

Pupil premium strategy statement – St. Laurence Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	269
Proportion (%) of pupil premium eligible pupils	30.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	31/12/22
Date on which it will be reviewed	31/12/23
Statement authorised by	
Pupil premium lead	J McGhee Wallace
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,260
Recovery premium funding allocation this academic year	£11,020
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><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></p>	£116,280

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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	Parents' 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	Lack of opportunity and experience. Lack of exposure to culture.
7	Attendance data indicated that attendance among disadvantage pupils has been lower, across the board than for non-disadvantage pupils.
8	More than a quarter of our disadvantaged pupils are also SEND 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.	<p>Increase the attainment in Year 1/2.</p> <ul style="list-style-type: none"> • That % of PP eligible pupils passing the phonics screening is in line with non-PP pupils. • Current Year 1 cohort to make accelerated progress as a result of additional intervention and QFT in phonics. • 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). • 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).
Sustain improved wellbeing for our pupils.	<ul style="list-style-type: none"> • Evaluated intervention groups which have demonstrated measurable impact to be timetabled throughout the school year. To include: Time to Talk and Healing Together • Holistic early intervention through school-based Art Therapist employed in school to deliver 1:1 weekly therapeutic session. <ul style="list-style-type: none"> • Address identified social and emotional barriers to learning so children with SEMH issues have motivation and readiness to learn increased and high aspirations reached through individualised programmes and increased adult support. This readiness for learning is reviewed termly.
Improve opportunities for parents to engage with positive experiences with school and support expanding their children's aspirations.	<ul style="list-style-type: none"> • Support is provided for parents and families in addressing DA at home. • Support is provided for parents in managing their own and their children's mental health needs. <ul style="list-style-type: none"> • Families are supported through Early Help such as Red Hen.

	<ul style="list-style-type: none"> • A programme of experiences has been devised to support expanding children's aspirations.
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Increased attainment in both Year 3/4 and Year 5/6 so that pupil premium pupils in these groups meet cohort targets for attainment.</p> <ul style="list-style-type: none"> • 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 Little Wandle Catch-Up and PiXL intervention groups. • 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. • Embedded PiXL intervention therapies for learning within KS1 and KS2. • Identified key marginal children provided with targeted interventions to ensure they meet or exceed individualised end of year targets. • Established PiXL therapy groups to address and target gaps in children's learning.
Engaged appropriate agencies to support families overcoming vulnerabilities.	<ul style="list-style-type: none"> • To address evaluated outcomes of parental digital survey that confirmed no or limited access to suitable device at home. • All children can access education and complete homework set using Microsoft 365 platform and/or Tapestry.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	<p>To support parents in managing their own and their children's mental health needs.</p> <ul style="list-style-type: none"> • 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.

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: £ 52,507

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group teaching provision in KS2 (Teaching Assistant to help release the class teacher/take small groups)	<ul style="list-style-type: none"> • Small group tuition has an average impact of four months' additional progress over the course of a year. (Small group tuition - EEF) • 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. • 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. 	1, 4, 5 £18,887
Additional small group teaching provision in KS1 (Teaching Assistant to help release the class teacher) support.	<ul style="list-style-type: none"> • Small group tuition has an average impact of four months' additional progress over the course of a year. (Small group tuition - EEF) • 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. • 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. 	1, 4, 5 £18,887
Cost of teacher-led 1:1 intervention and groups throughout EYFS, KS1 and KS2	<ul style="list-style-type: none"> • 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. (Small group tuition - EEF) 	1, 4, 5 £14,733

	<ul style="list-style-type: none"> Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. (Teaching assistant intervention – EEF) 	

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

Budgeted cost: £ 6,944.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partners in Excellence (PiXL) Cost of HLTA/TA led PiXL therapy groups.	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. (Small group tuition - EEF)	1, 4, 5 PiXL - £2,700
Times Tables Rock Stars	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. (Parental Engagement – EEF)	1, 4, 5 TTR - £138.70
Provision Mapping software	This mapping tool will allow the provision for pupils and their progress to be tracked in a more comprehensive way and to allow insights into how best to support them.	8 Tes - £955
Improved stock of Collins Reading Books for KS1 and KS2	It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. (Reading – EEF)	4, 6 £3,150.85

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

Budgeted cost: £ 46,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Signposting parents to MH services (including online/remote)	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. (Parental engagement – EEF)	2, 3 MHST
Healing Together DA	Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. (Parental engagement – EEF)	2, 3
Red Hen	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. (Parental engagement – EEF)	2, 3 Red Hen - £9,500
Contribution to cost of trips and residential visits.	Encourages all children to access the wider curriculum and enables parents to support the learning that is taking place inside and outside of school.	6 Graftham & Hautbois £3.500 app.
Art Therapist	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (Arts Participation – EEF) <ul style="list-style-type: none"> • 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. (Arts Participation – EEF) • 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. (Social and emotional learning – EEF) 	2 Hanna Starr - £7.800

Additional Support from LAAO to target support for our Pupil Premium Families to raise their attendance	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. (Parental engagement – EEF)	7 LAAO
Additional member of staff to complete Mental Health Lead training 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.	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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. (Social and Emotional Learning – EEF)	2, 3 Deputy Mental Health Lead training - £245
Cost of HLTA in role as Mentor throughout EYFS, KS1 and KS2 to support pupils with SEMH issues.	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. (Mentoring in schools – EEF)	2 Safeguarding Officer - £21,695
Wellbeing Award for Schools	...there is emerging evidence for a range of targeted and whole-school approaches to improving social and emotional skills, and promoting well-being. (Building Social and Emotional Learning – EEF)	2 £2,150
River Programme – supporting SEMH	...there is emerging evidence for a range of targeted and whole-school approaches to improving social and emotional skills, and promoting well-being. (Building Social and Emotional Learning – EEF) (Building Social and Emotional Learning – EEF)	2 1:1 for 4 children over 6 weeks £2,000

Total budgeted cost: £106,341.55

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At KS1, 59% of non-disadvantaged pupils achieved the expected standard for RWM compared to 47% of disadvantaged pupils achieving the expected standard for RWM.

50% of disadvantaged pupils achieved the expected standard (RWM combined) at KS2 in 2022 compared to 66% of non-disadvantaged pupils. 7% of non-disadvantaged pupils achieved a higher standard compared to 0% of disadvantaged pupils.

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
CUSP Literacy programme	CUSP
Primary Knowledge Curriculum	Primary Knowledge Curriculum Partnership

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Impact of Pupil Premium Spending from 2021/22

- Children and families supported through Art Therapy and involvement with Red Hen (family support workers).
- Purchase of a DfE validated Phonics scheme and subsequent training of all teaching and support staff has supported children in growing their Phonics/Early Reading skills.
- All families receiving Pupil Premium funding were financially supported with day/residential trips, allowing pupils lives to be enriched and cultural capital grown.
- Member of staff trained to be Mental Health Lead, providing valuable support for pupils, staff and parents.