



## Pupil premium strategy statement – St Laurence Catholic Primary

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	St Laurence Catholic Primary
Number of pupils in school	275
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	2 <sup>nd</sup> December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Veronica Harvey Head of School
Pupil premium lead	Tom Fitt
Governor / Trustee lead	Charlotte Woodford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,938
Recovery premium funding allocation this academic year	£8,265 (based on 57 PP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,839
<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	£91,042

# Part A: Pupil premium strategy plan

## Statement of intent

At St Laurence the children in receipt of pupil premium can be coping with/ facing a number of barriers to learning. Research into Maslow's Hierarchy of Needs helps us to understand that until a child feels ready to learn they are unlikely to reach their full potential. Some of the identified barriers to learning that our pupil premium children need support to overcome are detailed in the challenges below.

Our ultimate intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, as well as including progress for those who are already high attainers.

Our current pupil premium strategy plan currently has high-quality teaching at the heart of this approach, with a focus on areas in which disadvantaged pupils require the most support. High-quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap.

Our approach will be responsive to common challenges and individual needs which are also highlighted through formative and summative classroom assessment. The approaches we have adopted complement each other to help pupils to excel. To ensure we are effective we will:

- Ensure pupils are always challenged in the work that they are set.
- Act early to intervene at the point when needs are identified.
- Adopt a whole school approach in which all staff take responsibilities for disadvantaged pupils.
- Ensure all staff adopt high expectations of what all pupils can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with teaching staff suggest that disadvantaged pupils have greater difficulties with phonics than their peers
2	Assessments and observations (including child and parent well-being questionnaire) have identified social and emotional issues for many pupils.

	There has been an increase in MHST referrals for lack of self-esteem and low self-confidence.
3	Parent's own experiences of education and their own mental health can impair engagement with child's education
4	Assessments, observations and discussions with teaching staff indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils
5	Vulnerability to under achievement (for example young carers, those with medical conditions, families exposed to domestic violence, low attendance etc.)
6	Attendance data indicated that attendance among disadvantage pupils has been between % lower than for non-disadvantage pupils.

## 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
Improved phonic results and reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Increase the attainment in Year 1/2.</li> <li>• That % of PP eligible pupils passing the phonics screening is in line with non-PP pupils.</li> <li>• Current Year 1 cohort to make accelerated progress as a result of additional intervention and QFT in phonics.</li> <li>• In Year 2, the percentage of children that are PP are 39% (16 children). Out of the 16, 11 are likely to get expected in Phonics (69% of the PP children).</li> <li>• In Year 1, the percentage of children that are PP are 22% (9 children). Out of the 9 PP children, 4 are targeted to get expected in Phonics (45% of the PP children).</li> </ul>
To achieve and sustain improved wellbeing for our pupils	<ul style="list-style-type: none"> <li>• Evaluated intervention groups which have demonstrated measurable impact to be timetabled throughout the school year. To include: Time to Talk.</li> <li>• Holistic early intervention through school based Art Therapist employed in school to deliver 1:1 weekly therapeutic sessions. Address identified social and emotional barriers to learning so</li> </ul>

	<p>children's motivation and readiness to learn is increased and high aspirations reached. This readiness for learning is reviewed termly.</p>
<p>Improve opportunities for parents to engage with positive experiences with school and support expanding their children's aspirations</p>	<ul style="list-style-type: none"> <li>• To provide support for parents and families in addressing DA at home.</li> <li>• To support parents in managing their own and their children's mental health needs.</li> </ul>
<p>Improved oral language skills and vocabulary among disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• To increase attainment in both Year 3/4 and Year 5/6 so that pupil premium pupils in these groups meet cohort targets for attainment.</li> <li>• In Year 6, 17% of PP cohort is identified with PP vulnerability. Ensure 4 pupils (57%) who are identified as PP achieve expected standard.</li> <li>• Narrow the gaps in attainment between PP and non-PP peers with evaluated intervention groups which have demonstrated measurable impact to be timetabled throughout the school year. To include 1<sup>st</sup> Class in Number, Project X Code PiXL intervention groups, Spelling groups.</li> <li>• All intervention cycles continuously reviewed by Inclusion Manager and phase leaders and adjusted in terms of entry/exit data on TT and adjust combined tracker on PiXL if needed.</li> <li>• To embed PiXL intervention therapies for learning within KS1 and KS2.</li> <li>• Identify key marginal children and ensure they meet and exceed individualised end of year targets.</li> <li>• To set up PiXL therapy groups to address and target gaps in children's learning.</li> </ul>
<p>Engaged appropriate agencies to support families overcoming vulnerabilities</p>	<ul style="list-style-type: none"> <li>• To address evaluated outcomes of parental digital survey that confirmed no or limited access to suitable device at home.</li> <li>• To ensure that all pupil premium children have equality of access to planned and emergency remote learning.</li> <li>• All children can access education and complete word set using Microsoft 365 platform and/or Tapestry.</li> </ul>

<p>To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• To support parents in managing their own and their children's mental health needs.</li> <li>• Promote social inclusion and access to wider curriculum learning – ensure Pupil Premium children can access full range of high quality planned curriculum learning in both in and out of school.</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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional small group teaching provision in KS2 (additional teacher time for pupil premium children)</p>	<ul style="list-style-type: none"> <li>• Small group tuition has an average impact of four months' additional progress over the course of a year. <i>(Small group tuition - EEF)</i></li> <li>• Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. <i>(Small group tuition - EEF)</i></li> <li>• Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and it should be considered as part of a school's pupil premium strategy. <i>(Small group tuition - EEF)</i></li> </ul>	<p>4, 5</p>
<p>Additional small group teaching provision in KS1 (Pupil premium additional teacher time)</p>	<ul style="list-style-type: none"> <li>• Small group tuition has an average impact of four months' additional progress over the course of a year. <i>(Small group tuition - EEF)</i></li> <li>• Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. <i>(Small group tuition - EEF)</i></li> <li>• Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and it should be considered as part of a school's pupil premium strategy. <i>(Small group tuition - EEF)</i></li> </ul>	<p>1, 2 and 4</p>

Cost of teacher/HLTA/TA led 1:1 intervention and groups throughout EYFS, KS1 and KS2	<ul style="list-style-type: none"> <li>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. <i>(Small group tuition - EEF)</i></li> <li>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. <i>(Teaching assistant intervention – EEF)</i></li> </ul>	1, 2, 3, 4 and 6.
Purchase a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <ul style="list-style-type: none"> <li><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	1 and 4

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

Budgeted cost: £7,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partners in Excellence (PiXL) Cost of HLTA/TA led PiXL therapy groups.	<ul style="list-style-type: none"> <li>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. <i>(Small group tuition - EEF)</i></li> </ul>	1, 3 and 4.
Signposting parents to MH services (including online/remote)	<ul style="list-style-type: none"> <li>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <i>(Parental engagement – EEF)</i></li> </ul>	3 and 5

Healing Together DA	<ul style="list-style-type: none"> <li>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <i>(Parental engagement – EEF)</i></li> </ul>	3 and 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Digital disadvantage. Purchase of hardware for use in school and to loan as necessary for home use.	<ul style="list-style-type: none"> <li>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <i>(Parental engagement – EEF)</i></li> </ul>	3 and 5.
Contribution to cost of trips and residential visits	<ul style="list-style-type: none"> <li>Encourages all children to access the curriculum and enables parents to support the learning that is taking place in school.</li> </ul>	3 and 5.
Art Therapist	<ul style="list-style-type: none"> <li>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <i>(Arts Participation – EEF)</i></li> <li>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <i>(Social and emotional learning – EEF)</i></li> <li>It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. <i>(Arts Participation – EEF)</i></li> </ul>	2, 3 and 5



	<ul style="list-style-type: none"> <li>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. <i>(Social and emotional learning – EEF)</i></li> </ul>	
Mental Health Lead completes training from the Anna Freud Institute to enable school to measure pupil wellbeing, work more effectively in partnership with local mental health services and promote good mental health across the curriculum and the wider school community.	<ul style="list-style-type: none"> <li>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving pupils’ cognitive and social skills are effective, on average <i>(Behaviour Interventions – EEF)</i></li> </ul>	2,3 and 5
Additional Support from LAAO to target support for our Pupil Premium Families to raise their attendance	<ul style="list-style-type: none"> <li>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <i>(Parental engagement – EEF)</i></li> </ul>	6
Enrichment Clip and Climb sessions	<ul style="list-style-type: none"> <li>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Participating in sports and physical activity is likely to have wider health and social benefits in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance <i>(Physical Activity – EEF)</i></li> </ul>	2 and 6

**Total budgeted cost: £85,000**

## 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 2020 to 2021 academic year.

Our internal assessments during the 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key aspects of the national curriculum.

Our assessment of the reasons for the outcomes largely points towards the impact of Covid-19, which disrupted all of our subjects to a varying degree. As evidenced in schools across the country, school closure was the most detrimental to our disadvantaged pupils with large numbers of these pupils not benefitting from our pupil premium funding, as targeted interventions were not taking place. Despite these procedures, as a school we still maintained a high quality curriculum during these partial closures, supporting children with online resources such as those provided by Oak National Academy for both English and Maths.

Due to so many children not being able to access learning in school, we purchased a considerable amount of technology during 2020-21 academic year to support and benefit these children working remotely.

To prepare our pupil premium children for their return to learning, all staff were trained on how to use PiXL for assessment for learning and teaching assistance were trained in the delivery of PiXL therapy groups. To support Pupil Premium children and those children needing support with their speech and language, our school purchased a subscription to widget subscription purchased for EYFS and KS1. Staff accessed online training during 2020-21 to deliver this learning support effectively.

Our observations indicated that pupil behaviour, well-being and mental health were significantly impacted last year, primarily due to Covid-19-related issues. This impact was particularly acute for disadvantaged pupil. We used pupil premium funding to provide support for all pupils, and targeted interventions like Art therapy were required. We are building on these approaches with the activities detailed in this plan.

## 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

## Further information

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*