

# Blossom Federation

Daubeney, Sebright and Lauriston



## **Pupil Premium Grant Statement 2023-2024**

**Lauriston School**

## Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium funding for the financial year 2023 to 2024 and the remainder of the academic year 2022 to 2023 to help improve the attainment of our pupils with pupil premium funding.

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 2022-2025

	2021-2022	2022-2023	2023-2024	2024-2025
Detail				
Number of pupils in school	105/420	115/400	126/415	
Proportion (%) of pupil premium eligible pupils	25%	28%	30%	
Date this statement was published	April 2021	April 2022	June 2023	April 2024
Date on which it will be reviewed	July 2022 (Data update)	July 2023 (Data update)	July 2024 (Data Update)	July 2025 (Data Update)
Statement authorised by	Robin Warren Executive Head Teacher	Robin Warren Executive Head Teacher	Robin Warren Executive Head Teacher	
Pupil premium lead	Daljeet K Panesar Deputy Head Teacher	Daljeet K Panesar Deputy Head Teacher	Daljeet K Panesar Deputy Head Teacher	
Governor / Trustee lead	Marisa Childs	Marisa Childs	Marisa Childs	

## Funding overview

In the 2023-2024 financial year, pupil premium funding is increasing. Schools will receive £1,455 for each primary-aged pupil from Reception to Year 6 eligible for FSM at any point in the last 6 years and £2,530 for each 'looked-after' child.

There is additional funding for Nursery deprivation.

Detail	2021-2022	2022-2023	2023-2024	2024-2025
Pupil premium funding allocation this academic year	£164,330	£166,755	£165,870	£
Recovery premium funding allocation this academic year	£16,530	£20,553.75	£17,255	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0	£0
Total budget for this academic year	£180,860	£187,308	£183,125	£tbc

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

- To provide high quality teaching and learning to enable the school to begin paying back the societal debt for children with Pupil Premium funding, by supporting them to reach similar attainment when compared to their peers
- To ensure that school and home work closely together to ensure that every opportunity is taken to improve outcomes for our pupils receive Pupil Premium funding and are also in the lowest 30% of pupil attainment
- To ensure there is high quality pastoral support and care from both school staff teams and bought in professional services
- To use data (progress and attainment) to identify key groups and provide individualised learning opportunities and interventions where appropriate
- To provide wide enrichment experiences and resources to support learning

At Lauriston Primary School, there is a tailored package of interwoven support which we continue to adapt from our ongoing learning offer (eg. It Takes a Village, Class 13, Re-engagement Unit training/support ). The pupils that receive Pupil Premium funding are owed a debt from society, due to the inequities that are currently embedded within our society. This funding will be used towards interventions at school, thereby contributing to making up this debt between pupils with Pupil Premium funding and their peers in terms of attainment as well as providing wider enrichment experiences and social and emotional support. We, as a school, want to work towards equity for our pupils.

Quality-first teaching is at the core of our approach and focuses on provision in areas which, pupils receiving pupil premium funding, require the most support. This approach is proven to have the greatest impact on closing the attainment difference for pupils receiving Pupil Premium funding and at the same time benefiting pupils in our school who do not receive Pupil Premium funding. Implicit in the intended outcomes detailed below, is the intention that these pupils' attainment will be sustained and improved alongside progress for their peers receiving Pupil Premium funding.

Nature and frequency of support is determined by pupils' identified needs, following termly pupil progress meetings with class teachers, Senior Leadership Teams (SLTs) and the Inclusion Team, through analysis of data to identify how we can best support the pupils' attainment and progress.

Spending is also prioritised for buying in professional services that focus on pastoral and mental health support for our children - this is always with a focus on the child's social,

emotional and wellbeing needs. This approach is supported by the research paper, *Supporting the Attainment of Disadvantaged Pupils: articulating success and good practice* produced by the National Foundation for Educational Research (NFER) which identifies several building blocks to success in regards to PP spend.

The report states: 'More successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, providing counselling services and parent liaison staff, alongside teaching and learning interventions.' [p78](#)

## Challenges

This details the key challenges to achievement that we have identified among our pupils with Pupil Premium funding.

Challenge number	Detail of challenge
1	To narrow the difference in progress and attainment between Pupil Premium funded children and their peers.
2	To connect with and further engage with parents and carers of children with Pupil Premium funding, working together to improve outcomes - including children in the lowest 30%.
3	To meet the emotional and well-being needs of some of the children with Pupil Premium
4	Children with Pupil Premium funding receive a wide range of enriching experiences to support academic, social and emotional progress.

## 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
All year groups meet predicted end of year outcomes and a reduced progress and attainment difference between pupils receiving Pupil Premium funding and their peers.	Assessment data and observations at the end of each statutory phase will show improved outcomes for pupils receiving pupil premium funding. This is evident when triangulating with lesson engagement, book scrutiny, pupil progress meetings, learning walks and ongoing formative assessments.
Develop teaching and learning outcomes across the curriculum	There will be evidence of improved pedagogy of teaching and learning leading to an increase in outcomes in each year group - See School Development Plan.
Improved engagement with parents and carers of pupils receiving pupil premium funding - including the lowest 30%.	An increase of the number of parents and carers engaging with the school such as attending learning workshops, parent and teacher meetings, pupil progress meetings.
To achieve and sustain improved wellbeing for all pupils, particularly pupils receiving pupil premium funding.	Sustained improved levels of wellbeing demonstrated by qualitative data from pupil questionnaires and surveys, parent surveys, teacher observations and a significant increase in the offer of enrichment activities, particularly for pupils receiving pupil premium funding.

## 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: £50, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional Teaching (SLT/Teaching staff/HLTA)	Contribution to additional teacher to enhance provision and release core leaders <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>		£40,000

Training and Development	CPD related to core subjects (reading, writing and maths), emotional regulation and developing inclusive classrooms (e.g. White Rose, NCETM, Maths Hub, Colourful Semantics, Zones of Regulation, Class 13, It Takes a Village)		£4,000
Teaching and Learning responsibility for Pupil Premium ambassador	To oversee and track progress of pupil premium pupils and to ensure that enrichment opportunities are provided.  <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>		£6,800

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional Tutoring (SLT/Teaching staff/Learning Support Assistants)	Additional identified tutoring  EEF: 'Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.'  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkitsmall-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkitsmall-group-tuition</a>		£12,000
Additional Learning Support Assistant interventions (LSA Support)	Contribution towards LSA support within and outside of classroom  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>		£18,000

Specialist Teacher	Contribution towards Specialist Teacher for inclusion support and interventions  <a href="https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=5r6d93LMHG8">https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=5r6d93LMHG8</a>		£5,000
Additional Bought in Services	Contribution to Speech & Language Therapy, Educational Psychologist  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>		£12,000

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

Budgeted cost: £85,325

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional input from Learning Mentors/Pastoral care	Contribution towards one to one or group support from the Learning Mentor and Pastoral Care team.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</a>		£12,000
Nurture School	2 Learning mentor plus 1 LSA to run daily nurture provision for vulnerable children		£61,325
Art Therapy/Play Therapy/Psychotherapy	Supporting children with specific, identified therapeutic needs to improve their mental health and well being, what influences it and what supports it.  <a href="https://www.annafreud.org/research/">https://www.annafreud.org/research/</a>  From the International Journal of Art Therapy - Primary-school-based art therapy: exploratory		£5,000



	<p>study of changes in children's social, emotional and mental health.</p> <p>The conclusion found that: 'The study highlighted perceived positive changes and no negative changes in children's SEMH difficulties.'</p> <p><a href="https://www.tandfonline.com/doi/full/10.1080/17454832.2019.1634115?src=recsys">https://www.tandfonline.com/doi/full/10.1080/17454832.2019.1634115?src=recsys</a></p>		
<p>Forest School provision and subsidised trips, clubs, breakfast club and extended day care</p>	<p>The EEF states that 'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes'.</p> <p><a href="https://educationendowmentfoundation.org.uk/education%20-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education%20-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>		£7,000

Total budgeted cost: £183,125

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

### Impact of Pupil Premium Expenditure on Pupil Data

#### Early Years

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	5 (53 other)	25%	89%	57%
2019-2020	14 (46 other)	<b>No attainment percentages for 2019-20</b>		
2020-2021	19 (36 other)	42%	81%	N/A
2021-2022	8 (39 other)	37%	87%	65%
2022-2023	4 (39 other)	50%	90%	tbc

Historically there is a fluctuation of PPG children from year to year with statistically low numbers. This reflection is also reflected in the like for like comparison with their counterparts nationally.

The strategy at Lauriston is to provide additional support and teaching so that the difference is diminished by the end of Key Stage 2. Additional early year's intervention takes place to ensure all disadvantaged children are as ready as possible for Key Stage 1.

## Phonics Year 1

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	20 (40 other)	70%	85%	<b>70%</b>
2019-2020	8 (49 other)	<b>No attainment percentages for 2019-20</b>		
2020-2021	17 (30 other)	35%	78%	<b>N/A</b> *The national comparator for phonics was not provided
2021-2022	19 (33 other)	39%	76%	<b>80%</b> *The national comparator provided above is the national average for non-disadvantaged pupils
2022-2023	10 (41 other)	70%	90%	<b>tbc</b>

Phonics attainment has fluctuated year on year. Historically, pupils at Lauriston perform above the like for like national counterparts. There was an unusual dip in phonics overall during 2021. Phonics has been a school priority this year and as such school will continue to use the pupil premium funding for targeted support in phonics. This has included streamlining the phonics provision across years 1-3 with a SLT member taking a targeted group.

## Phonics Year 2

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	2 (7 other)	50%	71%	85%
2019-2020		<b>No attainment percentages for 2019-20</b>		
2020-2021 *All pupils in Year 2 were tested in Dec	8 (46 other)	63%	97%	<b>N/A</b>
2021-2022 *All pupils in Year 2 were tested in Dec	16 (41 other)	76%	92%	<b>N/A</b> *The national comparator for phonics was not provided
2021-2022 June 2022 Y2 retake pupils	4 (3 other)	50%	33%	<b>N/A</b> *The national comparator for phonics was not provided
2022-2023 June 2023 Y2 re-takes	11 (8 other)	82%	88%	<b>tbc</b>

Two pupils with pupil premium funding who retook the phonics screening in June 2022 continue to receive targeted support through one-to-one phonics and daily fluency reading provision. Structural changes as detailed above have ensure that pupils who retook the phonics screening in June 2023 have made significant progress from their starting points.

## Key Stage I

		Reading			Writing			Maths		
	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
<b>2018-2019</b>	12 (42 other)	58%	86%	<b>62%</b>	42%	83%	<b>55%</b>	50%	86%	<b>62%</b>
<b>2019-2020</b>	26 (33 other)	<b>No attainment percentages for 2019-20</b>								
<b>2020-2021</b> *Teacher assessed	8 (46 other)	25%	78%	<b>N/A</b>	25%	67%	<b>N/A</b>	25%	76%	<b>N/A</b>
<b>2021-2022</b>	21 (34 other)	52%	85%	<b>72%</b> The national comparator provided above is the national average for non-disadvantaged pupils	48%	85%	<b>63%</b> The national comparator provided above is the national average for non-disadvantaged pupils			<b>73%</b> The national comparator provided above is the national average for non-disadvantaged pupils
<b>2022-2023</b>	19 (31 other)	53%	77%	<b>tbc</b>	42%	77%		63%	81%	<b>tbc</b>

Historically pupil premium pupils have performed above or in line with their national like for like counterparts. Missed learning during the pandemic had a greater impact on children's outcomes than older children.

Due to phonics attainment data in Year 1 at the end of 2022, a key focus has been on prioritising phonics and reading strategies as a way of raising end of Year 2 attainment.

## Key Stage 2

		Reading			Writing			Maths			Combined		
	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
<b>2018-2019</b>	21 (26 other)	29%	73%	<b>62%</b>	67%	96%	<b>68%</b>	43%	69%	<b>67%</b>	24%	62%	<b>51%</b>
<b>2019-2020</b>	21 (34 other)	<b>No attainment percentages for 2019-20</b>											
<b>2020-2021</b> *Teacher assessed	18 (38 other)	78%	84%	<b>N/A</b>	72%	82%	<b>N/A</b>	55%	82%	<b>N/A</b>	55%	76%	<b>N/A</b>
<b>2021-2022</b>	13 (35 other)	77%	87%	<b>62%</b>	69%	82%	<b>55%</b>	77%	82%	<b>56%</b>	62%	82%	<b>43%</b>
<b>2022-2023</b>	21 (32 other)	76%	81%	<b>tbc</b>	76%	81%	<b>tbc</b>	67%	81%	<b>tbc</b>	62%	72%	<b>tbc</b>

Historically, when compared to like for like pupils, our children with pupil premium funding outperform or are in line nationally in reading and writing. Year ending 2022, pupils with pupil premium funding significantly outperformed their like for like counterparts. A member of the senior leadership team has continued to be a third teacher in year 6 this academic year.

## Progress KSI - KS2

		Reading			Writing			Maths		
	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
<b>2018-2019</b>	21 (26 other)	-6.2	-0.4	<b>-0.6</b>	-0.9	2.9	<b>-0.5</b>	-2.3	2.6	<b>-0.7</b>
<b>2019-2020</b>	21 (34 other)	<b>No progress scores for 2019-20</b>								
<b>2020-2021</b>	18 (38 other)	<b>No progress scores for 2020-21</b>								
<b>2021-2022</b>	13 (35 other)	-1.25	1.53	<b>0.83</b>	-1.03	2.50	<b>-0.76</b>	-1.8	0.37	<b>-1.15</b>
<b>2022-2023</b>	21 (32 other)	0.6	1.9	<b>tbc</b>	0.3	1.4	<b>tbc</b>	-2.0	0.7	<b>tbc</b>

Historically, pupils with pupil premium funding perform below their like for like counterparts. However, there has been a significant reduction in the progress gap in reading and maths between pupil premium pupils and their like for like counterparts. The gap in writing has also reduced in writing. To narrow this gap further across the board, we have, over the couple of years, introduced a mastery approach in Maths and a KS2 approach to the reading provision. In addition to this and the continued targeted support in Year 6 through smaller groups, interventions during the day and after school as well as Easter School, we expect to see the gap continue to reduce.

### Narrative Summary:

The 2019-20 school year was disrupted due to the pandemic and standardised testing did not take place. As Reception, Year 1 and Year 6 pupils returned to school in June and school tried to establish a new norm, our effort were compounded further by a second lockdown in January 2021. In summer 2021 we teacher assessed our pupils as standardised testing was cancelled again due to the pandemic.

The focus of this past academic school year (2021-2022) and into the next academic school year (2022-2023) is to continue to provide for our children with PP funding so that we, as a school, can contribute towards making outcomes more equitable for these children. Our children with PP funding will be our focus in many of the interventions run across school in the new academic year. These interventions can take the form of academic focus or social, emotional and wellbeing focus – whatever is most needed for the individual child.