

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Laurel Park School
Number of pupils in school	538
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 to 2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Adele Christofi - Head teacher
Pupil premium lead	Oktaay Shabaz – Lead Practitioner Cate Seymour Deputy Head
Governor / Trustee lead	Jennifer Donaldson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,808
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£257,808

# Part A: Pupil premium strategy plan

## Statement of intent

Laurel Park School staff and governors are committed to ensuring that all pupils, irrespective of their background or the challenges they face, make good progress and reach or go beyond their attainment goals.

We are committed to closing gaps evident on entry to the school for all pupils and to reduce the attainment gap between pupil premium and non pupil premium pupils.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. This programme finished in July 2024 however we will continue to provide targeted tutoring and intervention to selected pupils using a school based tutoring approach.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>Prior attainment (literacy and numeracy)</i></p> <p><i>ASP shows that on average all pupils in all year groups have attainment significantly below age related expectations on entry to year 7.</i></p> <p><i>Our reading test data shows that approximately 30% of each cohort on entry to the school had a reading age below 9yr and 6 months</i></p> <p><i>Pupil premium pupils on average have prior attainment below non disadvantaged peers.</i></p> <p><i>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</i></p>
2	<p><i>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</i></p> <p><i>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</i></p> <p><i>We are still seeing the impact of the COVID lockdown on pupils of all year groups</i></p>
3	<p><i>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.</i></p>
4	<p><i>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</i></p>
5	<p><i>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils.</i></p>

	<i>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</i>
6	<i>In some cases the parents/carers of disadvantaged pupils have limited engagement with school and do not always attend school information evenings. This can have a detrimental effect on their progress. Introducing new opportunities for parental engagement ,including utilizing use of technology will support disadvantaged pupils.</i>
7	<i>EAL pupils have historically made excellent progress however the pandemic has had a dramatic effect on pupils with early acquisition or developing competence levels of English. These pupils acquisition of the vocabulary needed to succeed at GCSE has stalled.</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.

<b>Intended outcome</b>	<b>Success criteria</b>
<i>1.Improved attainment and progress among disadvantaged pupils across the curriculum and at the end of KS4,</i>	<i>By the end of our current plan in 2024/25, Pupil to meet the London average performance measure of 50% of pupils attaining grade 5 in English and maths. Attainment 8 score to be 4.0 or above  Reduction of gap in attainment between PP and non PP.</i>
<i>Improved reading comprehension among disadvantaged pupils across KS3.</i>	<i>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</i>
<i>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</i>	<i>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</i>
<i>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</i>	<i>Sustained high levels of wellbeing from 2024/25 demonstrated by:</i> <ul style="list-style-type: none"> <li>● <i>qualitative data from student voice, student and parent surveys and teacher observations.</i></li> <li>● <i>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</i></li> </ul>

<p><i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i></p>	<p><i>Sustained high attendance from 2024/25 demonstrated by:</i></p> <ul style="list-style-type: none"> <li>● <i>The attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced.</i></li> <li>● <i>Attendance across the school to be at or above national average and PA to be at or below national average.</i></li> </ul>
<p><i>To raise aspirations and motivation of all pupil premium pupils</i></p>	<p><i>High level of engagement with extra curricular activities by all pupils ,including pupil premium pupils, opportunities to aspire beyond the classroom , equitable character points between advantaged and disadvantaged pupils.</i></p> <p><i>100% of pupils in education/training following GCSE</i></p>

## 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: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of standardised diagnostic assessments.</i></p> <p><i>Training will be provided for staff to ensure assessments are interpreted correctly.</i></p>	<p><i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</i></p> <p><i>Reading tests to be used to measure impact of literacy strategy</i></p> <p><a href="#"><u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u></a></p>	1, 2, 3
<p><i>Quality of teaching for all including developing metacognitive and self-regulation skills in all pupils.</i></p> <p><i>This will involve ongoing teacher training and support and release time.</i></p> <p><i>Use of CPD time with a focus on teaching all v teaching some , particularly with ref to cold calling and use of mini whiteboards</i></p>	<p><i>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</i></p> <p><a href="#"><u>Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	4
<p><i>Enhancement of our literacy program , and development of Tutor time reading</i></p> <p><i>We will fund release time to embed the strategy</i></p>	<p><a href="#"><u>Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	1, 3, 4

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

Budgeted cost: £ 180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading strategy for pupils with reading age below chronological age. e.g daily reading for pupils with reading age below 5 , TA led interventions for pupils with reading age below 8 , and below 11</i></p>	<p><i>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</i></p> <p><a href="#"><u>Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p> <p><a href="#"><u>Improving literacy in secondary schools\EEF</u></a></p>	2
<p><i>Provide a blend of intervention sessions , mentoring and school-led tutoring for pupils who are working below target and/or below Age related expectations. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. A school based mentoring program will be offered to all pupil premium pupils,</i></p>	<p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</i></p> <p><a href="#"><u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p><i>And in small groups:</i></p> <p><a href="#"><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	1, 2, 3
<p><i>Mentoring Pupil Premium students</i></p> <p><i>Mentoring in education involves pairing young people with an older peer or adult volunteer, who</i></p>	<p><i>Mentoring students during a key school year aims to both support and also raise aspirations. Students who are part of the year 11 programme will have 20 sessions with their allocated mentor to support their year 11 journey. As for students in Years 7 to 10, these</i></p>	

<p><i>acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</i></p> <p><i>The school will run 2 separate programmes for this. One will focus on the Year 11 Pupil Premium students. The second programme will focus on mentoring year 7s to 10s.</i></p>	<p><i>students will have 2 meetings per term, with an allocated mentor, emphasising on key overcoming key barriers to learning.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 70,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Provision of support for mental and emotional wellbeing through school counselling , work with mental health team , BSS , mentoring , emotional first aid training and other available provisions</i></p>	<p><i>Interventions that target social and emotional learning are reported by the EEF to improve progress by four additional months</i></p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	5
<p><i>Improve attendance by embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</i></p>	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</i></p>	6



<i>Use of monitoring , fast tracking , daily calls ,rewards and attendance clinics</i>		
Additional Music lessons for all pupils in year 7 , small group peripatetic provision provided at no cost for all pupils in year 7	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  <a href="https://www.educationendowmentfoundation.org.uk">Arts Participation   EEF (educationendowmentfoundation.org.uk)</a>	
Additional day of Counselling Service.	<i>SEMH identified as one of the four main barriers to progress among PP pupils</i>	
<i>Contingency fund for acute issues.</i>	<i>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</i>	<i>All</i>

**Total budgeted cost: £ 400,000**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We are awaiting the publication of the DFE league tables and ASP. These are currently delayed , the data below is from school calculations and will be updated once published

Draft SCHOOL Performance data (Nov2024)		
	Progress 8	Attainment 8
All pupils	-0.37  Laurel Park School had 184 pupils on roll at the end of year 11 however DFE progress statistics only take into account the 136 pupils who joined the school with KS2 SATs data.  Our calculated Progress of -0.01, which includes the outcomes of all students measured against their baseline assessments on entry to the school, using CATs tests, is broadly in line with the National average.	3.8
Pupil premium pupils	-0.50	3.4
Non pupil premium	-0.3	4.0

The headline figures show that the GCSE outcomes we aimed to achieve in our previous strategy by the end of 2023/24 were not fully realised and we will continue to prioritise closing the gap on attainment and progress for pupil premium pupils.

It is important to note that when we look at the core subjects of English and maths we see the gap significantly closing between PP and non PP.

For example in 2023 30% of PP pupils achieved grade 4 + in English and maths; this figure rose to 41% in 2024. Similarly the percentage of pupils achieving grade 5+ increased from 17.5% of PP pupils to 24.7%. There was a similar closing of the gap in the ebacc subjects

Our assessment of the reasons for the improving outcomes and closing of gaps is the mentoring program carried out across the year

However we are still aware our outcomes are not where we would anticipate them being. There are a number of factors that contribute to this including the low stability factor which is well below average. This figure refers to pupils who are admitted after the start of year 7 or who leave the school before the end of KS4. Our own data shows that less than 65% of the outgoing year 11 cohort were on roll at the start of year 7. A number of our In Year Admission pupils are PP pupils who come from other boroughs, from out of London or from overseas. Some pupils have been evicted due to rent rises and we have a number of families with pupils in yr 11 housed in hotels out of the borough causing additional difficulties for already disadvantaged pupils.

For pupils who are IYA in KS4 it is not always possible for them to take 8 GCSE subjects and instead concentrate on attaining 5 or 6 GCSEs. This explains the closing of the gap in E and M while the headline figures based on 8 GCSE remain stagnant.

We are also still seeing the ongoing Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

We used money from the National tutoring program to provide in-school tutoring to year 11 pupils in maths and English. We provided targeted intervention sessions during the school holidays and on Saturday mornings. These sessions were provided by members of the school teaching staff. We used funding to provide bespoke mentors to all year 11 PP PUPILS

We have introduced a new reading strategy and are rigorously identifying pupils with reading ages below age related expectations and are using a range of interventions to support pupils in rapid reading recovery.

These include:

- Whole class reading during tutor time
- Teacher led intensive intervention
- TA led 1:1 reading time
- Bespoke EAL literacy lessons for pupils and parents
- Targeted literacy intervention groups.

We are using reading test data to identify pupil needs and monitor effectiveness of interventions.

In addition the SEN department are providing weekly phone call slots that parents can book to discuss how they can best support their child in progressing.

Attendance data shows a gap of up to 2% for pupil premium pupils and we will continue to prioritise attendance as part of our current plan.

We have continued to provide a free breakfast to all pupils who attend the school and as part of the launch of the new school, uniform was provided to all existing pupils to ensure that this did not place an unnecessary financial cost on disadvantaged families.

We ensure that cost is not a factor in pupils attending trips that build cultural capital such as visits to theatre productions , museums or other activities

Our assessments demonstrated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year, The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

## 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

## 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)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and Enfield behaviour services, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Smart intervention activities, will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the activities undertaken in previous years and considered the impact both from academic and pastoral data.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. Unfortunately we are no longer able to use the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours as this service has been paused.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.