



Pupil Premium Strategy Statement

September 2024-
July 2027

Pupil premium strategy statement – Laughton All Saints’ C of E Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	(14 pupils) 13.59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Julie Armitage - Headteacher
Pupil premium lead	Julie Armitage
Governor / Trustee lead	Steven Peacock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,910
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,910

Part A: Pupil premium strategy plan

Statement of intent 2021-24

At Laughton All Saints C of E Primary School, our aim is for **all** pupils to achieve their full potential regardless of educational barriers. We believe that in order for all pupils to achieve their potential, and for the school to offer a high quality and inclusive education, the following values are important:

- All pupils feel accepted
- All pupils feel loved
- All pupils achieve
- All pupils feel welcome
- All pupils access quality first teaching
- All staff know and understand the individual needs of the pupils

Reading is prioritised in our school. We believe that all pupils should crack the phonics code and learn to read as quickly as possible. From our Foundation Stage, all pupils have access to quality phonically decodable texts and an environment which is rich in vocabulary. Oracy skills are fundamental in the progress of pupils and, at Laughton, we ensure that pupils are given the opportunities to practise speaking and listening across all subjects and for different purposes. Through the use of debate, drama, pupil voice opportunities and performances, pupils develop their confidence and ability to speak aloud.

Using formative assessments, the barriers and areas to develop, for all pupil premium pupils, are swiftly identified and targeted. Through the use of the individual plans, all pupil premium pupils' needs are prominent in their learning journey.

Parents are fully informed of the individual needs of their pupil and how the support is identified. Pupils are tracked closely and progress monitored to ensure that all support is in place at the right time for the individual.

We know that we will be successful when:

- All pupil premium pupils make good progress.
- Any pupils falling behind quickly catch up – no-one is left behind.
- Assessments are accurate and used effectively to impact on the development of the pupils.
- Assessments and pupil voice activity show that Pupil Premium pupils retain more information over time.

Challenges

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

Challeng enumber	Detail of challenge
1 COVID	<p>As a result of Covid-19, following lockdowns, school closures and self-isolation a number of pupil premium pupils, especially in the later year groups are highly likely to have experienced additional educational barriers. As a result of this, gaps within their learning are likely to have occurred.</p> <p>Towards the middle of lockdown 1 and during all of lockdown 2, not all pupil premium pupils who were invited in, attended. Despite school offering IT and equipment for engagement in learning, for some of our families, a lack of engagement with online lessons impacted their progress during these difficult times. For many of our pupil premium pupils, the lockdowns resulted in a detrimental impact on their progress and engagement. We are worried that, should a lockdown happen again, these pupils would potentially struggle again.</p>
2 SEN need	<p>In our current, school profile of pupils in receipt of pupil premium, 53% have specific learning difficulties, SEMH or other broad SEN. Four pupils have ASD, while others experience speech and language delay. As a result, there is a particular need for a higher degree of individualised intervention and support to ensure our pupils keep up.</p>
3 Speech and languag e barriers	<p>From early assessment results, it has been recognised that more pupils enter our foundation stage with speech and language needs and underdeveloped language acquisition. This is particularly applicable to SEN and PP pupils. Pupils have not always acquired the basic language to support positive interactions and this can result in a delay or difficulties in developing positive relationships.</p>
4 Social, Emotional and Mental Health	<p>Many of our pupil premium pupils are experiencing Adverse Childhood Experiences (ACEs) which can impact upon their daily wellbeing and subsequently, their academic progress. Bereavement, Abuse, being witness to Domestic Violence are to name but a few of the circumstances our pupils have experienced. ACEs can often result in a feeling of shame and a lack of confidence among pupils. Lockdown, for some families, continues to be negatively impactful.</p>
5. Cultural Capital limitations	<p>Cultural experiences are often limited to locality for the most vulnerable pupils. Our most vulnerable pupils do not always have access to external extra-curricular activities or broader experiences which their peers enjoy, in order to maintain good mental health and navigate a diverse world.</p>
6. Attendance	<p>Previous cohorts of PP pupils have incurred poor attendance - resulting in pupils being in the PA bracket. Though current PA attendance is currently the result of bouts of ill health or injury, it is vital that there is ongoing support for families for positive attendance and punctuality</p>

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
<p>Pupil Premium pupils make good progress in all cohorts. The percentage of pupil premium pupils achieving expected or greater depth in Reading, Writing and Maths improves.</p>	<ul style="list-style-type: none"> - Pupil Premium pupils make good progress - A greater percentage of pupil premium pupils achieve ARE by the end of KS2 2027 - Pupil Premium pupils achieve at least inline with Pupil Premium pupils nationally - Pupil Premium pupils in year 1 achieve well in their phonics screening - Targets are SMART reviewed termly and outcomes reported to parents.
<p>Pupil Premium pupils, including those with SEND access good quality first teaching at all times and in all subjects</p>	<ul style="list-style-type: none"> - Teaching remains at least good in all year groups. Teaching is based on current research and follows the DSAT Teach Simply model for teaching. - Teaching is adaptive and takes into consideration pupil progress. Children do not feel different as a result of scaffolded learning. - Any Pupil Premium pupil falling behind is quickly identified and receives appropriate interventions to help them catch up. - Interventions are high quality and delivered by staff who have been trained effectively to implement these. - All Pupil Premium Pupils meet their individual targets set.
<p>Pupil Premium pupils with speech and language/ language acquisition gaps continue to improve over time.</p>	<ul style="list-style-type: none"> - Pupils with speech and language/ language acquisition needs are quickly identified and a programme of support is put in place. This begins in the Early Years to avoid delays in progress in KS1 and 2 - Staff are trained to develop pupils' language acquisition and understand progression in oracy. - Staff are trained in Early Years' language programmes for pupils in Nursery and Reception and PP pupils make good or better progress from their starting points. - Curriculum documentation identifies for curriculum language to be explicitly taught.
<p>Pupil premium pupils are successful despite ACEs and SEMH.</p>	<ul style="list-style-type: none"> - All staff know pupils well and quickly identify any barriers to success. - Staff are trained to understand childhood trauma and associated behavioural responses. - Staff engage well and fully with parents/carers and external agencies to provide the best home/school experiences for their pupils. - High quality transition is in place – to ensure all

	<p>Pupil Premium Pupils have the tools and support to thrive.</p> <ul style="list-style-type: none"> - There are key staff in school, who are not attached to specific classes, who are able to support PP pupils socially and emotionally, as needed. - The school makes good use of external providers to support pupils with SEMH.
<p>Pupil Premium pupils in the EYFS and KS1 make good progress in phonics so they are able to confidently read widely and across the curriculum, when they join Key Stage 2.</p>	<ul style="list-style-type: none"> - Staff are highly skilled to develop the RWI(Read Write Inc) programme - Any pupils falling behind are given support to catch up – i.e. one to one tuition/fluency interventions - The percentage of Pupil Premium pupils passing phonics remains high. - Pupil Premium pupils from Y3 onwards read fluently and can access age appropriate texts across the curriculum.
<p>Pupil Premium pupils experience a broad curriculum, inclusive of rich, hands-on opportunities – enabling them to develop an informed understanding and experience of the wider world.</p>	<ul style="list-style-type: none"> - Long term planning incorporates a breadth of rich and diverse opportunities to enable all pupils, especially Pupil Premium pupils, to successfully navigate and succeed in society. - Staff identify well, opportunities to extend pupil understanding and learning for all PP pupils. - Experiences are well-tailored to individual pupils.
<p>Pupil Premium pupils are attending school every day to access high quality education and their attendance is in line with non-PP pupils</p>	<ul style="list-style-type: none"> - Robust attendance tracking for each PP child is in place - High home/school engagement is in place for all PP pupils. - Meetings take place with parents to support with attendance - Engagement with Early Help if attendance does not improve. - Pupils show increasingly good attendance across the year

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: **£6457**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in high quality CPD to ensure that the planned curriculum is implemented consistently well and all pupils receive high quality first teaching in core and wider curriculum lessons</p> <p>DSAT conference training – Autumn Term 2024+)</p> <ul style="list-style-type: none"> - SEND focus – guest speaker - Oracy workshop - Relational behaviour - Early Writing training - Book Study training <p>TRG – Maths Hub bespoke training sessions – termly.</p> <p>Monthly maths school improvement visits – DSAT Maths Lead</p> <p>£950</p> <p>Purchase of 6 days of RWInc consultancy, development days (1 per half term) to ensure rigor or teaching and fidelity to the programme for best results.</p> <p>Remote progress meetings – termly.</p> <p>RWInc – face to face sessions for Reading Leader and KS1 teachers – termly.</p> <p>DSAT Strategic Lead for Early Reading – fortnightly school support, including coaching, assessment and analysis of progress.</p> <p>Partnership with DSAT curriculum</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes.</p> <p>EEF research evidences that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>There is also a growing consensus that promoting effective professional development plays a vital role in improving classroom practice and pupil outcomes. EEF guidance reflects this and offers recommendations on how to improve professional development and select more impactful PD.</p> <p>Internal and external monitoring systems.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>DfE Research into validated phonics programmes</p>	<p>1, 2,4</p>

<p>leaders to support subject leaders in monitoring and evaluation of teaching and learning.</p> <p>£3120</p> <p>Teaching Assistant Training Course SEND focus x 2 staff</p>		
<p>Purchase of standardized diagnostic assessments (NTS)</p> <p>Training for staff to ensure that assessments are interpreted and administered correctly.</p> <p>Smartgrade tool for Y6 assessments</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individuals, groups and classes of pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973</p>	<p>1,2, 5</p>
<p>Purchase of SHINE tool.</p> <p>Total NTS and SHINE - £1587</p>	<p>Previously used- following detailed analysis of the intervention and the impact on the progress of the pupils it was identified as an excellent resource to use.</p> <p>Whole trust investment in the NTS as it is a quality resource which standardizes scores and provides focused intervention sessions to bridge gaps in skill and knowledge.</p>	<p>1, 2, 5</p>
<p>Purchase of Reflex Maths programme to support pupils' ability to learn key mathematical facts and track progress of these.</p> <p>£800</p>	<p>Positive feedback and outcomes from other schools within the Trust – when used regularly alongside quality instruction.</p> <p>Improved outcomes for last year's cohort. High levels of engagement in programme has increased progress and retention.</p>	<p>1,2, 5</p>

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

Budgeted cost: £ 13692

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions:</p> <ul style="list-style-type: none"> - Small group and one to one support to address gaps in learning and enable pupils to keep up. Pre-teach and scaffolded teaching – SEND being the golden thread. - Interventions and booster groups for all vulnerable pupils including Pupil Premium pupils. - Additional 1:1 tutoring intervention for Y6 pupils. <p>£13,692</p>	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic</p>	<p>1,2,5</p>

<ul style="list-style-type: none"> - Additional 1:1 reading for all Pupil Premium pupils - SHINE interventions daily for identified Pupil Premium pupils with gaps in learning. - Over-staffing to support interventions above. 	<p>support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£9761**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Recruitment of Learning Mentor hours to support pupil wellbeing. £6000</i></p> <p>All PP pupils to have regular, bespoke, timetabled contact with LM and to develop a positive, supportive relationship with parents.</p> <p>LM to lead clubs/groups for PP pupils. E.g. Lego, art activities.</p>	<p>Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes <i>and</i> their health and wellbeing outcomes.</p> <p>https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</p> <p>Provides enrichment for pupils who do not otherwise have the advantage of attending extra-curricular classes/opportunities.</p> <p>Support for well-being of pupils is achieved – enabling them to learn new skills, enjoy a range of activities and spend time with their peers.</p>	<p>1,2,4,5</p>
<p><i>Anti-bullying week – external provider to support positive relationships. £450</i></p>		<p>4</p>
<p><i>Fund additional extra-curricular activity and tuition for PP pupils £1500</i></p>	<p>Provides enrichment for pupils who do not otherwise have the advantage of attending extra-curricular classes/opportunities.</p>	<p>5</p>

	Support for well-being of pupils is achieved – enabling them to learn new skills, enjoy a range of activities and spend time with their peers.	
Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance . Learning Mentor to support the raising of attendance – including attendance of vulnerable and PP pupils. 90.2% 2024 <i>Update attendance policy in line with new government guidelines so that parents fully understand expectations.</i> <i>Implement award systems for good and improving attendance.</i> <i>Promote good attendance through Dojo.</i> <i>Contact parents to build positive relationships.</i> <i>Attendance Team to enhance working partnerships with parents of pupils with poor attendance and punctuality – including those at risk of becoming PA or ensure PP attendance is at least in line with the school attendance target.</i> <i>Children to understand importance of school attendance and punctuality – regularly shared. Pupil Leadership Team to have involvement.</i> <i>High attendance competition - celebrated weekly and termly.</i> <i>Work in collaboration with the Trust EWO to enhance the attendance monitoring process to bring attendance of PP pupils in line with school expectations.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4,5,6
School visits/experiences to be funded for PP pupils. £1000		4,5
Small fund for acute support. £811		1-6

Total budgeted cost: £ 29,910

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

KS2 outcomes for Pupil Premium Pupils 2024

To help us to gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution, given ongoing pandemic impacts) to the cohort size and SEND demographic.

We have also drawn upon school data and observations to assess wider issues impacting upon disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on outcomes and the information above, the overall, end of Key Stage performance of our disadvantaged pupils does not meet with national expectations.

Y6 Pupil Premium	Number of pupils in cohort	% EXP (test results)	No. pupils exp	% GDS (test results)	No pupils GDS
Reading	7	42.9%	3	0%	0
Writing	7	42.9%	3	0%	0
Maths	7	28.6%	2	0%	0
RWM	7	28.6%	2	0%	0

Y6 Pupil Premium NON SEND	Number of pupils in PP/NON-SEND cohort	% EXP (test results) PP/NON-SEND cohort	No pupils exp PP/NON-SEND cohort	% GDS (test results) PP/NON-SEND cohort	No pupils GDS PP/NON-SEND cohort
Reading	5	60%	3	0%	0
Writing	5	60%	3	0%	0
Maths	5	40%	2	0%	0
RWM	5	40%	2	0%	0

Y6 Pupil Premium SEND	Number of pupils in PP/SEND cohort	% EXP (test results) PP/SEND cohort	No pupils exp PP/SEND cohort	% GDS (test results) PP/SEND cohort	No pupils GDS PP/SEND cohort
Reading	2	0%	0	0%	0
Writing	2	0%	0	0%	0
Maths	2	0%	0	0%	0
RWM	2	0%	0	0%	0

***1 pupil (SEND and PP) did not sit maths papers due to being PKS.**

Strategy used 2023/24	Evaluation:
<p><u>Teaching:</u></p> <p>Further develop excellence in teaching with the focus on strategies to ensure learning is placed in the long term memory: pupils to know and remember more.</p> <p>Staff training linked to the DSAT Teach Simply Model with a focus on adaptive teaching and scaffolding.</p> <p>To further accelerate progress of pupils in phonics and literacy skills, including handwriting.</p> <p>Targeted booster support for Pupil Premium pupils who have gaps in learning and are not on track to make good progress.</p> <p>Purchase of Reflex Maths to support times table knowledge. (£800)</p> <p>Purchase of additional hardware to support the maths fluency interventions. (£8000)</p>	<p><u>Teaching strategies:</u></p> <p>All staff trained in Teach Siimply model and generative learning. Lesson observations reflected many strengths.</p> <p>Staff fully trained in RWInc through 3 development days and ongoing support from RWInc consultant. New staff to be trained in Autumn Term.</p> <p>100% achieved for Y2 phonic resit. All Y1 PP pupils achieved the phonic screen.</p> <p>New handwriting scheme implemented in the Autumn Term. Expectations of pupils improved.</p> <p>Reflex maths enables all PP pupils to practice times tables at school and at home. Purchase of additional hardware has increased regularity of practice. PP pupils receive additional interventions to support fluency.</p>

Targeted support:

Phonics and Early Reading support.

- Work with RWI to further develop staff expertise at delivering phonics confidently.
- RWI lead in school to attend training sessions and training through the RWI specialist.

Purchase further RWI resources and development days to support and develop staff expertise.

Language Acquisition and development

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Support for EYFS staff to access training on strategies to develop CLL

Targeted interventions

- Small group and one to one support to address any gaps in attainment.
- Booster groups of all Pupil Premium pupils including year 6
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Additional 1:1 tutoring intervention

- Additional 1:1 reading for all Pupil Premium pupils
- Purchase of NTS assessments to identify gaps and target specific areas of need
- SHINE interventions daily for identified for Pupil Premium pupils with gaps.
- Over staffing to support interventions above

Targeted support strategies

Reading teachers confident in delivery of phonics to groups of pupils. This was monitored through regular drop-ins and RWI development days as well as pupil assessment. Phonic outcomes are strong. Out of 14 pupils, who took the phonic screen, 12 passed. Two pupils achieved 29 and 31 marks and are expected to pass the screen securely, next year. One child was disapplied from the screen and joined specialist provision in July.

PP pupils had 1 to 1 tuition. One pupil retook the phonic screen in the coming year (Y2) and passed the test securely.

Additional RWI resources have been purchased to ensure all leaders can deliver the programme well and children have high quality materials and texts at all times.

NTS assessments and SHINE purchased:

Used to inform outcomes and gaps for PP pupils. Smartgrade tool used for pupils in Y6 to identify strengths and areas for development. Tighter focus achieved for interventions.

Early Years Conference – targeted support for CLL achieved. Communication friendly spaces developed in EYFS – in both indoor and outdoor environments. Pupil interactions increased. Adults model taught language in vehicles for learning and children are using this in their conversations. Further work is to be done to support language acquisition of new cohorts and support vulnerable pupils with language deficits, using the EEF toolkit – oral language interventions.

Booster classes/1 to 1 tuition/additional reads/SEMH support - delivered to Pupil Premium pupils – beneficial as pupils received one to one support at a bespoke level. Improvements in test scores.

Several of our pupils in Y6 had specific SEND, which, over time impacted on the overall outcome for these pupils at the end of the Key Stage. A move from nurture provision to quality first teaching within the classroom ensured a more inclusive environment for PP pupils. Effective use of an additional teacher and HLTA to provide targeted academic support for PP pupils improved their chances of success in the transition to secondary school.

<p><u>Wider Focus</u> Fund contributions to visits for FSM pupils including residentials</p> <p>Attendance</p>	<p><u>Wider strategies:</u> Positive impact for PP pupils. Will continue to fund visits and residentials in the future.</p> <p>Attendance of PP pupils for 2023/2024: 90.2%</p> <p>Policy and guidance for parents updated. EWO meetings targeted families with PA and at risk of falling to PA. These proved successful. PP pupils with PA experienced specific medical conditions and/or anxiety related behaviours, which impacted their attendance and punctuality. Support was given to parents and pupils to ensure accessibility.</p> <p>Tracker was updated to enable staff to rigorously track attendance and to implement timely action for pupils falling below thresholds.</p> <p>Attendance improvements for PP pupils - though this will continue to be tightly monitored to ensure improvements continue to be made.</p> <p>A learning mentor will be employed from September to support SEMH and to monitor attendance.</p>
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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
SHINE	Rising Stars/Hodder
NTS Assessments	Rising Stars/Hodder
RWInc – phonics and spelling programmes	Ruth Miskin
White Rose Maths	White Rose
Reflex Maths	Explore Learning

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