

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                                  |
|---|---------------------------------------|
| School name   | Lansbury Lawrence Primary School      |
| Number of pupils in school  | 461                                   |
| Proportion (%) of pupil premium eligible pupils   | 57.3%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <i>3-year plans are recommended</i> ) | 2025/2026 to 2028/2029                |
| Date this statement was published   | October 2025                          |
| Date on which it will be reviewed   | December 2026                         |
| Statement authorised by   | Owen O'Regan, Headteacher             |
| Pupil premium lead  | Tim Harrington, Assistant Headteacher |
| Governor lead   | Farhana Begum                         |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £313,605 |
| Recovery premium funding allocation this academic year   | NA       |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding,<br>state the amount available to your school this academic year | £313,605 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Lansbury Lawrence, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. A core part of our ambition for all children is that they have the same entitlement to academic success and cultural enrichment regardless of their circumstance.

We know that our children will enter a world of work that is ever-changing and increasingly complex. Our aim is to ensure that throughout their time at Lansbury Lawrence, our children will become resilient, curious and ambitious learners who have the experiences, knowledge, skills and confidence to succeed in the next stage of their learning and their future lives.

We recognise that many of our children have barriers to their learning caused by deprivation and low levels of language on arrival at school. We know that the most effective way to raise attainment for all is to ensure all children receive quality first teaching. We invest in supporting teachers at the beginning of their careers. We run a comprehensive and responsive professional learning programme of additional support to enable all teachers to continually improve.

We also have a programme of additional support and intervention for individuals or groups who may need focused intervention or social and emotional support.

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 also consider the challenges faced by our most vulnerable pupils and the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Covid and school closures have left a long tail of recovery and we continue to note the impacts with our children in KS2 and the disproportionate impact on those who are disadvantaged.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Low levels of attainment for pupils in English <ul style="list-style-type: none"> <li>- on entry, particularly in communication, reading and writing</li> <li>- poor language and communication skills, including confidence and resilience</li> <li>- social and emotional needs</li> <li>- those with additional needs</li> </ul>   |
| 2                | Levels of attainment and progress in writing, reading & maths, particularly in KS2, continue to have been impacted by school closures and nationally, disadvantaged children have been affected more than their non-disadvantaged peers.  |
| 3                | Continuing to build cultural capital and a rich experience of school, while still ensuring all children's education is underpinned by a high-quality and successful core curriculum.  |
| 4                | Attendance and punctuality concerns for some of our pupils  |
| 5                | Parental engagement and family needs <ul style="list-style-type: none"> <li>- complex family situations<br/><i>(caring for other dependents, parental physical and mental wellbeing, financial vulnerability, food poverty, family trauma)</i></li> <li>- some home learning environments lack support for communication and literacy skills due to EAL barriers</li> </ul> |

## 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  |
|---|---|
| Improved attainment and progress among disadvantaged pupils in oral language skills and vocabulary, reading, writing and maths. | <ul style="list-style-type: none"> <li>• GLD for disadvantaged children of 75%</li> <li>• Phonics check for disadvantaged children 80%</li> <li>• RWM at KS2 for disadvantaged continues to exceed national for all pupils</li> </ul>   |
| Consistently good progress of all PP pupils.  | The majority of pupil premium students make at least expected progress each term and year and across the Key Stage  |
| Increase in the number of PP pupils reaching greater depth across the curriculum.   | Pupils eligible for pupil premium working at greater depth in line with all pupils nationally at the end of each phase by 2025/26   |
| Attendance of PP children in line with non-PP children – whole school target 96%.   | Reduce persistent absence levels for PP children<br>- the overall absence rate for PP children reduces year on year<br>- the attendance gap between PP and non-PP children reduces year on year   |
| Families supported through learning opportunities and access to additional support.   | Provide workshops, both targeted and general, to support parents in having a positive impact on their children academically and socially.<br><br>Provide in-school support for vulnerable families and signpost to Early Help provision<br><br>Increased attendance at family learning opportunities<br><br>Evaluations from parent questionnaires and information from pupil surveys show that parents welcome support with their child's learning and demonstrate increased levels of wellbeing |

## 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: **£96,571**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> <li>• Programme of coaching and mentoring for all teaching staff through 15-minute observations.</li> <li>• Additional support provided to all teachers including those in the early stage in their careers or where pupils are not making good progress.</li> <li>• CPD is focused on research-based pedagogy.</li> </ul> | <p>Leverage Leadership: building uncommon schools: <a href="#">Microsoft Word - Leverage Leadership -- FINAL w-formatting.doc (weebly.com)</a></p> <p>Sutton Trust – the importance of quality first teaching<br/><a href="https://www.suttontrust.com">https://www.suttontrust.com</a></p> <p>Effective CPD for teachers<br/><a href="https://www.tes.com/magazine/teaching-learning/general/how-ensure-effective-cpd-schools">https://www.tes.com/magazine/teaching-learning/general/how-ensure-effective-cpd-schools</a></p> <p>Evidence Based Education: Great Teaching Toolkit:<br/><a href="#">See9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW_DIGITAL.pdf (website-files.com)</a></p> | 1, 2, 3                       |
| <ul style="list-style-type: none"> <li>• Holding teachers to account for the progress of their pupils – PP children are identified and specifically discussed in pupil progress meetings. Changes are made to quality first teaching.</li> </ul>  | <p>Sutton Trust – the importance of quality first teaching<br/><a href="https://www.suttontrust.com">https://www.suttontrust.com</a></p>  | 1, 2, 3                       |
| <ul style="list-style-type: none"> <li>• Wellington Partnership focused on collective teacher efficacy &amp; Teacher Research Groups</li> </ul>   | <p><a href="#">Hattie's Barometer of influence - Infographic - VISIBLE LEARNING (visible-learning.org)</a></p>  | 1, 2, 3                       |
| <ul style="list-style-type: none"> <li>• Purchase of standardised diagnostic assessments to provide reliable data and help staff to plan next steps teaching and additional support.</li> <li>• Training for staff to ensure assessments are interpreted and administered correctly.</li> </ul>   | <p>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:<br/><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</a></p>   | 1, 2, 3                       |

|  |  |         |
|--|--|---------|
| <ul style="list-style-type: none"> <li>• Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</li> <li>• Teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) will be funded.</li> </ul> | <p>DfE and National Centre for Excellence in the Teaching of Mathematics - evidence-based approaches:<br/> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>EEF guidance:<br/> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p> | 2, 3    |
| <ul style="list-style-type: none"> <li>• Enhancement of our music, PE, and arts curriculum through employment of music, sports and art specialists (Tower Hamlets Arts and Music Service, Bow Arts, BADU sports).</li> </ul>   | <p>Arts participation:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>  | 1, 3, 4 |
| <ul style="list-style-type: none"> <li>• Adventure learning offer through subsidised residential visits in Y5 and Y6.</li> </ul>   | <p>Outdoor adventure learning:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>  | 1, 3, 4 |

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

Budgeted cost: **£156,015**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> <li>• One to one and small group targeted interventions delivered by experienced and skilled staff (external, support and teaching staff) with a focus on oracy, reading and maths               <ul style="list-style-type: none"> <li>○ NELI</li> <li>○ Speech and language therapy</li> <li>○ Phonics</li> <li>○ Numbersense</li> </ul> </li> <li>• Employment of HLTAs for maths &amp; reading and 1.7 FTE reading support assistant will provide timetabled intervention support across the school</li> <li>• Academic breakfast clubs</li> </ul> | <p>TA interventions:<br/> <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></p> <p>Targeted tuition:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small group tuition:<br/> <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></p> <p>Phonics:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> | 1, 3                          |
| <ul style="list-style-type: none"> <li>• After school; lunchtime; and before school group support.</li> </ul>   | <p>Extending school time:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Small group tuition:<br/> <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></p>   | 1, 2, 3, 5                    |
| <ul style="list-style-type: none"> <li>• Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</li> </ul>   | <p>Targeted phonics interventions:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>   | 1, 3                          |
| <ul style="list-style-type: none"> <li>• Specialist SEND teacher in Early Years (0.6 FTE)</li> </ul>  | <p><a href="#">Whole School SEND Home Page   Whole School SEND</a></p>  | 1, 2, 5                       |

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

Budgeted cost: **£47,643**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> <li>• Improving school attendance through employment of our Family Liaison Worker, purchase of Attendance and welfare SLA and deployment of robust admin procedures to follow up absences, together with attendance rewards to celebrate good attendance.</li> </ul> | DfE guidance – Improving school attendance<br><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a> | 4, 5                          |
| <ul style="list-style-type: none"> <li>• Targeted breakfast club provision for children with poor attendance and children with additional needs to encourage attendance, punctuality, and engagement.</li> </ul>  | Extending school time:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>   | 1, 2, 3, 4                    |
| <ul style="list-style-type: none"> <li>• ELSA training and intervention to improve the quality of social and emotional learning.</li> </ul>   | Social and emotional learning:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>   | 3, 4                          |
| <ul style="list-style-type: none"> <li>• Family Liaison – parental engagement work               <ul style="list-style-type: none"> <li>○ Parental skills</li> <li>○ Supporting curriculum</li> <li>○ Targeted support</li> </ul> </li> </ul>   | Parental engagement:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>   | 3, 5                          |

**Total budgeted cost: £300,409**

## 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.

Since 2022 outcomes for disadvantaged children have at least matched and often exceeded national expectations for all children. This remains the case in 2025 and is across all subject areas.

Our internal data also shows that this trend is consistent across all year groups for 21/22, 22/23, and 23/4 since the end of the lockdowns.

Our review shows that as with the national picture, attendance continues to pose a particular challenge for Lansbury Lawrence and needs to be a sharp focus in our new strategy.

Lansbury Lawrence also runs an incredibly rich programme that develops cultural capital and knowledge and experiences beyond the curriculum. We use our pupil premium funding to ensure that disadvantage is never a barrier to this and all children including those who are disadvantaged take a full part in this offer that goes far beyond what is typically found in a primary school.