

Pupil premium strategy statement – Laurus Cheadle Hulme

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	1057
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2024-25 to 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr J Peet, Head of School
Pupil premium lead	Mr R Barlow, Deputy Head of School
Governor / Trustee lead	Mr N Thompson, Chair of LCH Academy Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 271,480
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 271,480

Part A: Pupil premium strategy plan Statement of intent

At Laurus Cheadle Hulme we approach our use of Pupil Premium to deliver the following agreed principles:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in our pursuit of high-quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

In a relentless drive to deliver and highlight impact we have extended and enhanced our checking procedures. The budget and review process operates through a thorough checking and analysis process that involves a Senior Leader and a named governor with responsibility for Pupil Premium.

Through a series of 'challenge' meetings we have identified local needs and put these against the known 'best practice' outlined in those documents and sources mentioned above.

We subscribe to DfE guidance that states:

'Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following three areas below but focusing on teaching quality - investing in learning and development for teachers.'

Laurus Cheadle Hulme serves a very polarised area. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national data) and some of the most affluent areas in the Stockport area. With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. The polarised nature of our cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers. Therefore, a significant proportion of our work centres around monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We

recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our Heads of Year, Senior Head of Year, Heads of House and Senior Head of House to identify emerging needs and deliver interventions.

At the same time, historically, we have evidence that points us towards four broad barriers in the Stockport area:

(A) Family history of reduced engagement with school life such as attendance at parent consultation evenings

(B) No family history of tertiary education and with this a lack of aspiration towards attending leading universities

(C) Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.

(D) Throughout the 2018-19 academic year the attendance of those pupils eligible for the Pupil Premium fell below other students at Laurus Cheadle Hulme. Comparisons beyond this were difficult to make given impact of Covid-19 but we believe that this is likely to emerge again once attendance returns to pre pandemic levels.

At the heart of everything we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at improving the quality of our teaching and learning. We also invest heavily in our recruitment and retention as well as supporting early career teachers. By continuing our relentless drive to maintain and improve the quality of teaching and learning we expect to further improve the outcomes of all the students at Laurus Cheadle Hulme, this will be demonstrated through our 'headline' figures. We aim to identify skills gaps and address them as early as possible. Therefore, during the academic year we will increase, even more, our provision and interventions (when needed) at Key Stage 3. However, following a review of our 2018-19 and 2019-20 plans, we have also identified the following additional targets (local issues) that we endeavour to improve through use of the Pupil Premium Grant.

Challenges

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

Challenge number	Detail of challenge
1	Family history of reduced engagement with school life such as attendance at parent evenings
2	Supporting aspirations towards attending further education, including the leading universities
3	Ability to engage with extra-curricular activities and key stage 4 exam preparation
4	Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.
5	Attendance of Pupil Premium students
6	Literacy skills (particularly in Year 7) caused by gap in learning

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
No significant differences in progress 8 measures.	Disadvantaged students will make the same or better progress than all other students
No significant differences in attainment 8 measures.	Disadvantaged students will attain the same or better grades as all other students
A difference of less than 10% between disadvantaged and non-disadvantaged on the basics measure (4+ Eng/Maths, 5+ Eng/Maths)	There will be a difference of less than 10% between disadvantaged and non-disadvantaged students on the basics measure
No significant difference in percentage of students gaining the EBacc.	There will be an increase of disadvantaged students gaining the EBacc with no significant difference between non-disadvantaged
Maintain the current broadness of destination measures.	All disadvantaged students will go on to post 16 provision with an increase of those studying A-Levels

Ensure that there is no difference in the engagement of PP and non-PP students in House activities at Key Stage 3.	All disadvantaged students will engage with House activities
Ensure that no child is prevented from accessing opportunities due to their financial background.	No disadvantaged student will be prevented from participating in opportunities to increase cultural capital due to the financial background

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: £110K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Vision for disadvantaged students shared with all stakeholders</i>	Addressing Educational Disadvantage – ‘it is 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’	1,2,3,4,5,6
<i>Data packs will be distributed to all departments after each data entry – VACs/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’	1,2
<i>Data meeting will focus on disadvantaged students and identify actions</i>	Addressing Educational Disadvantage - ‘Adopt a culture of early intervention’	1,2
<i>DDP’s to highlight 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’	1,2

<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'	1,2,6
<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'	1,2,6
<i>Working party for disadvantaged to look at specific research and pedagogy for disadvantaged and trial strategies within departments</i>	Addressing Educational Disadvantage – 'research can inform our decision making when planning our strategies for educational disadvantage'	1,2,6
<i>Additional training session – disadvantaged local context (what does disadvantage mean to Laurus Cheadle Hulme)</i>	Addressing Educational Disadvantage – 'Teachers who work in inclusive schools have to be well-trained in both special needs diagnosis and research-led pedagogy'	1,2,3,4,5,6
<i>LAC and Young Carer training for NQTs and new staff</i>	Identification Practice of Young Carers in England - 'they recommended that young carer awareness and identification was built into induction for new staff and there was a named young carer lead who would act as key contact'	1,2,3,4,5,6
<i>Feedback to disadvantaged students – learning discussions to take place regularly in lessons</i>	EEF Teaching and Learning Toolkit + 8 months Addressing Educational Disadvantage – 'Meaningful assessment is part of great teaching,	2

	including helping to identify gaps in learning'	
<i>Whole school focus on reading</i>	EEF Teaching and Learning Toolkit +6 months Closing the reading gap – 'most things teachers do are important but teaching reading is essential' 'we must remember that for one in four pupils 'below expected' reading skill in year 7, such development of subject expertise will be inevitably stunted'	6
<i>Metacognition strategies to be evident in teaching – retrieval practice, explicit instruction, modelling, desirable difficulties, classroom dialogue</i>	EEF metacognition and self regulated learning + 7 months Addressing Educational Disadvantage – 'It is important for teachers to explicitly teach metacognitive skills within their domain'	1,2,3,4,6

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

Budgeted cost: £110K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 7 literacy screening and subsequent specialist, targeted intervention as well as wider whole cohort intervention</i>	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap	6
<i>Fresh start: intensive phonics intervention programme</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – 'adopt evidence based small group reading interventions to address specific	6

	issues with word recognition and or language comprehension'	
--	---	--

<i>Guided reading programme: KS2 sig below 100 – withdrawal for intensive support</i>	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap – ‘reading, offers a great deal of pleasure, while simultaneously offering us a vital tool to learn’	6
<i>LSA – targeted in class support</i>	EEF Teaching and Learning Toolkit + 1 month	1
<i>Specialist English LSA to support with the English recovery curriculum</i>	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap	6
<i>Targeted pupils in KS3 that are extracted from MFL and given curriculum time by the whole school literacy specialists</i>	EEF Teaching and Learning Toolkit + 6 months Addressing Educational Disadvantage – Every moment in school needs to be a language development and comprehension moment. The presumption of language can leave pupils isolated in the classroom. Language is key to success in accessing the curriculum’	6
<i>Guided whole school morning meetings for literacy and numeracy</i>	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap – ‘reading, offers a great deal of pleasure, while simultaneously offering us a vital tool to learn’	6

<i>Small group intervention programme with numeracy specialist for students identified as requiring additional support</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	6
<i>Numeracy specialist LSA - targeted at disadvantaged – providing extra maths support before school using specialist maths teachers</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	1,2
<i>LAC students will receive 1-1 or small group additional tuition for maths where gaps are identified</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	1,2
<i>Support departments with the purchase of online resources to aid departments with recovery</i>	EEF Teaching and Learning Toolkit + 4 months 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 cutting-edge resources can benefit all pupils at different points in their education’	4
<i>Disadvantaged students will have access to music tuition</i>	EEF Teaching and Learning Toolkit +2 months	1,3

Support and tuition for vulnerable students with specific SEMH challenges caused by lockdown	EEF Teaching and Learning Toolkit +5 months To build capacity within the organisation to work closely with students who have SEMH needs. This appointment will have a particular focus on the relationship between home and school	4, 5, 6
--	---	---------

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

Budgeted cost: £51K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Disadvantaged champion on SLT</i>	Addressing Educational Disadvantage – ‘The most effective schools create capacity and provide the expertise and support for teachers and other staff to better meet the needs of their disadvantaged students’	1,2,3,4,5,6
Non-Teaching member of staff with focus on PP attendance. To set high expectations. Increase parental contact.	Both targeted interventions and universal approaches have positive overall effects (4 months). Track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students. Non-Teaching Heads of Year will make initial contact. Review of data tracked and actions put in place. Specific intensive intervention where attendance fall below 94%	1,2,3,4,5,6
<i>HOH will identify key groups of students and highlight where intervention is needed – PP, LAC, SEND, FSM</i>	British psychological report 2017 Behaviour Change: School attendance, exclusion and persistent absence – ‘the 4 categories identified by the British Psychological Society are addressed: Mental Health; Physical Health; Attitudinal/systemic; School behaviour related’	1,2,3,4,5,6

<i>HoH will track behaviour for learning and highlight disadvantaged students for support</i>	Addressing Educational Disadvantage – we shift the culture away from one of perceived barriers and obstacles to a genuine ‘can do’ mentality where anything is possible’	1,2,3,4,5,6
<i>Appointment of specialist SEMH to</i>	Addressing Educational Disadvantage – ‘Ensure that the	

<i>work with vulnerable students</i>	social, emotional and mental health of pupils is prioritised’	
<i>1:1 SEMH sessions</i>	Addressing Educational Disadvantage – ‘Ensure that the social, emotional and mental health of pupils is prioritised’	1,2,3,4,5,6
<i>Apertura</i>	Apertura is a three-year academic enhancement programme designed to encourage academic enquiry and conversation	1,2,3,4,5,6
<i>Study visits to enhance aspiration and cultural capital</i>	EEF Teaching and Learning Toolkit +2 moths	2, 4, 6
<i>Electives programme</i>	EEF Teaching and Learning Toolkit +2 months	1,2,3,4,5,6
<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, 4, 6

<i>Purchase of laptops to loan who do not have own devices to work on at home</i>	EEF Teaching and Learning Toolkit + 4 months 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 cutting edge resources can benefit all pupils at different points in their education’	4
<i>Named staff will form a working group to</i>	Children’s Society – Young carers miss on average 48 school days due to their caring role’ ‘Young carers are more likely to perform at one grade lower than other students’	1,2,3,4,5,6
<i>support Young Carer’s in school</i>	Addressing Educational Disadvantage – ‘Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge’	
<i>Half termly meeting for Young Carers in each year group</i>	Children’s Society – Young carers miss on average 48 school days due to their caring role’ ‘Young carers are more likely to perform at one grade lower than other students’	1,2,3,4,5,6
<i>PP spend will be used to support Young Carers</i>	Children’s Society – Young carers miss on average 48 school days due to their caring role’ ‘Young carers are more likely to perform at one grade lower than other students’	1,2,3,4,5,6
<i>Voice workshops (Cicero)</i>	Addressing Educational Disadvantage – ‘Ensure that the social, emotional and mental health of pupils is prioritised’	1,2,3,4,5,6

<i>Annual University Trips</i>	Addressing Educational Disadvantage – ‘Ensure that the social, emotional and mental health of pupils is prioritised’	1,2,3,4,5,6
<i>Year 9 careers masterclasses</i>	Addressing Educational Disadvantage – ‘ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible’	1,2,3,4,5,6

Total budgeted cost: £271K

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

LCH GCSE Headline Results 2025

	PP	Non-PP
Cohort	50	162
Maths and English 5+	58.0%	88.3%
Maths and English 4+	40.0%	66.7%
Attainment 8	44.9	57.1
Ebacc entry	58.0%	87.0%
Ebacc APS	4.1	5.5

LCH Spanish GCSE Results 2025

	PP	Non-PP
4+	78%	93%
5+	55%	85%

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Activity	Evidence that supports this approach	Review
<i>Vision for disadvantaged students shared with all stakeholders</i>	Addressing Educational Disadvantage – ‘it is 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’	All staff have attended several briefings on PP and vulnerable students. Targeted training sessions attended by Heads of Year and SEND staff. Laurus Cheadle Hulme is an exceptional place for pupils to learn in. The school’s vision to be unashamedly ambitious, regardless of background or circumstance, is at the heart of every aspect of school life (Ofsted, 2023).
<i>Data packs will be distributed to all departments after each data entry – VACs/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’	Data packs in the form of value added charts shared with departments and class teachers following data drops.

<i>Data meeting will focus on disadvantaged students and identify actions</i>	Addressing Educational Disadvantage - 'Adopt a culture of early intervention'	Leaders accurately identify the needs of pupils at the earliest opportunity. They supply detailed information to staff about pupils' individual needs. Teachers use this information to adapt successfully the teaching of the same ambitious curriculum. Pupils with SEND and disadvantaged pupils thrive (Ofsted, 2023).
<i>DDP's to highlight 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'	Intervention strategies are identified in DAPs.
<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'	Effective quality first teaching has led to sustained good practice in the classroom, resulting in strong achievement by disadvantaged students. The school's Overall A8, Open A8 and EBacc A8 measures for disadvantaged students has been above the national average across the last 3 years.
<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'	ARC books carefully chosen and delivered by members of the leadership team to ensure consistency and accountability. Staff are encouraged to apply research to classroom practice, and discussions are facilitated

		about what they've been trialling on a monthly basis. This will be followed up with walkabouts to witness these strategies in practice. Staff are encouraged to reflect on the success of these strategies, and uber ARC is an opportunity to deliver successful approaches to the wider school team.
<i>Additional training session – disadvantaged local context (what does disadvantage mean to Laurus Cheadle Hulme)</i>	Addressing Educational Disadvantage – 'Teachers who work in inclusive schools have to be well-trained in both special needs diagnosis and research-led pedagogy'	Professional Learning programme in place for all staff. Teachers are experts in their subjects (Ofsted 2023).
<i>LAC and Young Carer training for NQTs and new staff</i>	Identification Practice of Young Carers in England - 'they recommended that young carer awareness and identification was built into induction for new staff and there was a named young carer lead who would act as key contact'.	We have a working group in school who support the young carers at LCH. We also work to identify students/ families who possibly aren't aware they are young carers and offer support.
<i>Feedback to disadvantaged students – learning discussions to take place regularly in lessons</i>	EEF Teaching and Learning Toolkit + 8 months Addressing Educational Disadvantage – 'Meaningful assessment is part of great teaching, including helping to identify gaps in learning'	Professional Learning session was run by the Head of School and addressed the local context for Pupil premium students at Laurus Cheadle Hulme.

<i>Whole school focus on reading</i>	EEF Teaching and Learning Toolkit +6 months Closing the reading gap – ‘most things teachers do are important but teaching reading is essential’ ‘we must remember that for one in four pupils ‘below expected’ reading skill in year 7, such development of subject expertise will be inevitably stunted’	Professional learning has taken place for all staff including the sharing of best practice strategies. Form time activities are research informed strategies to aid literacy (Reading and building vocabulary specifically focusing on morphology) and use a ‘best practice’ model to deliver content to students. At the start of Year 7, parents are invited to an English (and Maths) evening to communicate approaches to developing student Literacy through our English curriculum. The English department makes use of the programme Accelerated Reader as a part of the Year 7 Reading curriculum to promote good reading habits – the data is regularly analysed, and students are invited to data informed interventions. Y7 students are also purchased a book through the Book Buzz programme and there are many reading challenges and activities relating to this programme which further encourage good reading habits. There is a Library Curriculum that runs alongside the English Curriculum at KS3 to ensure all students have opportunity to develop good reading habits and
---	---	--

		have access to a wide variety of texts which they are encouraged to read for pleasure. All students at KS3 have a reading journal which they complete as part of their library lessons which is monitored by class teachers who then intervene with struggling and/or reluctant readers. Implementation and impact to be monitored.
<i>Metacognition strategies to be evident in teaching – retrieval practice, explicit instruction, modelling, desirable difficulties, classroom dialogue</i>	EEF metacognition and self-regulated learning + 7 months Addressing Educational Disadvantage – ‘It is important for teachers to explicitly teach metacognitive skills within their domain’	Metacognition strategies are consistently evident in classroom practice, seen through internal quality assurance and the lesson observation and appraisal process. The school’s Overall A8, Open A8 and EBacc A8 measures for disadvantaged students has been above the national average across the last 3 years.

<i>Year 7 literacy screening and EEF Teaching and Learning Toolkit + 6 months subsequent specialist, targeted intervention as well as wider cohort intervention</i>	Closing the reading gap <i>whole</i>	All students joining LCH undergo a rigorous screening process which evaluates their reading comprehension, reading accuracy and spelling. This data is regularly analysed, updated and individual progress monitored to ensure each student receives the correct support. Staff are quick to identify pupils who find reading more difficult. Effective programmes of support help pupils to catch up with their peers (Ofsted, 2023).
<i>Fresh start: intensive phonics intervention programme</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘adopt evidence based small group reading interventions to address specific issues with word recognition and or language comprehension’	Targeted pupils in KS3 are extracted from the mainstream MFL curriculum and receive a bespoke phonics focussed programme to develop reading accuracy, comprehension and spelling skills delivered by Literacy Specialists. The programme is a systematic synthetic phonics programme, as recommended by the DFE.

<i>Toe by Toe: phonics-based programme</i>	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap	Targeted pupils in KS3 and KS4 receive a 1:1 phonics focussed programme to develop reading accuracy and spelling skills delivered by Literacy Specialists.
<i>Precision Teaching: bespoke programme that targets one identified area of literacy difficulty</i>	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap	Targeted pupils in KS3 and KS4 receive a bespoke, short-term 1:1 programme to develop reading accuracy, comprehension and spelling skills delivered by Literacy Specialists.
<i>Literacy elective: phonics-based programme focusing on supporting students to read with accuracy and improve automaticity and fluency</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘adopt evidence based small group reading interventions to address specific issues with word recognition and or language comprehension’	Students are identified by the literacy screening process and receive a weekly, small group intervention session focused on reading with accuracy with Literacy Specialists.
<i>Guided reading programme: focus on comprehension and inference skills</i>	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap – ‘reading, offers a great deal of pleasure, while simultaneously offering us a vital tool to learn’	Students are identified by the literacy screening process and receive a weekly, small group guided reading session with Literacy Specialists
<i>LSA – targeted in class support</i>	EEF Teaching and Learning Toolkit + 1 month	Students who require additional literacy support in lessons are placed in LSA supported classes.

<i>Literacy Specialists to support with the English recovery curriculum</i>	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap – ‘reading, offers a great deal of pleasure, while simultaneously offering us a vital tool to learn’	The Literacy Specialists provide additional in class support in English lessons, with a focus on KS4. They also work closely with the English Department to adapt current teaching resources for students with literacy difficulties.
<i>Guided whole school morning meetings for literacy and numeracy</i>	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap – ‘reading, offers a great deal of pleasure, while simultaneously offering us a vital tool to learn’	FPL for staff delivered on how to support students with literacy difficulties in the classroom, as well as disciplinary reading strategies. Whole-staff FPL planned for March.
<i>Small group and 1:1 intervention programmes with numeracy specialist for students identified as requiring additional support</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	All students are screened and a variety of small group and 1:1 intervention is delivered to build confidence and fluency through repeated practice of key numeracy skills. The Numeracy Specialist also provides additional in class support.
<i>Numeracy specialist LSA - targeted at disadvantaged – providing extra maths support before and after school</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	Before and after school sessions provide students an opportunity to continue to develop key numeracy skills through repetition and overlearning, address any gaps in learning, as well as receive support with PP&R and revision

<i>LAC students will receive 1-1 or small group additional tuition for maths where gaps are identified</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	Where appropriate, LAC students offered 1-1 tuition through an external agency to support with their learning in school
<i>Support departments with the purchase of online resources to aid departments with recovery</i>	EEF Teaching and Learning Toolkit + 4 months 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 cutting-edge resources can benefit all pupils at different points in their education’	All core subjects have purchased online resources that all students, regardless of background or circumstance, have access to.
<i>Disadvantaged students will have access to music tuition</i>	EEF Teaching and Learning Toolkit +2 months	All students have access to the music tuition provision. Any Y7 student can take string, woodwind and brass lessons for the year for a reduced price of £30.50p. A further reduction of up to 50% is also available for disadvantaged students. These reductions can also be offered for subsequent year groups for students who practise and show commitment to their music tuition.

Support and tuition for vulnerable students with specific SEMH challenges caused by lockdown	EEF Teaching and Learning Toolkit +5 months To build capacity within the organisation to work closely with students who have SEMH needs. This appointment will have a particular focus on the relationship between home and school	A small group of students with SEMH challenges compounded by lockdown have access to 1:1 tuition and personalised support.
--	---	--

Activity	Evidence that supports this approach	Review
<i>Disadvantaged champion on SLT</i>	Addressing Educational Disadvantage – ‘The most effective schools create capacity and provide the expertise and support for teachers and other staff to better meet the needs of their disadvantaged students’	Deputy Headteacher acts as the disadvantaged champion.
<i>Non-Teaching member of staff with focus on PP attendance. To set high expectations. Increase parental contact.</i>	Both targeted interventions and universal approaches have positive overall effects (4 months). Track and act fast to close any emerging differences in the attendance of PP students when compared with non PP students. Non-Teaching Heads of Year will make initial contact. Review of data tracked and actions put in place.	Attendance officer appointment in 2024.

	Specific intensive intervention where attendance fall below 94%	
<i>HOH will identify key groups of students and highlight where intervention is needed – PP, LAC, SEND, FSM</i>	British psychological report 2017 Behaviour Change: School attendance, exclusion and persistent absence – ‘The 4 categories identified by the British Psychological Society are addressed: Mental Health; Physical Health; Attitudinal/systemic; School behaviour related’	Heads of House identify key groups of students within their House, following whole school data drops, and implement necessary interventions where needed. HoH to continually monitor all available data, including B Codes, to identify students where intervention is necessary.
<i>Head of House will track behaviour for learning and highlight disadvantaged students for support</i>	Addressing Educational Disadvantage – we shift the culture away from one of perceived barriers and obstacles to a genuine ‘can do’ mentality where anything is possible’	Head of House Team regularly monitor Bromcom, including both B Codes and C Codes, to identify opportunities to support disadvantaged students with their behaviour for learning and celebrate positive 26 demonstrations of correct behaviour for learning.
<i>Appointment of specialist SEMH to work with vulnerable students</i>	Addressing Educational Disadvantage – ‘Ensure that the social, emotional and mental health of pupils is prioritised’	There is a full-time SEMH Specialist on staff and a new Intervention & Inclusion Specialist was appointed for September 2025. Design and implement 1:1 and small group interventions. As well as provide and oversee targeted support throughout the day in the Turn Around Room and the Learning Hub.

<i>1:1 SEMH sessions</i>	Addressing Educational Disadvantage – ‘Ensure that the social, emotional and mental health of pupils is prioritised’	The SEMH and Intervention & Inclusion Specialists provide targeted 1:1 intervention and support to students by profiling the needs of the individual and delivering personalised programmes.
<i>Apertura</i>	Apertura is a three-year academic enhancement programme designed to encourage academic enquiry and conversation	The Apertura cohort has reflected the whole-school percentage of PP students. The decision to widen access has led to more PP students accessing and benefitting from small-group discussion work and academic enhancement. A ‘road to redbrick’ cohort has been identified earlier (Y7-11) now to encourage as many students as possible (including the whole school percentage of PP) to be exposed to more opportunities to academia and their futures.
<i>Study visits to enhance aspiration and cultural capital</i>	EEF Teaching and Learning Toolkit +2 moths	Financial support has been offered to enable access to school trips for students from PP backgrounds. The Laurus Baccalaureate has been introduced to better monitor the participation of all groups in trips and visits. Participation of PP

		students has increased during the last academic year.
<i>Electives programme</i>	EEF Teaching and Learning Toolkit +2 months	All students have been able to access the electives programme and benefit from a range of activities across their time at school. Systems for selecting electives, monitoring attendance and participation (incl. The Laurus Baccalaureate) are in place for 23-24 to better monitor and encourage participation. Spaces are reserved before general selection takes place to ensure PP students are given the appropriate support in school to help in their electives choice and to give them as many opportunities as possible. Where funding is needed, these students are covered with this. Percentage of PP is always considered, and their attendance is monitored, alongside necessary interventions if attendance is an issue. Where there is absence to school, PP students are spoken to, to

		encourage them to choose an elective that may improve the sense of belonging in school.
<i>Disadvantaged students will be supported in ensuring they have opportunities to increase cultural capital including DofE</i>	Addressing Educational Disadvantage – ‘ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible’	All financial barriers to access the DofE have been removed and the take-up from PP students has been in-line with the whole school cohort.
<i>Purchase of laptops to loan who do not have own devices to work on at home</i>	EEF Teaching and Learning Toolkit + 4 months 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 cutting edge resources can benefit all pupils at different points in their education’	All students, regardless of background or circumstance, have access to an IT suite during social times and afterschool. Laptops have been purchased, where appropriate, for LAC students.
<i>Named staff will form a working group to support Young Carer’s in school</i>	Children’s Society – Young carers miss on average 48 school days due to their caring role’ ‘Young carers are more likely to perform at one grade lower than other students’ Addressing Educational Disadvantage – ‘Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge’	We have a team of staff who are part of the Young Carers support programme. They have on average three young carers each, who they are the allocated key worker for.

<i>Half termly meeting for Young Carers in each year group</i>	Children's Society – Young carers miss on average 48 school days due to their caring role' 'Young carers are more likely to perform at one grade lower than other students'	One to one check ins are completed every half term, and we offer homework support after school and/ or during lunch.
<i>PP spend will be used to support Young Carers</i>	Children's Society – Young carers miss on average 48 school days due to their caring role' 'Young carers are more likely to perform at one grade lower than other students'	Two school trips were part funded for Young Carers. Staff also support the Young Carers with check ins, running drop ins and supporting with school trips.
<i>Voice workshops (Cicero)</i>	Addressing Educational Disadvantage – 'Ensure that the social, emotional and mental health of pupils is prioritised'	All students in Year 7 access the Cicero programme through the Enhance Electives programme.
<i>Annual University and Sixth Form Trips</i>	Addressing Educational Disadvantage – 'Ensure that the social, emotional and mental health of pupils is prioritised'	There have been a wide range of visits to local colleges as part of the preparation for post-16 education. Local university trips to take place in 25/26 to MMU/Salford or UA92.

<i>Year 9 careers masterclasses</i>	Addressing Educational Disadvantage – ‘ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible’	World of work event aimed at all year 9 students. 15 different employees come in and students interview several of them to find out about their jobs, skills and qualities needed. Assembly on different aspects of local LM and the Manchester MBacc through form time. University tips for first in family or PP students in the summer term.
--	--	--

Further information (optional)

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At Laurus Cheadle Hulme this is done on a daily basis by our teaching staff. Daily tracking enables teaching staff to report progress and attainment through our process of '**progress checks**' which in turn allows middle and senior leaders to make informed choices. We have a relentless drive to continually improve and enhance the quality of our teaching and learning.

At a strategic level our Pupil Premium spending and impact are monitored and challenged by a named governor. We have adopted a set procedure for carrying out these checks. The reports of these checks and amendments are reported to the governing body. Progress checks form the basis of many of our conversations surrounding the impact of our Pupil Premium spending. As a minimum, however, we operate on the following assumptions, when monitoring and tracking the impact of our Pupil Premium spending:

	Day to Day short term	Medium Term	Longer Term
Staff and/or positions involved:	HOH link with departments and HOY to track and review interventions. Reports made to HT and rest of SLT and leadership meetings. Bromcom used to report attendance and behaviour issues. Staff track on a daily basis and report to AHTs through relevant link. HOY and HOH intervene with set procedures concerning attendance.	Progress Checks are collected across the school in line with the assessment calendar. These are reviewed at all levels from class teacher through to HOD. All subjects receive reports and progress and attainment of students. AHT and DHT report to HT. Directors of Core report to DHT and HT on matters concerning staffing. • PM and appraisal process. • 'Fireside' meetings. • Progress Meetings.	AHT and DHT draw up plans from shared strategic vision with HODs and DOL. SLT track and monitor national trends and developments to measure and inform interventions at HGHS. SDP informs department and faculty DDP which then, in turn, inform budget plans and proposed interventions. Full review of data carried out of data monitoring points and feedback to departments. Whole school data tracked back to interventions.

Notes:	Some interventions (usually ad hoc) take place outside of this process. These are tracked by the AHT who links with the relevant member of staff.	Pupil Premium reports and spending previews are presented to the Governors Monitoring Committee who then report to the full governing body.	Annual Report provided to the governors and published on the school website.
---------------	---	---	--

Externally provided programmes

Programme	Provider
GMACS	Bridge GM
CEIAG	The Careers Enterprise
Kooth workshops	Kooth
Money Sense – Personal Finance	Natwest Bank
Duke of Edinburgh	Duke of Edinburgh
Sexual Health Workshops	NHS
Knife crime workshop	Stockport YOT
Bee Well	Manchester University and Anna Freud centre
Industry reps from 5 key sectors (GMACS Big 5) for Careers Briefing and Q&A on pathways, opportunities and general advice for Life after Laurus – Y9+10	GMACS Workplace Safaris