

Pupil premium strategy statement – Laurus Grace

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	26
Proportion (%) of pupil premium eligible pupils	30%
	2024-25 2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Chloe Stollery
Pupil premium lead	Mark Sackville-Ford
Governor / Trustee lead	Graeme Vout

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,600
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>	£8,600

Part A: Pupil premium strategy plan

Statement of intent

At Laurus Grace, we recognise that disadvantage is complex and barriers to learning can vary widely amongst our pupils.

Our strategy is rooted in understanding individual the individual needs of our pupils, implementing evidence-based and targeted support to break negative cycles and promote equity.

Our pupil premium strategy is designed to support delivering and achieving the following key objectives:

- Ensure every pupil has the opportunity to thrive academically, socially, and emotionally regardless of background or disadvantage.
- Ensuring our target group of students access equitable opportunities alongside their peers.
- Ensuring participation within the curriculum and addressing complex barriers to learning.

Challenges

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

Challenge number	Detail of challenge
<i>1. Low attendance and poor engagement with school life</i>	Many families have had negative experiences with education, meaning a decreased value is placed on attendance or engagement within the system.
<i>2. Inability to access extra-curricular activities that enrich the experiences of students</i>	Due to the complexity of behaviour presentation and attendance, many pupils have not had the opportunity to partake in an extra-curricular offer through school.
<i>3. Unmet SEMH needs</i>	Many students have negative experiences of education due to unmet SEMH needs.
<i>4. Gaps in learning, literacy and numeracy</i>	Due to low attendance and engagement, many students have significant gaps in learning and unidentified cognition and learning needs.
<i>5. Exposure to adverse childhood experiences including trauma, neglect and unstable home environments</i>	Exposure to ACES may have caused significant knock-on effects, implicating students experience of school, access to wider support networks and addressing developmental/cognitive difficulties.

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
<i>Improving attendance and familial engagement</i>	<ul style="list-style-type: none"> • Attendance and persistent absence rates across the school remain in line with national special school attendance. • Attendance data for disadvantaged students will show relative improvements from their previous year. • Early intervention systems are consistently in place with clear actions/outcomes. • Evidence will show improved parental engagement through attending meetings, parent afternoons, and SEND reviews.
<i>Access to increased offer of extra-curricular activities</i>	<ul style="list-style-type: none"> • Identified students will have equal opportunity to access enhanced curriculum offer, through engagement with Electives program, Duke of Edinburgh and educational school trips.
<i>Embedding a whole-school approach to SEMH</i>	<ul style="list-style-type: none"> • Staff training in Unconditional Positive Regard, de-escalation strategies, PACE and trauma-information approaches. • SEMH interventions are bespoke and focused around the investigated needs of the individual child. • External referrals made to internal/external mental health support, including; Counselling, CAMHS and Multi-Agency Safeguarding Support Hub (MASSH). • Overtime, 'reset' incident logs will reduce and students will meet SEMH targets identified on their 'School Focused Plans'.
<i>Reduce learning gaps</i>	<ul style="list-style-type: none"> • Progress data will show students make expected progress across core subjects. • Identified students will receive monitored academic intervention focusing on closing learning gaps, numeracy, reading age and literacy.
<i>Developing emotional literacy and regulation</i>	<ul style="list-style-type: none"> • Identified students will receive a bespoke package of support, built off evidence-based baseline data and supported with reputable packages of support from trained SEMH specialists (including Zones of Regulation and Solutions Focused Coaching).

	<ul style="list-style-type: none"> • Identified students will show improved engagement and reduced behavioural concerns monitored through the Boxall Profile. • Identified students receive bespoke support from ELSA trained specialists and show improvements in emotional regulation. • Student and parent feedback indicates increased sense of belonging, emotional regulation skills, self-efficacy and self-esteem.
<i>Enhance curriculum access</i>	<ul style="list-style-type: none"> • 100% identified students will have access to required learning materials. • Curriculum adaption and mapping shows diverse representation and opportunities for all. • Pupil voice shows improved confidence and aspiration, with staff noticing increased classroom contributions and ambition.

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: £3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Vision for disadvantaged students shared with all stakeholders</i>	Addressing Educational Disadvantage – ‘it’s vital that all staff understand: the issues being addressed; how school is addressing them; evidence to support the approach; their role within it’ what success looks like’.	1,2,3,4,5
<i>Data packs will be distributed to all departments after each data entry –DALPs</i>	Addressing Educational Disadvantage – ‘Assessment, not assumption, should inform our strategy to address disadvantage’ ‘we need to be experts in our pupils, not experts in labels’.	1,4
<i>Data meeting will focus on disadvantaged students and identify actions</i>	Addressing Educational Disadvantage - ‘Adopt a culture of early intervention.	1,3,4

<i>Focus on quality first teaching through professional learning</i>	Addressing Educational Disadvantage – ‘Effective teaching is the best level for improving school and pupil outcomes’ ‘training opportunities and high quality CPD are often powerful lures for teachers looking not only to hone their skills, but to make a real difference to the life chances of all pupils’.	3,4
<i>ARC sessions to focus on research and pedagogy</i>	Addressing Educational Disadvantage – ‘research can inform our decision making when planning our strategies for educational disadvantage’.	2,3,4,5
<i>CPD sessions focused on Unconditional Positive Regard, PACE and de-escalation strategies (Team Teach)</i>	Addressing Educational Disadvantage – ‘Teachers who work in inclusive schools have to be welltrained in both special needs diagnosis and research-led pedagogy’.	1,2,3,5

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

Budgeted cost: £4,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Baseline assessments identify specific intervention for disadvantaged students</i>	Addressing Educational Disadvantage – ‘Assessment, not assumption, should inform our strategy to address disadvantage’ ‘we need to be experts in our pupils, not experts in labels’.	1,3,4
<i>Purchase of intervention toolkits and baseline assessments, including; Boxall Profile, Memrise, Mathswatch.</i>	Addressing Educational Disadvantage – In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties.’ ‘These cuttingedge resources can benefit all pupils at different points in their education’ ‘Meaningful assessment is part of great teaching, 2 7 including helping to identify gaps in learning’.	3,5
<i>Bespoke intervention and access to specialists in respective areas of</i>	Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of	1,3,5

<i>SEND, including SEMH, literacy and numeracy.</i>	supporting pupils who are falling behind in their learning' 'Adopt a culture of early intervention' 'Ensure that the social, emotional and mental health of pupils is prioritised'.	
<i>Additional staff specialising in SEMH recruited to support with specific SEMH and behaviour challenges experienced from previous schools</i>	This builds capacity within the school to provide bespoke support for those with SEMH needs, with a particular focus on addressing emotional regulation needs and relationships between home and school.	3,5
<i>Disadvantaged students will be supported in ensuring they have opportunities to increase cultural capital including DoE</i>	Addressing Educational Disadvantage – 'ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible'.	2,5

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

Budgeted cost: £1,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Study visits to enhance aspiration and cultural capital</i>	EEF Teaching and Learning Toolkit	1,2,5
<i>Electives programme</i>	Addressing Educational Disadvantage – 'ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible'	2,5
<i>Parental work prioritised to build trust and engagement with school life, including; parents afternoons, SEND reviews and Riding the Rapids courses.</i>	Addressing Educational Disadvantage – 'Ensure that the social, emotional and mental health of pupils is prioritised'	1,2,3,5

Total budgeted cost: £8,600