

PUPIL PREMIUM STRATEGY STATEMENT

2025-2028

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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jo Ball
Pupil premium lead	Michelle Connell
Governor / Trustee lead	Sinead Parmar

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,839.50
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£104,839.50

Part A Pupil Premium Strategy Plan

Statement of Intent

Our Vision

At Laurance Haines School, we are committed to ensuring maximum progress for all children. Our motto, "You see me, you hear me, I belong", reflects our dedication to making every child feel valued and part of our community. We nurture independent, curious learners who question and explore, preparing them for successful, fulfilling lives. Our enriching environment encourages children to be adventurous, collaborate with peers, and engage with the local community. As part of the Inclusive Multi Academy Trust, we share values of inclusivity and belonging, working to identify and overcome all barriers to learning.

Our Approach

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. We believe that every child deserves to be seen for their individual strengths and needs, heard when they face challenges, and supported to belong and thrive within our school family. These plans are monitored and evaluated regularly, and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership systems will ensure that Pupil Premium funding has the necessary impact, including a governor having responsibility for Pupil Premium, the leadership team leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium will be reported back to the Governors, ensuring that the school is held to account for the impact of spending and that our most vulnerable learners continue to be seen, heard and supported to belong.

Challenges

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

Challenge number	Detail of challenge
1	Our data tells us that low attendance and persistent absenteeism is a barrier to learning and progress for some pupils
2	Our internal data tells us that our pupil premium children are underperforming across our core subjects
3	Our data tells us that a significant number of pupil premium eligible children in Early Years do not reach the Good Level of Development
4	Analysis of our pupil premium cohort reveals that a substantial number of eligible pupils face complex, overlapping needs. Many have active social care involvement alongside their economic disadvantage, requiring integrated multi-agency support to remove barriers to learning.

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
Pupils in receipt of the Pupil Premium Grant will attend school every day or at least 96% of the time	<ul style="list-style-type: none"> Attendance for pupils in receipt of PPG will be better than 96%. Our ambition is every child in school every day. The percentage of pupil premium students classified as persistently absent (below 90% attendance) will reduce to below 10% The attendance gap between pupil premium and non-pupil premium students will narrow to less than 2 percentage points 100% of families with pupil premium children experiencing attendance difficulties will have received early intervention support Attendance tracking shows improved patterns over time for previously persistently absent pupil premium students
To raise the attainment of all pupils in receipt of the Pupil Premium Grant and who are otherwise disadvantaged in reading, writing and maths by July'28 and bring their attainment in line with the attainment of their peers nationally Consistently	<ul style="list-style-type: none"> In KS2 the proportion of children in receipt of the Pupil Premium Grant achieving expected standard will be in line or above national in reading, writing and maths. Internal data will demonstrate clear progress towards the above. In year 1 the proportion of children in receipt of the Pupil Premium Grant passing the Phonics screening check will be in line or above national. In year 4 the proportion of children in receipt of the Pupil Premium Grant passing the multiplication check will be in line or above national.
To raise attainment of EYFS pupils so that it is in line with their non-disadvantaged peers.	<ul style="list-style-type: none"> The gap between pupil premium and non-pupil premium children achieving GLD will narrow to within 10 percentage points 100% of pupil premium children in Early Years will have baseline assessments completed within the first four weeks, with targeted support plans in place where needed Parent engagement in Early Years learning activities for pupil premium families will increase to at least 70% participation in workshops and home learning initiatives
Pupil premium students with complex needs and social care involvement will receive comprehensive, coordinated support that addresses barriers to learning, promotes wellbeing and safeguarding, and enables them to engage fully in education and make	<ul style="list-style-type: none"> 100% of pupil premium pupils with active social care involvement will have a comprehensive support plan that integrates educational, pastoral and multi-agency actions, reviewed at least termly Evidence of effective multi-agency collaboration through regular meetings (at least once per term) and coordinated interventions for all identified pupils

good progress from their individual starting points.	<ul style="list-style-type: none"> • Behaviour and wellbeing indicators show improvement for at least 75% of pupil premium pupils with complex needs, measured through pastoral tracking systems • Staff report increased confidence in supporting pupils with complex needs, evidenced through training evaluations
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Activity 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.

High Quality Teaching

Budgeted cost: £15,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a high-quality, systematic synthetic phonics programme e.g., Little Wandle, with daily teaching sessions, regular assessment and targeted 'keep-up' interventions. Ensure all staff receive specialist training in phonics instruction and maintain fidelity to the programme.	<p>EEF Phonics Toolkit: +5 months progress. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>EEF Reading Comprehension Strategies: +7 months. Explicit teaching of reading comprehension strategies supports pupils to understand what they read.</p>	2, 3
Implement a comprehensive mathematics fluency programme that develops automaticity in key number facts, calculation procedures and mathematical skills through systematic, spaced practice. Use evidence-based fluency programmes (Times Tables Rock Stars) with daily practice sessions that build procedural fluency alongside conceptual understanding. Ensure progression from concrete understanding through to automatic recall.	<p>EEF Improving Mathematics in Key Stages 2 and 3: Recommendation 3 emphasises developing pupils' proficiency with procedures and fluency with number facts. "Pupils need practice to become fluent in mathematical procedures, to be able to recall key number facts, and to hold and manipulate numbers in working memory."</p> <p>NCETM (2023): "The automaticity that fluency brings frees up working memory, allowing pupils to solve more complex problems and develop their reasoning skills."</p>	2, 3
Develop a systematic approach to vocabulary instruction across the curriculum, with explicit teaching of Tier 2 (high-frequency academic words) and Tier 3 (subject-specific) vocabulary. Embed structured talk activities, dialogic teaching	<p>EEF Preparing for Literacy: Oral language approaches have a high impact (+6 months) on pupil outcomes, particularly for younger children from disadvantaged backgrounds.</p> <p>EEF Oral Language Interventions: Clear evidence that oral language</p>	2, 3

<p>and rich discussions to close the 'word gap' for disadvantaged pupils.</p>	<p>skills are strongly predictive of success in reading and writing.</p> <p>Beck, McKeown & Kucan (2013): "Bringing Words to Life" - seminal research on tiered vocabulary instruction showing significant impact on comprehension and attainment.</p> <p>Alexander (2017): Dialogic teaching research showing that high-quality classroom talk significantly improves learning outcomes.</p>	
<p>Implement whole-school approaches to feedback that prioritise verbal, immediate feedback during lessons. Use responsive teaching strategies including mini-plenaries, hinge questions, diagnostic questioning and same-day adjustments to ensure teaching meets pupils' needs in real-time.</p>	<p>EEF Feedback Toolkit: +6 months. Feedback studies tend to show very high effects on learning, though effects can be variable.</p> <p>EEF Teacher Feedback to Improve Pupil Learning: Guidance report emphasising that feedback should be specific, accurate and clear; redirect or refocus either the teacher's or the learner's actions; and occur during the learning process.</p> <p>Rosenshine's Principles of Instruction: Regular checking for understanding and providing systematic feedback are key principles of effective instruction.</p>	<p>2, 3, 4</p>
<p>Train teachers to explicitly teach metacognitive strategies (planning, monitoring and evaluating learning) and embed these across the curriculum. Our curriculum design is based on the premise that children need opportunities to retrieve prior knowledge in order to know more and remember more. Model thinking processes, teach pupils to plan their approach to tasks, monitor their progress and evaluate their work. Particularly beneficial for pupils with complex needs who may struggle with independent learning.</p>	<p>EEF Metacognition and Self-Regulated Learning: +7 months. One of the highest-impact, cost-effective strategies available.</p> <p>EEF Metacognition Guidance Report: Seven evidence-based recommendations including explicit teaching of strategies, modelling thought processes and scaffolding self-regulation.</p> <p>Quigley et al. (2018): "Metacognition is one of the most effective and cost-effective ways to help all pupils make progress."</p>	<p>2</p>

Targeted academic support

Budget cost: £35,617

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver structured, time-limited small group literacy interventions for pupils who are falling behind age-related expectations. Use validated programmes (e.g., FFT Lightning Squad, Reading Fluency, Inference Training, Fresh Start) delivered by trained teaching assistants or teachers, with regular progress monitoring.</p>	<p>EEF Small Group Tuition: +4 months. Small group tuition is most effective when targeted at pupils' specific needs and delivered by trained staff.</p> <p>EEF Teaching Assistant Interventions: Structured interventions delivered by trained TAs can be effective (+4 months) when properly implemented with regular oversight.</p> <p>EEF Reading Comprehension Strategies: Targeted comprehension interventions show consistent positive impact.</p> <p>Torgerson et al. (2019): Meta-analysis showing reading interventions have greater impact when delivered in small groups of 3-5 pupils rather than larger groups.</p>	<p>2, 3</p>
<p>Provide intensive, targeted one-to-one or small group tutoring (1:1 or 1:2) for identified pupil premium pupils who have fallen significantly behind in reading, writing or mathematics. Tutoring delivered by qualified teachers or trained tutors for 12-15 weeks, 2-3 sessions per week.</p>	<p>EEF One to One Tuition: +5 months. Short, regular sessions over a sustained period are most effective.</p> <p>EEF Making Best Use of Teaching Assistants Guidance: Evidence that structured interventions, including tutoring, delivered by appropriately trained TAs can be effective when linked to the curriculum.</p> <p>Nickow, Oreopoulos & Quan (2020): Large-scale meta-analysis showing tutoring as one of the most effective educational interventions, particularly for disadvantaged pupils.</p> <p>Education Endowment Foundation Covid Recovery: Tutoring identified as a key strategy for accelerating progress for disadvantaged pupils.</p>	<p>2</p>
<p>Deliver targeted early language interventions for pupils in EYFS and KS1 who enter school with limited communication and language skills. Use evidence-based programmes (e.g., Nuffield Early Language Intervention - NELI, Wellcomm, Language for Thinking) with trained staff delivering small group or one-to-one sessions.</p>	<p>EEF Oral Language Interventions: +6 months. Targeted interventions that develop spoken language skills show positive impact, particularly for younger children from disadvantaged backgrounds.</p> <p>Law et al. (2017): Meta-analysis showing early language interventions have significant positive effects, with benefits persisting over time.</p>	<p>3</p>

	EEF Preparing for Literacy: Early language skills are foundational for literacy development.	
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Wider strategies

Budget cost:£ 53,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a whole-school, graduated response to attendance with particular focus on pupil premium families. Use data tracking, early intervention, supportive meetings with families, personalised support plans and multi-agency collaboration to remove barriers to regular attendance. Home visits new starter programme	<p>DfE Working Together to Improve School Attendance (2024): Statutory guidance emphasising early intervention, clear expectations and supportive approaches.</p> <p>EEF Parental Engagement: +4 months. Effective engagement with parents supports improved attendance and outcomes.</p> <p>Goodall (2017): Research showing that parental engagement with learning (rather than generic engagement) has greatest impact, and that school-initiated contact improves attendance.</p> <p>Ofsted Research (2022): “Attendance is the foundation of good outcomes” – strong correlation between attendance and attainment, particularly for disadvantaged pupils.</p>	1, 4
Provide comprehensive pastoral support for pupil premium pupils with social, emotional and mental health needs, including those with social care involvement. Implement trauma-informed approaches, provide access to counselling/therapeutic support, and ensure key adults build strong, trusting relationships with vulnerable pupils. Embed consistent behaviour approaches that support emotional regulation while maintaining high expectations. Targeting specific year group with Nurture group provision. Implement Empower Hour in the school	<p>EEF Social and Emotional Learning: +4 months. SEL interventions have positive impact on academic outcomes alongside improved attitudes and behaviours.</p> <p>EEF Improving Behaviour in Schools: Guidance report with six evidence-based recommendations including teaching learning behaviours, consistent expectations and positive reinforcement.</p> <p>Bergin & Bergin (2009): Meta-analysis showing attachment and relationship-based approaches in schools improve outcomes for vulnerable pupils.</p>	1, 4

Total budgeted cost: £104,839.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 results

	Combined	Reading	Writing	Maths
All	70%	82%	75%	82%
Boys	65%	79%	71%	82%

Girls	77%	85%	81%	81%
SEN	18%	38%	18%	50%
Pupil Premium	83%	92%	83%	92%

Early Years Good Level of Development

	% achieving GLD
All	65%
Boys	68%
Girls	61%
SEN	33%
Pupil Premium	14%

Year 1 Phonics Screening

	% achieving Phonics Check pass mark
All	67%
Boys	70%
Girls	64%
SEN	38%
Pupil Premium	63%

Year 4 Multiplication Check

	% achieving Multiplication Check pass mark
All	33%
Boys	36%
Girls	31%
SEN	25%
Pupil Premium	23%