

Pupil premium strategy statement

Laygate Community School

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

All schools that receive pupil 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 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	225
Proportion (%) of pupil premium eligible pupils	60%
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	M Lauder
Pupil premium lead	M Lauder
Governor / Trustee lead	J Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,765
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>	£212,765

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, research conducted by the EEF has shown it is important to consider the context of the school and the subsequent challenges faced. 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 areas for development across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all 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 over the last 7 years with the reduction of the PAN moving through the school. We now have a PAN of 30 from Reception to Year 6.

- We serve a community with high levels of social deprivation. The % of pupils on free school meals is well above average. The pupil base deprivation and the school location deprivation is well above 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.
- We have an increasing number of pupils with significant needs.
- The proportion of pupils who speak English as an additional language is well above average. Apart from English, 23 other languages are spoken in school. The vast majority these pupils speak either Bengali, Arabic or Persian/Farsi.

Additional Information

- Staffing has been a challenge over the past few years. This is partly due to the reducing PAN but also due to the increasing number of pupils in school with significant needs who require a high level of adult support.
- During Autumn term 2025 we had one child who was dual registered at an 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:

- Reducing child: adult ratios by recruiting extra staff to enable small group work with an experienced teacher/HLTA/TA focussed on overcoming gaps in learning
- Providing additional teaching and learning opportunities through external agencies.
- Supporting transition from primary to secondary and transition internally from EYFS to KS1 and from KS1 to KS2.
- Paying for activities, educational visits and residential visits, where appropriate.
- Ensuring pupils have first-hand experiences to use in their learning in the classroom.
- Funding specialist learning software and resources.
- Supporting the emotional needs of pupils when and where appropriate.
- Extending PE provision by incorporating experienced qualified coaches.

- Providing opportunities for pupils to learn a musical instrument and/or to sing in the school choir or perform in other ways.
- Providing 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%
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 155,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Support and Co-ordination (£60,398)	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
1 Extra Full Time Teacher (Year 1) (£42,507)	Effective teachers should be in the front of every class. This allows high quality targeted teaching in Year 1 to accelerate progress.	1,2,3
2 Extra Full time L2 teaching assistants (£48,768)	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
Staff CPD (£2000)	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 & Oxford Owl (£1654)	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

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

Budgeted cost: £19,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Plus used to support individuals as part of reading interventions. (£7650 for 3 Year subscription from 2024).</p>	<p>Reading Plus has had a positive impact on fluency of reading, with significant gains in previous years for KS2 children.</p>	<p>1,3</p>
<p>Subscriptions to programmes to support teaching and learning. (Nessy £1195 / Charanga £225 / Communicate and Print £295)</p>	<p>Targeted interventions to support pupils learning and progress. Tuition programmes to support the delivery of music for non-specialist teachers. Communicate and Print support language development of pupils.</p>	<p>1,3</p>
<p>Emotional Resilience support programme for transition Y6 – Y7. (£1680)</p>	<p>Support from the Emotional Resilience team supports transitions through Key Stages and the emotional well-being of pupils.</p>	<p>1,4,5</p>
<p>Purchase into largest package of educational psychology support (£3410)</p>	<p>Involvement of the Education Psychologist for identified children supports the school in identifying the most effective provision/curriculum for the pupil.</p>	<p>1,4,5</p>
<p>Purchase Service Level Agreement for Tree Tops (Specialised sensory integration occupational therapy service) (£2920)</p>	<p>Involvement of the Occupational Therapists for identified children supports the school in identifying the most effective provision/curriculum for the pupil as well as all pupils in the development of a sensory inclusive school.</p>	<p>1,4,5</p>
<p>Inclusion Resources (£2500)</p>	<p>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.</p>	<p>1,2</p>

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

Budgeted cost: £37,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full Time Child and Family Welfare Officer (£36,363)	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 (£1200)	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: £212,765

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025 Outcomes for children in Reception remained the same as 2024 outcomes with 36% of disadvantaged children achieving a good level of development. This is compared to 44% in 2023. Progress from their very low starting points in 2025 however was good or better. Outcomes in attainment were expected to be low due to there being a large number of children with significant needs and limited English.

Disadvantaged children achieved well in the Year 1 Phonics screen in 2025 with 90% passing the test compared to 70% on the non-disadvantaged children. 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+) progress from their starting point at the beginning of the academic year

Year 6 (full cohort)	Attainment (SATs results)		Progress (based on teacher assessment and school tracking systems over the year)	
	EXS	GDS	EXS	EXS+
GPAS	75%	30%		
Reading	75%	20%	56%	19%
Writing (TA)	65%	0%	47%	24%
Maths	65%	10%	47%	29%
RWM combined	60%	0%		
Science	85%			

Please note: There are no government progress measures available for KS2 2024 2025 SATs results due to the impact of COVID on this cohort.

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	72%	0%	62%	8%	55%	9%	55%	0%	46%	0%
Writing	56%	0%	46%	0%	50%	5%	50%	0%	50%	0%
Maths	61%	0%	62%	8%	55%	5%	60%	0%	58%	0%

Progress	Year 1		Year 2		Year 3		Year 4		Year 5	
	EXS	EXS+	EXS	EXS+	EXS	EXS+	EXS	EXS+	EXS	EXS+
Reading	89%	11%	77%	0%	91%	9%	95%	0%	96%	4%
Writing	89%	11%	85%	23%	86%	0%	90%	0%	83%	4%
Maths	78%	11%	85%	0%	91%	9%	95%	0%	96%	4%

Intended outcomes of the Pupil Premium Strategy 2024 /2025:

- **Achieve above national average progress scores at KS2 Reading, Writing, Maths:** As there are no government progress measures available for 2024 2025 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 the expected standard in Year 1 Phonic Screen:** This was achieved as our results were much higher than the national average which was 67%. 90% of our disadvantaged pupils passed their phonics screen compared to 70% of our non-disadvantaged pupils.
- **Ensure attendance of disadvantaged pupils is above 96%:** - Attendance for the disadvantaged pupils for the academic year 2024 2025 was 94.8%. Throughout the year we had a number of families taking extended unauthorised holiday. Whilst this is below the Government expectation it is still above the national figure for attendance of disadvantaged pupil which was 92.6%.

Externally provided programmes

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

Programme	Provider
Reading Plus Programme	Reading Plus PLC
Charanga	Charanga
Nessy	Nessy
Communicate and Print	Communicate and Print

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.