



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 | 11 pupils / 11.2% |
| 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 (updated December 2025) |
| Date on which it will be reviewed | October 2026/2027 |
| Statement authorised by | Alison Adair |
| Pupil premium lead | Julie Armitage |
| Governor / Trustee lead | Steven Peacock |

Funding overview - 2025/2026

| Detail | Amount |
|----------------------------------------------------------------------------------------|--------|
| Pupil premium funding allocation this academic year | £16665 |
| Recovery premium funding allocation this academic year | N/A |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | N/A |

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| <p>Total budget for this academic year 2025-2026</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> | <p>£16665</p> |
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Part A: Pupil premium strategy plan

Statement of intent 2024-27

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 SEND 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> <p>2025 -2026 55% of PP pupils have SEND - including specific learning difficulties, SCLN, SEMH and ASD.</p> |
| 3 Speec h and langua ge 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, Emotion al 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 |
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| 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. | <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. |
| Pupil Premium pupils, including those with SEND access good quality first teaching at all times and in all subjects | <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. |
| Pupil Premium pupils with speech and language/ language acquisition gaps continue to improve over time. | <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. |

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| <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 2025/2026

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: £8465

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <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 2025)</p> <ul style="list-style-type: none"> - ‘Botheredness’ Huwel Roberts(breaking down barriers for reluctant learners-ongoing training for school Botheredness Champion. - Oracy workshop - links to academyTeach Simply Model. Revisit of good practice. <p>Early Years’ Conference - Spring Term 2026 - all EYFS practitioners and SLT to attend training to ensure highest standards in Early Year’s practice in providing firm foundations for all pupils including the most vulnerable.</p> <p>Subject-specific CPD</p> <ul style="list-style-type: none"> - Art CPD for all staff to ensure staff are equipped to deliver the elements of our revised curriculum - TRG – Maths Hub bespoke training sessions – termly. - Purchase of 4 days of RWInc consultancy, development days (1 per half term) to ensure rigour or teaching and fidelity to the programme for best results. - Remote progress meetings – termly. - Twilight session for all staff to be trained in outdoor play principles - OPAL (staffing costs). <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>Inter-school Hub training and CPD - through Executive partnership.</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>Evidence based research into outdoor play and learning: https://www.gov.uk/government/news/englands-largest-outdoor-learning-project-reveals-children-more-motivated-to-learn-when-outside</p> | <p>1, 2, 3, 4</p> <p>2,4,5,6</p> |
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| <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/pro</p> <p>duction/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973</p> | 1,2, 5 |
| <p>Purchase of SHINE tool.</p> <p>Total NTS and SHINE</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> | 1, 2, 5 |
| <p>Purchase of Reflex Maths programme to support pupils' ability to learn key mathematical facts and track progress of these.</p> | <p>Positive feedback and outcomes from other schools within the Trust – when used regularly alongside quality instruction.</p> <p>Proven Results: Multiple independent efficacy studies, including those meeting the criteria for ESSA (Every Student Succeeds Act) levels of evidence, have shown significant, positive impacts on student performance. Students who use Reflex with fidelity tend to score higher on standardized tests and exhibit greater math achievement gains compared to non-users.</p> | 1,2, 5 |
| <p>Purchase of Smart School Council package to support the development of oracy, self-worth and confidence among our most vulnerable pupils.</p> | <p>Research from the National Governance Association shows that effective pupil-voice systems increase pupil agency, belonging, and engagement, and contribute to wellbeing and success.</p> <p>Smart School Council's model—short, regular, pupil-led class meetings—directly supports this by ensuring all pupils, not just a small elected group, participate.</p> <ul style="list-style-type: none"> • increased pupil agency • improved wellbeing and engagement • greater sense of belonging | 1,4,5 |

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

Budgeted cost: £ £5500 over-staffing costs

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <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. - Individual tailored intervention programme to support child with reading - READ | <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.</p> <p>Considering how classroom teachers and teaching assistants can provide targeted academic</p> | <p>1,2,5</p> |

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

Budgeted cost: **£2200**

| Activity | Evidence that supports this approach | Challenge Numbers Addressed |
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| <i>Funding of additional extra-curricular activity and tuition for PP pupils-including music lessons.</i> | <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> | 1,2,4,5 |

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| <p>Continue to embed principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p><i>Continue to implement award systems for good and improving attendance.</i></p> <p><i>Promote good attendance through Dojo and in school assemblies.</i></p> <p><i>Contact parents to build positive relationships - providing support as needed.</i></p> <p><i>Attendance Team to enhance working partnerships with parents of pupils with poor attendance and punctuality – including those at risk of becoming PA to ensure PP attendance is at least in line with the school attendance target.</i></p> <p><i>Children to understand importance of school attendance and punctuality – regularly shared. Pupil Leadership Team to have involvement.</i></p> <p><i>High attendance competition - celebrated weekly and termly.</i></p> <p><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></p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Current school practice of engaging pupils and parents has proven positive.</p> | <p>4,5,6</p> |
| <p>School visits/experiences to be funded for PP pupils.</p> | | <p>4,5</p> |
| <p>Small fund for acute support. £500</p> | | <p>1-6</p> |

Total budgeted cost: £ 16,665

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

2024-2025 outcomes for disadvantaged pupils at EXS or Above Standard

Year 1 Phonic Screen: (and by Y2 end)

2024-2025 - 100% pass

Very small, high-SEND cohorts mean percentages are volatile, but patterns are visible: strongest outcomes in Y2 reading; writing is the weakest subject overall; upper KS2 (especially Y6) shows significant need in maths and writing.

Year 2 (3 PP; 2 SEND): Reading is a clear strength (100%). Writing/Maths at 67% indicate secure early foundations—even for SEND.

Year 3 (1 PP; 1 SEND): Maths 100% but Reading/Writing 0% → targeted literacy catch-up required.

Year 4 (1 PP; 1 SEND): Reading, Writing, Maths all 0% → coordinated core intervention needed.

Year 5 (3 PP; 2 SEND): 33% in each subject → widespread gaps; consistency and breadth of need.

Year 6 (3 PP; 3 SEND, incl. 1 EHCP): Reading 33%, Writing 33%, Maths 0%

Strategies used in 2024-2025

Teaching:

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.

DSAT conference training – Autumn Term 2024

SEND focus – guest speaker/trainer

- - Oracy workshop
- - Relational behaviour
- - Early Writing training
- - Book Study training

TRG – Maths Hub bespoke training sessions – termly.

Monthly maths school improvement visits – DSAT Maths Lead

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.

Remote progress meetings – termly.

RWInc – face to face sessions for Reading Leader and KS1 teachers – termly.

DSAT Strategic Lead for Early Reading – fortnightly school support, including coaching, assessment and analysis of progress.

Evaluation of Strategies

Teaching strategies:

Last year's Pupil Premium strategy had a positive impact, particularly in early reading and phonics. 100% of disadvantaged pupils met the expected standard in Year 1 and Year 2 phonics and reading, showing strong teaching and programme fidelity. Year 2 writing and maths outcomes were 67%, indicating secure progress for most pupils. In Year 6, results were lower (33% in reading and writing; maths lower still) due to high levels of SEND within the cohort, though progress from starting points was strong. Overall, the strategy improved early literacy and teaching quality, but leaders identified the need to strengthen targeted support in upper key stage 2 to sustain gains through to the end of primary.

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| <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>Purchase of Reflex Maths programme to support pupils' ability to learn key mathematical facts and track progress of these.</p> | <p>The use of NTS assessments has significantly strengthened our ability to identify gaps in learning for Pupil Premium pupils. The data provided by these tests has enabled out teachers to pinpoint specific areas of need with precision. As a result, targeted interventions have been deployed more effectively, ensuring that support is focused where it will have the greatest impact. We will continue to use the tests to support this process.</p> <p>The school has used Reflex for two years running and are beginning to see the benefits through improvements in multiplication scores and mastery of basic number facts. Pupil premium pupils have made sustained progress in fluency facts as a result of regular and consistent use of the programme alongside focused teaching, using a</p> |
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Targeted support:

- 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.
- 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.

Targeted support strategies

The Year 6 Pupil Premium cohort comprised three pupils, all with significant SEND needs, including one with an Education, Health and Care Plan (EHCP). While the combined statutory outcome of 0% at expected standards reflects the complexity of these pupils' profiles, it does not capture the progress made against personalised targets. Each pupil benefited from intensive support through 1:1 tutoring, pre-teaching, scaffolded learning, and targeted interventions. As a result, all three demonstrated measurable gains in core skills such as reading fluency, number sense, and writing stamina - alongside improvements in confidence, engagement, and independence. For the pupil with an EHCP, progress was evident in communication and social skill goals, supporting readiness for transition to specialist provision. These outcomes highlight the impact of a tailored, evidence-based approach that prioritised individual growth and access to learning, even where national benchmarks were not attainable.

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Wider Focus

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

School visits/experiences to be funded for PP pupils.

Wider strategies:

Focused monitoring of attendance and proactive family support have driven significant improvements for PP pupils in 2024/2025. Overall attendance rose to 94.1%, up 3.7 percentage points from the previous year, while persistent absence was reduced by 23.3 points, falling from 50% to 26.7%. These outcomes highlight the effectiveness of targeted strategies in promoting engagement and reducing absence.

Last year, all pupils benefitted from fully funded educational visits, ensuring that every child had equal access to enriching experiences beyond the classroom. This initiative removed financial barriers for disadvantaged families and promoted inclusivity across the school. Pupils reported increased enjoyment and engagement, while staff observed improved confidence, curiosity, and cultural awareness. By providing these opportunities for all, we strengthened our commitment to equity and enhanced the breadth of learning for every child.

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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