

Pupil premium strategy statement

Laycock Primary School

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	78
Proportion (%) of pupil premium eligible pupils	44.8%
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)	2025-2026
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Deirdre Bailey
Pupil premium lead	Steph Canning
Governor / Trustee lead	Deirdre Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,655
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>	£55,655

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

The current pupil premium strategy aims to achieve this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring 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.

The key principles of our pupil premium strategy is to promote inclusive practice throughout school, to correctly identify barriers to learning for pupils and to use school based solutions to remove those barriers.

Challenges

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

Challenge number	Detail of challenge
1	<i>High levels of speech and language need on entry to school</i>
2	Lower attainment in Writing across school
3	Rising mental health needs linked to pupil's lived experiences
4	<i>Lack of wider life experiences outside the home.</i>
5	<i>Poor attendance and punctuality for some pupils</i>

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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Pupils have accelerated progress in communication and language.	<p>All children's speech and language ability to be assessed within the first half term of them starting in reception using WELCOM. All children across school will be assessed using WELCOM or Progression tool.</p> <p>Following these assessments, appropriate tailored support through programs of work and interventions will be provided by language development workers/ speech and language therapists (LINGO), our learning mentor and any further referrals to NHS will also be made.</p>
Whole school attendance to increase and persistent absence to decrease	Attendance will be 93.9% (ABIE) which is an increase of 0.5%. Persistent Absenteeism to be below national average of 20%
Pupils will have wider life experiences in line with those often afforded by children from more affluent backgrounds.	Schemes which offer wider life experiences will be operational. These might include outdoor pursuits such as visiting a farm, access to Forest Schools, learning an instrument, visits and visitors coming into school, riding a bike or gardening.
Identified gaps in learning are addressed with targeted quality teaching and closely linked pre-teaching, intervention and support	Children's attainment closely tracked, interventions in place for targeted support, teachers delivering high quality, quality first teaching using adaptive teaching methods to ensure the needs of all children are met and children are making at least expected progress
Pupils have accelerated progress in reading (phonics and comprehension)	Every child for whom it is possible will pass the phonics screening check. Our average score will rise and more pupils will score 38+.
Pupils have accelerated progress in writing.	All children will make expected progress in writing. Children will achieve in-line with national expectations in writing at KS2. Children in reception will achieve the writing ELG. Internal data will show good progress in writing.
Children's social emotional and mental health needs will be effectively met	Children's overall social emotional mental health will improve through use of tailored programs such as My Happy Mind, The Story Project, Commando Joe and Forest School.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD targeted at school improvement priorities in particular writing	EEF guide to Pupil Premium highlights that teaching is the top priority and using a tiered approach to the implementation of strategies is highly effective. EEF Implementation Guidance EEF 5 a day DfE Writing Framework	All
Training and follow up monitoring of effective feedback strategies.	Meaningful feedback supports pupil progress, builds learning, addresses misconceptions and closes the gap between where the pupil is and where the teacher wants them to be. EEF Teacher Feedback to Improve Pupil Learning	All

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

Budgeted cost: £44,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of a Language Development worker/ speech and language therapist (LINGO)	Evidence suggests that prioritising the development of communication and language early is the foundation to good progress in literacy. EEF Preparing for Literacy - Improving communication, language and literacy in the early years.	1

Tailored intervention sessions across all ages to ensure children reach their academic potential	Small group tuition targeted at specific needs and knowledge gaps will ensure that children make expected progress from their starting points. EEF Teaching and Learning Toolkit small group tuition	4,5,6,7
Employ teaching assistants to provide targeted interventions for SEND pupils and children falling behind ARE	Small group tuition targeted at specific needs and knowledge gaps will ensure that children make expected progress from their starting points. EEF Teaching and Learning Toolkit small group tuition	1,4,5,6,7
Employ additional Apprentice to provide targeted support in Reception	Small group tuition targeted at specific needs and knowledge gaps will ensure that children make expected progress from their starting points. EEF Teaching and Learning Toolkit small group tuition	1,4,5,6,7
Employ Learning mentor to provide tailored SEMH support and deliver follow up communication interventions	EEF – teaching assistant deployment & interventions.	1,7

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

Budgeted cost: £12,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club staffing. Additional staff member to facilitate increased pupil numbers & address identified barrier of getting children to school on time, as well as ensuring children have had breakfast. Learning mentor available during breakfast club to support	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. DfE National school breakfast club programme	2, 7

pupils with barriers accessing school		
Attendance support & strategies to improve % attendance & reduce PA: Attendance Officer; attendance meetings with parents; home visits re attendance	Engaging effectively with parents has a positive impact of 4 months additional progress. Teaching and Learning Toolkit Parental Engagement	2,7
Wide range of visits, visitors and experiences such as school trips, forest school, rocksteady	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3
Enhancing the range of after school clubs available to children to include more than just sport - baking, art, music	Students who attend clubs have a higher probability of progressing to higher education and being in employment, as well as higher levels of participation in sports. https://epi.org.uk/publications-and-research/access-to-extra-curricular-provision-and-the-association-with-outcomes/#:~:text=Students%20who%20attend%20clubs%20have,health%20as%20a%20young%20adult.	3

Total budgeted cost: £57,838

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



Year Group	Subject	National	School	Pupil Premium
Year 6 (11)	Reading	75%	64%	50%
	Writing	72%	64%	50%
	Maths	74%	64%	50%
	Combined	62%	64%	34%
Year 4 (11)	MTC	37%	50%	57%
Year 2 (13)	PSC	89%	92%	80%
Year 1 (15)	PSC	80%	60%	71%
Reception (12)	GLD	68%	55%	33%

*Please note small cohorts can affect percentages. |

Attendance - 93.3% (improvement of 0.8% from previous year)

Persistent absentee 18% (decrease of 2% from previous year)

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)