

Pupil premium strategy statement – Laleham Gap School

This statement details our school's use of pupil premium (and recovery 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	252 (18 Post 16 pupils)
Proportion (%) of pupil premium eligible pupils	46%
Date of strategy	2022/23 – 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Les Milton
Pupil premium lead	Mandy Kirke-Laird
Governor / Trustee lead	Daniel Chantler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,165
Recovery premium funding allocation this academic year	£40, 806
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£140, 971

Part A: Pupil premium strategy plan

Statement of intent

- Our aim at Laleham Gap is to ensure that all pupils are supported to realise their full potential. We plan to use the Pupil Premium funding to help us to achieve positive outcomes for our most disadvantaged pupils. Our school is situated in the most deprived area of Kent and a high proportion of our pupils are from the local area. A large number of these pupils do not have access to key resources and often lack parental support at school and with medication and health issues.
- High-quality teaching across the school is at the forefront of our strategy Training and professional development costs for staff are essential to continually deliver this. Targeted pupils also receive individual and small group support where needed, based on frequent assessment and evaluation of their individual needs.
- A key aspect of our Pupil Premium strategy is the further development of our Wellbeing department. This will benefit the whole school community as well as those allocated Pupil Premium funding. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.
- Laleham Gap Wave is our brand new soft-landing suite that offers a gentle pathway back to learning. The suite has been designed as a dedicated space for children who find it difficult to attend school due to anxiety or Emotional Based School Non-Attendance (EBSNA). Our vision is to provide the very best support for children and families during these challenging times. Wave builds on our existing EBSNA strategies, offering a small-steps approach that focuses on emotional wellbeing, trust, and gradual reintegration. With a team of trained wellbeing staff, we create personalised plans that aim to meet each child where they are.
- We will also provide disadvantaged pupils with support to develop their independent life and social skills and continue to ensure that

high-quality work experience, careers guidance and further and higher education guidance is available to all.

- A key element of the support that we provide is to enable those pupils from disadvantaged backgrounds to access the same opportunities as their peers. This can take the form of using pupil premium funding to pay for trips, or for equipment for pupils that would otherwise be provided by their parents/carers.

Challenges

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

Challenge number	Detail of challenge
1	Social deprivation. The school is situated within the most socially deprived area of Kent which has significant impact on childrens' readiness to learn in relation to research in relation to Maslow's hierarchy of need. This also impacts greatly on our pupils with limited life experiences and exposure to cultural capital.
2	Meeting pupils' wellbeing needs. A large proportion of our children have co-occurring anxiety which has a negative impact on their social and academic attainment. Our ongoing discussions with pupils and their families show that significant number require additional pastoral interventions including social and emotional and mental health support. There is a significant increase in referrals and occurrence of EBSNA. Our change in approach is focused on our new Wave provision. To further support this we invest in trauma sensitive approaches and research proven emotional, social interventions such as Hamish and Milo.
3	Parental Support. A high majority of our parents benefit from additional training around their children's needs and often lean heavily on school due to stretch in local services such as CAMHS, Kent School Health and Early Help.
4	Internal and external assessments highlight that a large number of pupils have significant gaps in both their Maths and Reading skills making it extremely difficult for them to access the full curriculum.

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
To close the 'word gap' for pupils across the school, so that they are better able to access the full curriculum.	• All classes using Bedrock literacy program. • Data monitored termly. (FE and MKL) • 80% making expected progress. To be measured annually.
To increase student percentile growth in reading comprehension. (Current median 55)	• Early intervention of pupils working below the benchmark of 40. • 1:1 and small group interventions in place. • Data shared with class staff. • Pupils classed as 'on watch' to receive additional support in class.
To improve support for mental health, adverse childhood experiences and trauma. Thrive assessments to show improvements in social and emotionally wellbeing from each individuals starting point. Increased support for pupils experiencing EBSNA.	• Staff trained in Thrive practices. • Assessment carried out on all pupils showing social and emotional difficulties. • Trained Thrive practitioners to work alongside classroom staff to help children develop secure sense of belonging, improved emotional resilience, improved engagement and wellbeing, and enhance educational outcomes. • Invested in Hamish and Milo interventions and a school based EP for 1 day a week. • Regular monitoring to include Thrive, Hamish and Milo data.(MKL) • Wave assessment feedback.
To enable equality of opportunity to all pupils. All pupils will be able to have access to high quality learning materials, trips and extra-curricular activities.	• All pupils have access to a laptop/tablet outside of school. • All pupils have access to quality learning materials (including online access) • All pupils have access to school trip fundings. • All pupils have opportunity to enjoy a range of extra-curricular activities and funding if required.

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: £15, 376.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD – Including: Autism reality experience, Luke Speaks,</i>	Research clearly suggests that the use of visuals supports learners of all abilities, so training staff in the use of Makaton will enhance this. Training from the Autism reality experience supports all staff working at the school. We are also following the evidence from trauma based approaches to support our children with the highest level of need.	2, 3 and 4
<i>Reading programme Professional development of all new Primary staff and key Secondary staff.</i>	New staff to be trained in the scheme (including catch up scheme) and additional resources to be purchased to support scheme. Phonics teaching has proven to have a positive impact overall (EFF) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	4
<i>Reading resources: Online -Myon, Bedrock, Renaissance Learning, Word Shark, Little Wandle</i>	This is providing access to high quality texts that can be used both at school and at home. Reading comprehension skills are key for achievement and progress in reading. High quality texts that can also be accessed at home, help to develop comprehension skills and link to work on metacognition too. Research shows that reading comprehension strategies are high impact on average (EFF). Alongside phonics it is a crucial component of early reading instruction. Engaging pupils with reading material is crucial to	1 and 4

	the success of their reading development.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £28, 245.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Primary Phonics Catch Up</i>	1:1 and small group sessions 1:1 tuition is proven to have a high impact on the progress of pupils as it provides targeted support for pupils who have been assessed as having low attainment or struggling. Teaching assistants leading interventions have received relevant training. 67% of pupils receiving phonics interventions are PP.	4
<i>Secondary Phonics Catch Up</i>	1:1 and small group sessions 1:1 tuition is proven to have a high impact on the progress of pupils as it provides targeted support for pupils who have been assessed as having low attainment or struggling. Teaching assistants leading interventions have received relevant training. 38% of Secondary pupils receiving Literacy interventions are PP.	4

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

Budgeted cost: £97, 350.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thrive Support, Thrive school subscription</i>	Case studies with pupils in the school show a significant improvement in social, emotional wellbeing and resilience through revisited Thrive testing. Research proven to support	1, 2 and 3

	children with attachment issues and child development, as per the case studies on the Thrive website. All classes to be Thrive assessed and working on group targets, alongside individual targets. Family Thrive, for parents, is also running throughout the year.	
<i>Wellbeing Support</i>	1:1 support for pupils with high levels of anxiety to enable them to return to class and access the curriculum. Being a specialist provision, a number of our pupils have high levels of anxiety which can prevent them from being in a classroom full time. The development of our Wellbeing Team has enabled some more vulnerable pupils to gain extra support and access a more bespoke curriculum to better support their needs. As quoted on the school website 'Our priority is child health and wellbeing. We promote a strong Safeguarding culture in our school to ensure the safety and wellbeing of all.'	2 and 4
<i>Attendance and Wellbeing Officer</i>	This is a newly created role to support children who have low attendance or are struggling to attend school. The role sits alongside the wellbeing coordinator who leads on EBSA work. As part of this, Pupil premium children are closely monitored. A new provision, Wave, has been set up to support EBSNA pupils.	1, 2 and 3
<i>Lending Library – Primary</i>	Relaunch the Primary Lending library. The educational games and puzzles will then be available for PP children to take home and share with their families. We will also look at the feasibility of launching a similar scheme in Secondary.	1 and 4
<i>Challenger Troop</i>	This allows pupils to gain experience of working as a team, and helps to develop leadership skills.	1 and 2
<i>Forest School</i>	This is giving the children the opportunity to learn outside of the classroom, which is one of our outcomes on our School Improvement Plan. Evidence shows that learning outside of the classroom is advantageous for most pupils and offers new experiences.	1 and 2

Total budgeted cost: £140, 971

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Achieved 5 GCSEs or equivalent at grade 9-1	Achieved 5 GCSEs or equivalent at grade 9-4
73% of cohort	23% of cohort
53% of PP children	23% of PP children
(increase of 21% from previous year)	

Externally provided programmes

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

Programme	Provider
Forest School/Fishing	Willowbank Education
Challenger Troop 12-week core programme	Challenger Troop