



Pupil Premium Strategy

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Responsible Committee	<i>Full Governing Bodyee</i>
Date Approved	<i>January 2026</i>
Review Date	<i>January 2027</i>
Target Audience	<i>Staff/ Parents/ Students/ Governors</i>
Version Control	<i>4</i>

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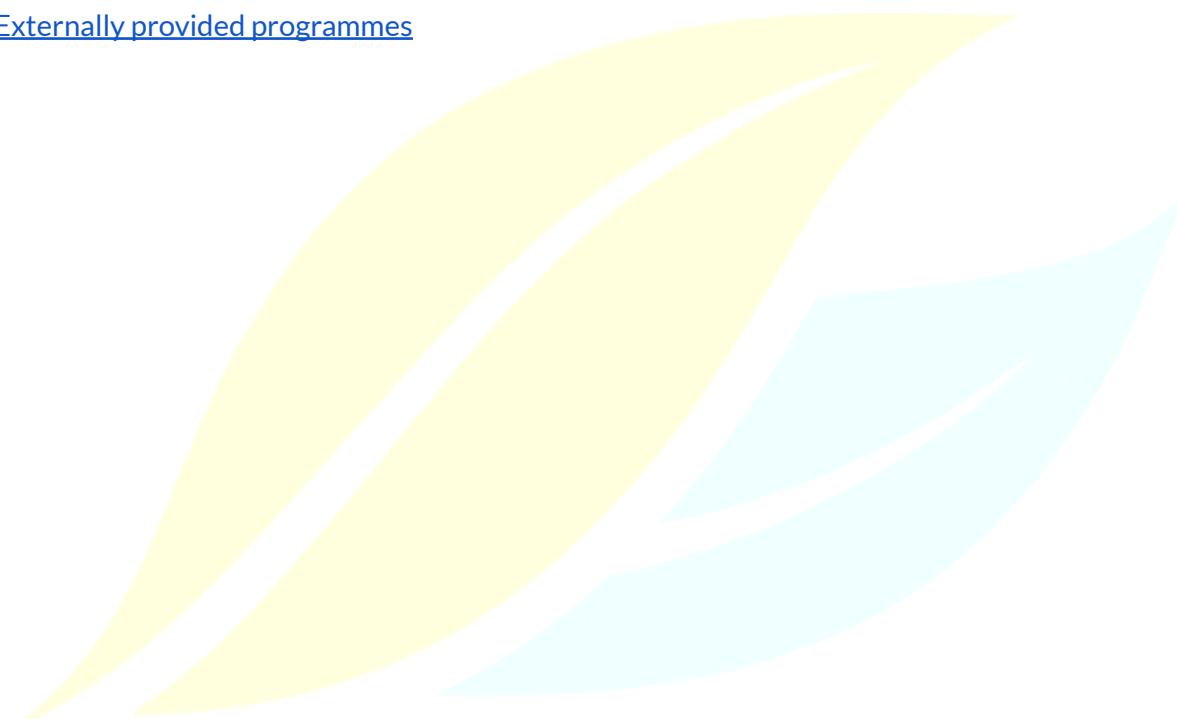
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School overview

Detail	Data
Number of pupils in school	607
Proportion (%) of pupil premium eligible pupils	40.5%
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 to 2028/2029
Date this statement was published	January 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Adele Christofi -Headteacher
Pupil premium lead	Luke Hubbard – Deputy Head
Governor / Trustee lead	Eamon Dempsey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£243,000

Part A: Pupil premium strategy plan

Statement of intent

At Laurel Park School, our ambition is that every pupil – including those eligible for Pupil Premium – flourishes academically, socially, and personally. Staff and governors are fully committed to ensuring that disadvantaged learners make strong progress and achieve outcomes that are at least in line with their peers, regardless of any barriers they may encounter.

We will use high-quality assessment, robust data analysis, and professional judgement to identify precisely where individual pupils are excelling and where further support will accelerate their learning. Teachers will take clear, evidence-informed, and measurable actions to address identified gaps, ensuring that interventions are timely, proportionate, and carefully evaluated for impact.

Our approach is underpinned by the three-tier model recommended by the Education Endowment Foundation: high-quality teaching as our top priority, targeted academic support

where needed, and wider strategies that remove barriers to learning and promote wellbeing, attendance, and engagement.

We believe that wellbeing, attendance, and a sense of belonging are fundamental to academic success. As such, we will provide tailored pastoral support, enrichment opportunities, and access to wider school life so that all Pupil Premium pupils can thrive, participate fully, and develop confidence, resilience, and aspiration.

Success will be defined through clear, ambitious targets across attainment, progress, attendance, behaviour, and participation in enrichment activities. These will be regularly reviewed by senior leaders and governors, ensuring accountability and continuous improvement.

Our ultimate aim is that every Pupil Premium pupil at Laurel Park leaves school equipped with the knowledge, skills, and character to pursue their chosen pathways with confidence, contributing positively to their community and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Composition of school population and equity of experience A higher proportion of pupils at Laurel Park are eligible for Pupil Premium compared with national averages. This reflects the socio-economic profile of the local community and means that a significant number of pupils require additional, carefully targeted support to access the full curriculum and wider school offer. While many disadvantaged pupils make strong progress, there remains variability in their classroom experience, particularly in relation to adaptive teaching, scaffolding, and access to the most academically challenging pathways. This necessitates a continued focus on consistently high-quality teaching across all subjects to ensure that disadvantaged pupils benefit equally from the school's ambitious curriculum and are not disproportionately represented in lower-attaining groups.
2	Attainment and progress gaps at KS4 Although overall outcomes at Laurel Park are strong, there remains a persistent gap between disadvantaged pupils and their non-disadvantaged peers in headline KS4 measures, particularly in English and Mathematics. This gap is most evident in the proportion of disadvantaged pupils achieving grade 4+ and grade 5+ in these core subjects, as well as in Progress 8 comparisons with national non-disadvantaged averages. Without targeted academic acceleration, there is a risk that these gaps will continue to limit post-16 opportunities for some pupils. This challenge therefore requires precise diagnostic assessment, subject-specific

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	intervention, and a continued emphasis on high-quality classroom practice to secure stronger outcomes for disadvantaged learners.
3	<p>Attendance and persistent absence</p> <p>Attendance remains a significant factor influencing outcomes for disadvantaged pupils at Laurel Park. Rates of persistent absence are higher among disadvantaged pupils compared with their non-disadvantaged peers, resulting in lost learning time and reduced continuity in their education. Patterns of absence are often complex, involving a combination of health, family circumstances, and engagement factors. This challenge requires a coordinated, proactive approach that combines early intervention, family liaison, and tailored pastoral support to improve attendance, strengthen pupils' connection to school, and ensure that disadvantaged pupils do not miss critical learning opportunities.</p>
4	<p>High Proportion of students with an additional language (EAL)</p> <p>A substantial proportion of pupils at Laurel Park speak English as an additional language, which enriches the school community but also presents specific pedagogical challenges. Some disadvantaged EAL pupils require additional support to develop academic language proficiency, particularly in reading comprehension, extended writing, and subject-specific vocabulary. Without sustained language development, these pupils may find it harder to access the full breadth of the curriculum, especially in literacy-heavy subjects. This challenge necessitates a whole-school approach to language-rich teaching, alongside targeted EAL and literacy support where appropriate.</p>
5	<p>Wellbeing, engagement, and access to cultural capital</p> <p>While many disadvantaged pupils at Laurel Park are highly engaged and motivated, a subset face barriers related to wellbeing, confidence, and access to enrichment opportunities. Limited access to cultural experiences, extracurricular activities, or leadership roles can restrict pupils' broader development and sense of belonging within the school community. Additionally, some pupils require targeted pastoral support to build resilience, regulate behaviour, and maintain positive engagement with learning. Addressing this challenge is essential to ensuring that disadvantaged pupils can participate fully in school life, develop aspiration, and benefit from the same breadth of experiences as their peers.</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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<p>1. Disadvantaged pupils experience consistently high-quality teaching that enables them to make progress at least in line with non-disadvantaged peers.</p>	<ul style="list-style-type: none"> • Gap to national non-disadvantaged Progress 8 reduces year-on-year • Lesson visits and QA show consistently strong adaptive teaching • Disadvantaged pupils are proportionately represented in high-attaining sets and pathways
<p>2. Disadvantaged pupils achieve strong outcomes in English and Maths, with improving proportions achieving 4+ and 5+</p>	<ul style="list-style-type: none"> • % of disadvantaged pupils achieving 4+ and 5+ in English & Maths increases annually • Positive trend in subject-level progress measures • Reduction in the proportion of disadvantaged pupils in lower-attaining bands
<p>3. Disadvantaged pupils' attendance improves and persistent absence reduces, bringing them in line with London averages</p>	<ul style="list-style-type: none"> • Disadvantaged attendance rate increases to London average • Reduction in persistent absence among disadvantaged pupils • Fewer disadvantaged pupils missing critical learning time
<p>4. Disadvantaged pupils with EAL access the full curriculum confidently and make strong progress across subjects</p>	<ul style="list-style-type: none"> • Improved reading ages for disadvantaged EAL pupils • Strong progress in literacy-heavy subjects • Reduced need for emergency withdrawal support over time
<p>5. Disadvantaged pupils feel a strong sense of belonging, participate fully in school life, and develop confidence and resilience</p>	<ul style="list-style-type: none"> • Increased participation in enrichment, trips, and leadership roles • Positive trends in pupil voice and wellbeing indicators • Reduced behaviour incidents linked to disengagement

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

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<p><i>High Quality Teaching and Learning (our priority)</i></p>	<ul style="list-style-type: none"> • Ongoing staff CPD on adaptive teaching, retrieval practice, and assessment for learning - EEF identifies high-quality teaching as the most impactful use of PP funding • Developmental drop-ins and actionable feedback to all teachers – consistent actionable feedback that is acted upon and improves teaching • Subject-level gap analysis each term - Data-informed targeting improves impact • Coaching for teachers on supporting disadvantaged and EAL learners in mainstream lessons - Strong evidence for teacher development • Literacy strategy embedded across all subjects - Improves access to curriculum and outcomes 	1,2 1,2 1,2 1,2,4 2,4
<p><i>Targeted Academic Support</i></p>	<ul style="list-style-type: none"> • Period 0 and period 7 targeted intervention for Y11 and small-group English & Maths tuition – to accelerate progress • Reading intervention for selected pupils along side Tutor Time Reading Programme – to improve access to learning across subjects • EAL language support – to strengthen academic language • Academic mentoring for KS4 – to build study skill and revision confidence • Self-Quizzing/Vocabulary programme – to underpin learning with subject specific terminology 	1,2 2,4 4 2 1,2 1,2 1,2
<p><i>Wider Strategies – (Attendance, Wellbeing, Engagement, Character)</i></p>	<ul style="list-style-type: none"> • Attendance support and family liaison – to reduce persistent absence • SMART Intervention Programme – to ensure students have an adapted study path way to meet their broader contextual needs • Pastoral Mentoring – to support wellbeing and belonging • Enrichment fund for trips for all, clubs & experiences – to build cultural capital 	3 2,5 5 5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutor Time Reading Programme</i>	<p>A structured tutor-time reading programme increases the amount of time pupils spend engaged with texts, builds decoding and comprehension skills, and supports vocabulary development. Research shows that extending purposeful learning time can be particularly effective for disadvantaged pupils, helping to narrow reading and comprehension gaps and improve access to the wider curriculum. Embedding reading into tutor time complements targeted literacy interventions and contributes to stronger progress and attainment across subjects.</p>	1,2,4
<i>Self-Quizzing & Vocabulary</i>	<p>Self-quizzing and systematic vocabulary teaching across all subjects support Pupil Premium learners because they strengthen long-term memory, reduce cognitive load, and make academic language explicit, which research shows particularly benefits pupils who may have had fewer prior learning opportunities. Regular low-stakes retrieval practice improves retention and transfer of knowledge, while explicit vocabulary instruction improves reading comprehension and access to the wider curriculum, helping to narrow attainment gaps and enabling disadvantaged pupils to learn more effectively alongside their peers.</p>	1,2,4
<i>Maths Catch-up and Tutoring</i>	<p>At Laurel Park School, targeted maths catch-up and tuition are a key strategy for closing the pupil premium (PP) attainment gap, particularly because PP outcomes in maths currently lag behind English. Maths is highly cumulative, so gaps in foundational knowledge (number, fluency, and algebra) disproportionately hinder disadvantaged pupils' progress as they move through KS3 and KS4.</p>	1, 2

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	<p>Our approach uses diagnostic assessment to identify precise gaps, followed by focused small-group or one-to-one tuition that is tightly aligned with the taught curriculum. This ensures pupils can access Quality First Teaching in lessons, build confidence, and make accelerated progress in areas where they are weakest.</p> <p>Given cohort mobility and lower attendance rates for some PP pupils, maths catch-up also functions as a rapid “re-alignment” mechanism, preventing missed learning from compounding over time. Impact is evaluated through termly tracking of PP vs non-PP working grades in maths, question-level analysis, and GCSE 4+/5+ thresholds, ensuring our tuition directly contributes to narrowing the maths disadvantage gap and improving core outcomes.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Routines, Habits, Culture</i>	Consistent, high-standard routines – including thorough roll-call checks, clear expectations for uniform and equipment, structured self-quizzing, and a calm, purposeful start to the day – alongside disruption-free classrooms underpinned by a clear, universally applied behaviour policy, create a predictable and orderly environment in which every pupil is ready to learn. These routines maximise learning time, reduce unnecessary cognitive load, and ensure that all pupils, including those eligible for Pupil Premium, experience the same high expectations, safety, and access to high-quality teaching, enabling them to concentrate fully, retain knowledge more effectively, and make strong progress in line with their peers.	1,2,3,4,5

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<p>House System, Recognition & Rewards, School Values</p>	<p>Laurel Park School's house system, recognition and rewards framework support our whole-school Pupil Premium strategy by creating a positive, inclusive culture that promotes belonging, motivation, and consistent engagement in learning, underpinned by integrity, determination, excellence and ambition.</p> <p>The house system provides a stable community for all pupils, helping disadvantaged pupils build strong relationships with staff and peers, which in turn supports attendance, participation, and positive behaviour.</p> <p>Our recognition and rewards systems prioritise effort, progress, and character as well as attainment, ensuring Pupil Premium pupils are regularly acknowledged for improvement, attendance, and positive conduct. This strengthens confidence, reduces disengagement, and reinforces the learning behaviours that underpin academic success.</p> <p>Together, these cultural systems complement targeted academic interventions and contribute to narrowing the disadvantage gap across the school.</p>	<p>1,5</p>
<p>Weekly Attendance Contact</p>	<p>High levels of communication between school and home are a central component of Laurel Park School's strategy to improve attendance for Pupil Premium pupils. We maintain clear, consistent, and proactive communication with families through a graduated approach including first-day absence calls, attendance texts, standard attendance letters, and regular pastoral check-ins.</p> <p>Where concerns persist, we work collaboratively with families through attendance panels and, where appropriate, targeted home visits to understand and address barriers to attendance. We also use positive reinforcement, including attendance postcards and recognition, alongside</p>	

	<p>sharing attendance data with pupils to promote ownership and motivation.</p> <p>This structured and relational approach strengthens trust between school and home, enables early intervention when patterns of absence emerge, and supports sustained improvements in attendance—thereby improving engagement, consistency of learning, and outcomes for disadvantaged pupils.</p>	
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Total budgeted cost: £ 250,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Headline performance (Nov 2025). Progress 8 all pupils (internal calculation based on CAT4 baselines): +0.25; Progress 8 disadvantaged (internal calculation): +0.20. There is no official Progress 8 measure this year, so these figures are derived from our internal model. Attainment 8 for all pupils on roll was 3.7; Attainment 8 for disadvantaged pupils on roll was 3.1; Attainment 8 for pupils on roll who sat exams at the end of KS4 was 4.2; Attainment 8 for disadvantaged pupils on roll who sat exams at the end of KS4 was 3.5.

Context of the 2025 cohort. The Year 11 cohort of 2025 had a significantly disrupted start to secondary education, joining Laurel Park in September 2020 after substantial lost learning in Year 6 due to COVID-19, followed by further disruption in Years 7 and 8 through lockdowns and 'bubble' arrangements. Despite this, the cohort showed strong resilience and engagement throughout their time at the school. On entry, pupils were baselined using nationally respected CAT4 tests, which informed teaching and intervention and provide a reliable prediction of future attainment. When outcomes are compared against these predictions, pupils on average exceeded expectations, with many achieving two or more grades higher than predicted.

Cohort stability and mobility. Almost 10% of the 2025 cohort were classified as mobile, having joined partway through Year 10 or Year 11. Headline figures therefore include pupils with very limited time at Laurel Park, including one pupil who attended for only 10 days and one who returned to Bulgaria immediately prior to the exam season. Overall, fewer than 65% of the outgoing Year 11 cohort had been on roll since the start of Year 7, indicating a low stability factor well below national averages. A significant proportion of late admissions were Pupil Premium pupils arriving from other boroughs, outside London, or from overseas, with some experiencing housing instability or temporary accommodation outside the borough. For many in-year admissions in KS4, it was not feasible to enter a full suite of eight GCSEs; instead, priority was given to securing strong outcomes in 5–6 core qualifications, particularly English and Maths,

which contributed to narrowing gaps in these subjects while headline Attainment 8 figures remained flatter.

Impact of previous strategy. While our intended GCSE outcomes were not fully realised by the end of 2024/25, internal data shows that both disadvantaged and non-disadvantaged pupils made overall positive progress, with only a small gap between groups on Progress 8. However, attainment outcomes remain below our aspirations and closing gaps for Pupil Premium pupils continues to be a priority. We provided targeted academic support through holiday and Saturday intervention sessions delivered by specialist teaching staff, alongside bespoke mentoring for all Year 11 Pupil Premium pupils. We introduced a strengthened whole-school reading strategy, using assessment data to identify pupils below age-related expectations and deploying a range of interventions including whole-class tutor-time reading, teacher-led intensive intervention, TA-led 1:1 support, bespoke EAL literacy provision, and targeted small-group literacy programmes, with progress monitored through regular reading data. The SEND department also introduced weekly parent consultation slots to support families in helping their children progress.

Attendance, wellbeing and wider support. Attendance remained a key focus, with a gap of up to 2% between disadvantaged and non-disadvantaged pupils, which continues to inform our current strategy. We maintained universal equity measures including free breakfast for all pupils, provision of uniform to all existing pupils as part of the launch of the new school to remove financial barriers, and full access to trips and enrichment activities so cost was not a barrier to building cultural capital. We also recognised that behaviour, wellbeing and mental health were significantly impacted during the year, particularly for disadvantaged pupils, and used Pupil Premium funding to provide universal wellbeing support alongside targeted interventions where required.

Overall evaluation. In 2024–25, Laurel Park secured positive overall progress for the 2025 cohort despite significant disruption and exceptionally low cohort stability. Internal Progress 8 indicates only a small gap between disadvantaged and non-disadvantaged pupils, but headline attainment outcomes remain below our expectations, particularly for disadvantaged pupils. High levels of mobility, late admissions and housing instability materially affected results and GCSE entry patterns. The impact of our strategy was strongest in reading provision, targeted academic support and wellbeing, while attendance and attainment gaps remain key priorities for the new plan.

What we will do differently in the current strategy. We will sharpen our focus on consistently high-quality teaching as the primary driver of improvement, strengthening adaptive teaching, assessment and retrieval practice across all subjects. We will adopt a more systematic and data-led approach to attendance, with earlier intervention and closer family partnership work for pupils at risk of persistent absence. We will refine our reading strategy so that identification, intervention and monitoring are more tightly aligned, ensuring faster progress for pupils below age-related expectations. We will target academic intervention more precisely using subject-level gap analysis, with clearer success criteria and impact monitoring. We will strengthen mentoring and academic coaching for disadvantaged pupils earlier in KS4, rather than predominantly in Year 11. We will continue to invest in wellbeing support but align it more closely to learning outcomes, engagement and attendance. Finally, we will develop clearer pathways and support for late in-year admissions so they can access the most appropriate qualifications and curriculum offer as quickly as possible.

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Mentoring	Sister Systems
Mentoring	Spark 2 Life
Counselling	Connect - Ed
Counselling	A Part Of Me
Boxing	RJ's gym
Squash	Tottenham Hotspurs
Skateboarding	Tottenham Hotspurs
Huddle - (American football)	Tottenham Hotspurs
Inspires (mentoring)	Tottenham Hotspurs
Mentoring	BSS