 2023 to 2024 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?*

Outcomes in EYFS show that a greater percentage of pupils in receipt of PPG achieved GLD compared to pupils who are not in receipt of the grant. Also, in the Year 4 MTC, children in receipt of PPG outperformed their peers who are not in receipt of the grant. Based on this year's results, with dual vulnerability being a significant factor, outcomes at the end of KS2 are a priority for us.

The Boxall Profile measures different aspects of our children's social and emotional development that influence how well they are able to learn in the classroom. It helps teachers to interpret pupils' behaviour, spotting any difficulties sooner thereby reducing the impact on children's learning. There are two assessments: one in Autumn Term and one in Summer Term. The focus has been on Strand A – giving purposeful attention – and Strand B – participating constructively. The data from the Boxall profiles shows that children in receipt of the pupil premium grant have made a positive gain towards being developmentally age appropriate in these 2 strands over 2 terms.

At the end of the academic year 2023/24, attendance of children in receipt of PPG was 92.1%, which is higher than the previous academic year. However, attendance continues to be a priority.

### 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