

# Pupil premium strategy statement

## Laygate Community School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	226
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	M Lauder
Pupil premium lead	M Lauder
Governor / Trustee lead	J Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£230,000

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

## Principles

We ensure that teaching and learning opportunities meet the needs of all the pupils

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## School Context

### Main Characteristics

Laygate Community School is an average-sized primary school. The number on roll has stabilised in recent years with the reduced PAN in Reception and Key Stage 1 and now in Years 3, 4 and 5.

- We serve a community with high levels of social deprivation. The % of children on free school meals is well above average. The pupil base deprivation and the school location deprivation is well above average.

- The school manages a higher than average level of mobility across the school year hence the percentage of school stability is well below average.
- The proportion of pupils who are supported by the pupil premium funding is well above average.
- The proportion of pupils on SEND support is above average.
- The proportion of pupils who have an EHCP is above average.
- The proportion of pupils who speak English as an additional language is well above average. Apart from English, 22 other languages are spoken in school. The vast majority these pupils speak either Bengali or Arabic.

### **Additional Information**

- Staffing has been a challenge over the past through years due to the reducing PAN but is stabilising.
- Currently, the school is not using any alternative provision.
- The school provides high quality enrichment activities to enhance the life experience of the children.

### **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

### **Achieving These Objectives**

The range of provision the Governors consider making for this group include and would not be limited to:

- Reduce child:adult ratios by recruiting more Teaching assistants to enable small group work with an experienced teacher/HLTA/TA focussed on overcoming gaps in learning
- Additional teaching and learning opportunities provided through external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally from EYFS to KS1 and from KS1 to KS2.
- Additional learning support.
- Pay for activities, educational visits and residential visits, where appropriate.

- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software and resources.
- Support the emotional needs of children when and where appropriate.
- To extend PE provision by incorporating experienced qualified coaches.
- To allow the children to learn a musical instrument and/or to sing in the school choir or perform in other ways.
- Behaviour and nurture support during break times and lunchtimes to engage and promote values and thus enhance learning.
- Funding a non-class based inclusion manager to co-ordinate targeted provision.
- Funding a Child and Family Welfare Officer to support families / attendance which ultimately will improve chances and opportunities for children.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Poor Language and Communication skills
2	Significantly low attainment on entry to the Early Years Foundation Stage in all areas
3	Low attainment in Reading and Writing
4	Attendance and Punctuality issues
5	Challenging home circumstances and Social Service involvement

## 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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing

Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC
Attendance	Ensure attendance of disadvantaged pupils is above 96%

## 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: £114,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (£4120)	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We have identified key areas of support in English and Maths, with targeted, bespoke support from LA leads, including early years.	1, 2, 3, 4, 5
Read Write Inc Phonics Training / Online Resources (£2105)	High quality staff CPD is essential to follow EEF principles. Staff trained in delivery of consistent, effective phonics programme across the school.	1,2,3
Inclusion Support and Co-ordination (£58,074)	Non Class based Inclusion manager identifies key children to provide targeted one to one support for pupil in English and Maths / SEND / EAL and supports families with children's services involvement.	1,2,3,4,5
2 Extra Full time L2 teaching assistants (£50,366)	High quality TAs in each class to ensure reduced ratios of staff to pupils to ensure effective teaching and learning and high level of support for pupils.	1,2,3

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

Budgeted cost: £79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus used to support individuals as part of reading interventions. (£7650 for 3 Year subscription from 2024).	Reading Plus has had a positive impact on fluency of reading, with significant gains in previous years for KS2 children.	1,3
2 extra Full Time L2 Teaching Assistant. (£50,366)	Effective 1:1 providing essential and effective full time support delivering EFCP targets.	1,2,3
1 Part Time L2 Teaching Assistant (£14,114)	Ensures effective intervention are carried out meeting the needs of identified pupils.	1,2,3,5
Emotional Resilience support programme for transition Y6 – Y7. (£1070)	Support from the Emotional Resilience team supports transitions through Key Stages and the emotional well-being of pupils.	1,4,5
Purchase into largest package of educational psychology support (£3270)	Involvement of the Education Psychologist for identified children supports the school in identifying the most effective provision/curriculum for the child.	1,4,5
Inclusion Resources (£2500)	An investment has been made in resources to support effective teaching and learning across the curriculum. The visual and practical equipment supports children's ability to communicate their understanding.	1,2

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

Budgeted cost: £36,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Full Time Child and Family Welfare Officer (£35,235)	Experienced member of staff to support children and families, manage Early Help plans, support families with attendance and punctuality.	4,5
Behaviour and nurture support during break times and lunchtimes to engage and promote values and thus enhance learning (£0 – use of existing staff)	More frequent behaviour difficulties meaning PP pupils are more likely to be placed on red card, which can impact on their academic progress. However, existing interventions and outdoor area developments have had an impact on behaviour incidents.	4,5
Music Tuition – Ukuleles (£1100)	Provide the opportunity for children to learn a musical instrument.	1,2,3,4,5
CPD related to mental Health and wellbeing interventions (included in Staff CPD)	To upskill staff in order to deliver quality interventions for the mental health and wellbeing of our staff, pupils and parents.	1,4,5

**Total budgeted cost: £230,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes for children in Reception dipped in 2024 with 36% of disadvantaged children achieving a good level of development. This is compared to 44% in 2023. Progress in 2024 remained good or better from their very low starting points. The dip in attainment was expected as there was a large number of children with significant needs and limited English.

Disadvantaged children achieved well in the Year 1 Phonics screen in 2024 with 85% passing the test compared to 82% in 2023. Again, the disadvantaged children made exceptional progress from their low starting points.

The following tables show the percentage of **disadvantaged** children

- achieving the expected standard (EXS) and greater depth standard (GDS)
- who made expected (EXS) or better than expected (EXS+) from their starting point at the beginning of the academic year

Year 6 (full cohort )	Attainment (SATs results)		Progress (based on teacher assessment over the year)	
	EXS	GDS	EXS	EXS+
GPAS	79%	57%		
Reading	71%	32%	79%	3%
Writing	68%	11%	79%	14%
Maths	75%	18%	83%	0%
RWM combined	68%	4%		
Science	75%			

*Please note: There are no government progress measures available for KS2 2023 2024 SATs results.*

The following tables show attainment and progress in year groups where end of year statutory SATs assessments are not carried out.

Attainment	Year 1		Year 2		Year 3		Year 4		Year 5	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	85%	20%	62%	14%	52%	0%	60%	4%	45%	0%
Writing	62%	0%	57%	10%	57%	0%	60%	0%	56%	0%
Maths	62%	0%	62%	5%	57%	0%	68%	4%	56%	0%

Progress	Year 1		Year 2		Year 3		Year 4		Year 5	
	EXS	EXS+	EXS	EXS+	EXS	EXS+	EXS	EXS+	EXS	EXS+
Reading	85%	50%	83%	48%	100%	19%	92%	8%	83%	11%
Writing	92%	0%	83%	13%	95%	5%	96%	0%	89%	11%
Maths	85%	50%	74%	22%	95%	19%	92%	8%	89%	11%

*Intended outcomes of the Pupil Premium Strategy 2023 /2024:*

- **Achieve above national average progress scores at KS2 Reading, Writing, Maths:** As there are no government progress measures available for 2023 2024 Key Stage 2 data this target can only be measured using our internal data which is extremely positive showing the majority of disadvantaged children making good progress from their starting point in Year 6.
- **Achieve above national average at expected standard in Year 1 Phonic Screen:** This was achieved as we were much higher than the national average which was 68%. Our result was 85%.
- **Ensure attendance of disadvantaged pupils is above 96%:** - Attendance for the disadvantaged children was 93.33% which is below the target of 96%. During the year we continued to have high levels of mobility which impacts this percentage.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Reading Plus Programme	Reading Plus PLC
Charanga	Charanga
My Maths	MyMaths
Nessy	Nessy
Lexia	Lexia
Communicate and Print	Communicate and Print