

# Laurence Jackson School Pupil premium strategy statement – December 2025 Update

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	Laurence Jackson School
Number of pupils in school	1254
Proportion (%) of pupil premium eligible pupils	27% (338 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Catherine Jukes
Pupil premium lead	John Stewart
Governor / Trustee lead	Derek Benn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339,700
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	£339,700

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate objectives for our disadvantaged students

1. Disadvantaged students achieve in line with non-disadvantaged students, nationally
2. Disadvantaged students are provided with, and take advantage of, a range of opportunities to develop cultural capital
3. Disadvantaged students acquire the knowledge and develop the skills needed to pursue the next stage in their education, training, or employment

### Our pupil premium strategy plan works towards achieving our objectives in the following ways:

- a. Quality First Teaching for all students
- b. Strategies employed to close vocabulary and numeracy gaps, allowing students to develop as effective readers and mathematicians and in turn enabling them to access a rich and deep curriculum
- c. Use of 'gap analysis' and timely intervention so that students know more and remember more
- d. Provide support to improve attendance so that all Disadvantaged students can access a full curricular and extra-curricular offer
- e. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning
- f. Provide a programme of CEIAG provision and enrichment opportunities to support the development of cultural capital and character education and reduce the risk of disadvantaged students becoming NEET

### Key principles of our strategy plan

- Narrowing the gap between Disadvantaged and non-Disadvantaged students is the responsibility of all staff
- Our school has an ethos of inclusivity
- Strategies employed are evidence based
- Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly

## Challenges

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

Challenge number	Detail of challenge
1	Support and challenge our PP students and their families to ensure that they have <b>high aspirations and expectations</b>
2	Support and challenge our PP students and their families so that their <b>attendance continues to improve</b>
3	Provide support to ensure <b>behaviour</b> of PP students improves, suspensions are reduced and learning time in lessons is maximised
4	Ensure a detailed literacy development plan is in place to ensure that <b>vocabulary gaps and less developed reading skills</b> apparent at the end of KS2 are closed and do not become evident across KS3-4
5	Embed recall and retrieval practice into every lesson in order to address <b>poor recall of core knowledge</b>

## 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
1. Culture of high aspiration and expectation is evident in the PP cohort - Embed effective recall and retrieval practice into every lesson in every subject	<ul style="list-style-type: none"> <li>▪ Increase in PP students taking triple science and MFL; distribution of PP students in sets resulting in improved outcomes.</li> <li>▪ PP involvement in CEIAG events (in all Year Groups) is in line with non-disadvantaged students.</li> </ul>
2. Improve attendance and reduce persistent absenteeism across the PP cohort	<ul style="list-style-type: none"> <li>▪ PP attendance continues to improve so that it is in line with national attendance figures for all students and the gap between Disadvantaged and non-Disadvantaged students narrows to &lt;2%.</li> <li>▪ Level of persistent absenteeism in PP cohort reduces to &lt;25% or less.</li> </ul>
3. Improve behaviour and attitudes to learning across the PP cohort	<ul style="list-style-type: none"> <li>▪ Reduction in suspensions across the academy and particularly within the PP cohort, so that rate of suspension for PP and non-PP students are similar.</li> <li>▪ Proportion of PP students exhibiting low level disruption and attending detentions are in line with non-PP students.</li> <li>▪ Enhanced pastoral care – use of BSA / Evolve base to improve engagement.</li> </ul>
4. Embed a reading culture across the PP cohort and whole school	<ul style="list-style-type: none"> <li>▪ Literacy development plan is well embedded, so that reading skills are improved and fewer students in Years 8-11 require reading interventions.</li> <li>▪ Vocabulary gaps are diminished.</li> <li>▪ The development and uptake of Sparx Reader and Maths is established at Key Stage 3.</li> </ul>
5. Improve co-curricular / enrichment participation of the PP cohort.	<ul style="list-style-type: none"> <li>▪ Appropriate proportion of PP students (at least in line with school average) represent student leadership groups, sports teams and Scholar's Award.</li> <li>▪ Barriers to participation in co-curricular / enrichment activities are reduced by offering free to access activities run by school, financial support with the cost of external opportunities (Duke of Edinburgh), and the introduction of sports opportunities to mitigate transport challenge.</li> </ul>
6. Improve % PP students achieving 5+ in English and maths	<ul style="list-style-type: none"> <li>▪ Disadvantaged students 'Basics' measure at 4+ = 55% and at L5+ = 35% or more</li> </ul>

## 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: £168,850**

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Students are supported to know more and remember more through the delivery of high-quality teaching and learning across the curriculum</b>	a) Regular Quality Assurance of Quality First Teaching for PP students	Routine quality assurance through lesson visits, book scrutiny, data review and learning conversations (including Deep Dive process) ensures that the delivery of QFT to PP students is a focus for consequent staff development and CPD opportunities	1, 3, 4, 5
	b) Regular and effective feedback via structured teacher (STAR), self and peer assessment – adaptive teaching (check ins, questioning, scaffolding, annotated seating plans)	The development of effective feedback is an EEF suggested strategy for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6)	1, 5
	c) Development and Implementation of Trust-wide Literacy Development plan (including action plan to improve Reading)	The development of reading comprehension strategies and oral language interventions are EEF suggested strategies for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6). <i>“Literacy is the gateway to the curriculum”</i>	1, 4, 5
	d) Specific target setting and review in all curriculum areas for underachieving PP students	Specific and personal targets, with associated in-class and extra-curricular tasks will support students in closing any gaps in their learning – including interventions, and Post Progress Check analysis to enhance support for PP students	1,4, 5
	e) CPD programme incorporating PP focus to support and develop best practice in teaching, learning, assessment and personal development	Sutton Trust research states that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year’s extra progress for most students. Appropriate and timely CPD for all staff will raise the profile of PP students and ensure that effective teaching strategies are used in lessons to support them	1, 3, 4, 5

<b>Gaps in learning, and barriers to learning are identified and appropriate intervention strategies are employed to close them.</b>	f) Identification and addressing of gaps in learning (identified through question level analysis of planned assessments, including CATs)	As a result of the pandemic, students have gaps in the learning. Using strategies to identify these gaps and then suitable interventions to support the closing of the gap will enable students to know more and remember more	4, 5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 84,925

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff share accountability for PP student progress.	a) Enhanced accountability for PP progress for SLs / class teachers	SLs are responsible for robust SoLs in their curriculum areas and ensuring that these support students in knowing more and remembering more. They are best placed to interpret data for their subject to identify trends, gaps in learning, etc.	1, 4, 5
In-school systems & structures are developed to support the academic progress of PP students	b) Further development of homework and revision support for KS4	Homework is one of the strategies identified by the EEF as having a considerable impact on improving progress (high impact for very low cost, Impact +5).	1, 4, 5
	c) Improved on & off-site Alternative Provision: including the Evolve base and deployment of Behaviour support.	Bespoke programmes for PP students to engage/re-engage with learning across KS3 & 4. EEF evidence shows that behaviour interventions can support progress (moderate impact for low cost, Impact +4).	1, 2, 3, 4, 5
	d) Intervention programmes for targeted students across KS 3 & 4; small group tuition, online tuition provision and gap-specific intervention to support progress	EEF research suggests that tuition can accelerate progress of disadvantaged students (high impact for moderate cost, Impact +5).	1, 5

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

Budgeted cost: £84,925

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
The cultural capital of PP students is developed in the wider curriculum	a) Mentoring	Regular conversations will support progress and encourage the development of successful learning habits. (EEF: low impact for moderate cost, based on moderate evidence: Impact +2).	1, 2, 3
	b) Improve engagement of PP students with extra-curricular offer	The provision of a broad range of extra-curricular activities helps to support the development of cultural capital and character education. PP students are targeted to participate in wide ranging opportunities including student leadership, sport and academic challenge.	1, 2, 3
	c) Bespoke provision for PP students with specific attendance, behaviour, progress or social and emotional wellbeing needs. Discussed at <i>Vulnerable Students Panel</i>	This approach is justified as early intervention in terms of support to minimise absence and improve behaviour to ensure that students are supported educationally, socially and emotionally.  Outcomes can include interventions ranging from 'Time 4 You' appointments to alternative provision or respite placements.	2, 3
	d) Improving attendance of PP cohort. Further embed attendance protocols enabling swift daily interventions to further improve the attendance of PP students	This approach is justified as early intervention in terms of support to minimise absence and improve behaviour to ensure that students are supported educationally, socially and emotionally.	2
	e) CEIAG prioritised for PP students	This additional intervention will be targeted at PP students across KS3 & 4 and will work in conjunction with activity c) from Targeted Academic Support.	1, 2, 3

Total budgeted cost: £339,700

## 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 2024 to 2025 academic year.

Our original targets were as follows:

#### **A. Improve attendance rates for pupils eligible for PP**

- Improved attendance rates for pupils eligible for PP
- Attendance Panel process introduced to support parents and students to improve attendance with strong focus on pupil premium students
- As a result of a specific focus on PP persistent absence rates, including student meetings and detailed information being provided to students who are on the cusp of PA. PP attendance has increased by 0.9%
- Male PP attendance increased by 0.3%.
- Female PP attendance increased by 0.3%.

#### **B. Behaviour management and communication systems are refined and embedded and ensure high expectations from all students but particularly vulnerable students**

- Systems and processes to target support for students who are disadvantaged have been further development by the creation of a Vulnerable Student Panel process. This has led to 40 of our most vulnerable students receiving targeted additional internal support through their referral to Vulnerable Student panel
- An effective Designated Adult approach to student and parent interactions for students where there are concerns about progress, attendance or behaviour which has supported them to build positive relationships in school and allowed school staff to build positive relationships with harder to reach families.
- There has been a 13% reduction (49% since 2022-23, 56% since 2021-22) in the number of Pupil Premium suspensions in comparison to the same period last year. There has been a 10% reduction in the number of PP students suspended when compared to 2023-24, 37% compared to 2022-23, 40% compared to 2021-22.
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#### **C. Increased engagement and aspiration by PP students in extra-curricular provision**

- Examples of provision that students are offered include the following activities: mental health awareness raising music performances and Macbeth & A Christmas Carol theatre productions
- All students in KS3 access a drop down 'sports day' in the summer term and all Year 10 students access a college taster day, making opportunities day and work experience in the summer term.
- Our rewards trip day is inclusive for all and PP funding is used to support families with the financial implications where there is a coast. We also provide free on school enrichment activities for all students, which in turn supports a number of our PP families.
- We have been part of the One Vision careers programme which has been focused specifically on supporting pupil premium students and has offered visits and support for this group
- As a result of targeting our provision and engaging pupil premium students with our excellent provision, 75% of PP students accessed regular enrichment activities this academic year with 100% of PP students in all year groups accessing at least one enrichment activity throughout the academic year.



**D. Improve the performance of disadvantaged students in English and Maths. Narrow the gap between the performance of Y11 disadvantaged and non-disadvantaged**

- Intervention sessions have been used to support students who are disadvantaged. Disadvantaged students who have accessed intervention have shown improved progress.
- Where Pupil premium students' progress is a concern, they are targeted for in class support and form time intervention, this includes additional checks ins and live marking in class. Disadvantaged students were targeted for this support from their teachers and on average made 0.54 grades progress between data point 2 and final results in Maths and 0.36 grades progress in English.

## 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?	In 2024-25 there were 26 students in this cohort Those in receipt of the service pupil premium funding receive the same support as the PP cohort.
What was the impact of that spending on service pupil premium eligible pupils?	It is difficult to quantify the impact of the above support on service pupil premium eligible pupils. This is due to the nature of support provided and the fact that this support was provided for students across all year groups, therefore cannot be measured against academic achievement.  The remaining service pupil premium eligible students continue to attend more regularly than all students, behave well and have fewer suspensions than their peers.

## Further information (optional)

### Additional information – Spending of PP funding

This section will be updated at key points throughout the academic year in order to:

- illustrate progress towards our targets
- reflect any amendments made to our PP Strategy
- outline additional activity which will supplement our PP Strategy

#### Autumn Term 1 Update – November 2025

UPDATE ON STRATEGY STATEMENT	
Intended outcome 1 update	<b><i>Culture of high aspiration and expectation is evident in the PP cohort - Embed effective recall and retrieval practice into every lesson in every subject –</i></b> Routine quality assurance through lesson visits, climate walks, book scrutiny, data review and learning conversations (including QA process) ensures that the delivery of QFT to PP is a focus for staff development.
Intended outcome 2 update	<b><i>Improve attendance and reduce persistent absenteeism across the PP cohort</i></b> In 2024-25 PP attendance improved by 0.9% There is a continued need to focus on PP persistent absence rates, including student meetings and detailed information being provided to students who are on the cusp of PA, the rate of Persistent Absenteeism for PP students currently sits at 30% which needs reducing. This will be done by prompt and adaptive meetings, home visits and engagement with PP students have all helped improve school/family relationships and help engagement levels.
Intended outcome 3 update	<b><i>Improve behaviour and attitudes to learning across the PP cohort –</i></b> There has been a 6% reduction in the number of PP students suspended when compared to 2024-25. Disadvantaged students proportionally receive the same number of positive points as their peers.
Intended outcome 4 update	<b><i>Embed a reading culture across the PP cohort and whole school</i></b> Effective strategies to teach reading in lessons are established and there continues to be an emerging culture of reading independently. A range of interventions are used with success to improve the reading ages of students who have been identified as 'struggling readers'. Intervention impact data demonstrates that PP students are at least in line with non-PP students for the progress made. Where the opportunity arises, school provides enrichment opportunities to help promote a love of reading and prioritises PP students for access to such opportunities. Last academic year we worked with: The National Literacy Trust and British Land to pilot a 'Young Readers Programme' (first of its kind in a Secondary Setting) - this involved 30 Y8 students (25 of which were PP). We reported that the Library experienced an increase of 12 students in Y8 post project visiting the Library. The Library data from this year indicates that 10/12 of the students who started visiting the Library after the project have continued to regularly visit the Library so far this year in Y9. This term our Librarian has entered 2 Y7 Teams into an Online National Quiz 'What On Earth!' that involved students selecting information at speed from fact - based children's magazines (that they had previously had time to familiarise themselves with and read). There were 3 PP students across the Teams (out of a total of 7 students).
Intended outcome 5 update	<b><i>Improve co-curricular / enrichment participation of the PP cohort.</i></b> Our Jackson Club provides further enrichment opportunities for many students who are PP. This offers students access to various personal development activities during morning break and lunchtime and also helps develop their social skills in a safe and

	<p>calm environment. Members of this group are also taken off site once per week for activities to develop their interpersonal skills such as organised swimming and cooperation skills, money management and social etiquette and some members will access the overnight residential to Carlton in 2026. We have accessed 20 free places on The Duke of Edinburgh Award which will be used to support families of PP children wishing to take part this year. All eligible KS4 students have the opportunity to take part in a winter rewards trip (ice skating, Trafford centre, metro centre, bowling/cinema). PP students are prioritised for career meetings with an adviser in Year 11, meaning that they can access any necessary support in order to progress onto positive destinations post-16 at an early point in Year 11. Many of these students are also provided with an early career meeting in Year 10. We also positively discriminate PP students so that they are targeted for career-related activities. This has ensured that the percentage of our PP students who progress to positive destinations is lower than the local authority average. We hosted an onsite careers convention within our school day in October which ensured all PP students in Year 7, 9 and 11 got access to a variety of local businesses and colleges to discuss potential post 16 options. As a result of targeting PP students with our provision, 100% of PP students will access enrichment activities throughout the academic year. We offer 47 extra curricular activities available to all across a typical week with 57% of PP students engaging with regular enrichment activities since September. To encourage PP students to take part in regular extra curricular there is no charge attached to any of these activities. Our Preparation for Adulthood classes which include a number of PP students have already experienced many enrichment activities this half term with visiting guest speakers and also off site visits to local businesses to learn about local work force needs, running businesses and money management.</p>
<b>Intended outcome 6 update</b>	<p><b><i>Improve % PP students achieving 5+ in English and maths</i></b></p> <p>PP attainment in 5+ E/M at Y11 PC2 is at a 7% increase already when compared to 2024 actual results. Particularly improvements in attainment are evident in Maths at both 4+ / 5+ with Y11 PC2 data in this measures already higher than the 2024 results. This data puts us in a strong position for PP projected outcomes in 2025 in that Y11 PC2 already evidences better outcomes than last year's results.</p>

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 assessment and feedback
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate