

# Pupil premium strategy statement – St. Laurence Catholic Primary

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	244
Proportion (%) of pupil premium eligible pupils	32.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021 - 2024
Date this statement was published	31/12/23
Date on which it will be reviewed	31/12/24
Statement authorised by	
Pupil premium lead	J McGhee Wallace
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,240
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£11,020
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£123,260

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Social opportunities

At the heart of our approach is quality first teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. 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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and build their cultural capital.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next phase of their education.

## 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 absence among disadvantage pupils has been between higher, 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"> <li>• That % of PP eligible pupils passing the phonics screening is in line with non-PP pupils.</li> <li>• Year 1 cohort to continue to make accelerated progress as a result of additional interventions and QFT in phonics.</li> <li>• Pupils, in Y2, retaking the assessment to make accelerated progress.</li> </ul>
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, Healing Together and Lego Therapy.</li> <li>• Holistic early intervention through school-based Art or Music Therapist, employed in school, to deliver 1:1 weekly therapeutic session.</li> </ul> <p>Address identified social and emotional barriers to learning so children with SEMH issues have their motivation and readiness to learn increased and high</p>

	aspirations reached through individualised programmes and increased adult support.
Improve opportunities for parents to engage with positive experiences with school and support expanding their children's aspirations.	<ul style="list-style-type: none"> <li>• Support is provided for parents and families in addressing DA at home.</li> <li>• Support is provided for parents in managing their own and their children's mental health needs.</li> <li>• Families are supported through Early Help such as Red Hen.</li> <li>• A programme of experiences has been devised to support expanding children's aspirations.</li> </ul>
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"> <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 Little Wandle Catch-Up and PiXL intervention 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.</li> <li>• Embedded PiXL intervention therapies for learning within KS1 and KS2.</li> <li>• Identified key marginal children provided with targeted interventions to ensure they meet or exceed individualised end of year targets.</li> <li>• Established PiXL therapy groups to address and target gaps in children's learning.</li> </ul>
Engage appropriate agencies to support families overcoming vulnerabilities.	<ul style="list-style-type: none"> <li>• Red Hen</li> <li>• MHST</li> <li>• River Project</li> </ul>
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	<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</li> </ul>

	can access full range of high-quality planned curriculum learning in both in and out of school.
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## 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: £19,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to PiXL diagnostic tools and assessments. Training for staff to ensure assessments are interpreted and administered correctly. £2,422	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3
Subscription to CUSP and evidence based, knowledge rich curriculum. Explicit vocabulary instruction is at the heart of this curriculum. Training for staff to ensure they apply the principles of cognitive science effectively and every child has access to QFT.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a>  Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1,2,4,7
Purchase high quality CPD	The rationale for this is substantial investment in professional development (PD) is clear: meta-analyses find	1, 2,3,4

<p>(Greenfields Educational Consultancy).</p> <p>Embedding of excellent pedagogy across the curriculum. £600</p>	<p>that teacher PD programmes tend to improve pupil academic achievement (Fletcher-Wood &amp; Zuccollo, 2019; Lynch et al., 2019).</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1635355217</a></p>	
<p>CPD- Maths focusing on how to</p> <ul style="list-style-type: none"> <li>- identify gaps in children's learning</li> <li>- use guidance to track back and address the gaps</li> </ul> <p>Implementation of mastering number in EYFS and KS1.</p> <p>£235</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p>	3
<p>Implementation of Ten:Ten programme for PSHE and RSE</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	6
<p>Maximising the impact of teaching assistants. Strategic leadership training and implementation.</p>	<p>Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. In order to have the desired effect schools might consider:</p> <ul style="list-style-type: none"> <li>- Careful assessment of pupils' needs so that teaching assistants support is well targeted</li> <li>- Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes</li> </ul>	1,2,3,4

	<ul style="list-style-type: none"> <li>- Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £66,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Art and Music Therapy to support individual pupils with trauma related issues.</i>	<p>...music therapy is used to help students make progress in their educational program. Music therapists work with all students of all ages. Music therapists work in a variety of capacities to assist student learning in schools. Music therapists work as members of the interdisciplinary treatment team to address challenges that students have in learning.</p> <p><a href="#">Music therapy in schools: Stimulating the mind and body to create positive change.</a></p> <p><a href="https://psycnet.apa.org/record/2019-51669-016">https://psycnet.apa.org/record/2019-51669-016</a></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (<a href="#">Arts Participation – EEF</a>)</p> <ul style="list-style-type: none"> <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. (<a href="#">Arts Participation – EEF</a>)</li> <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. (<a href="#">Social and emotional learning – EEF</a>)</li> </ul>	5 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

Additional reading sessions targeted at disadvantaged pupils who require further support.	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1
Additional before school reading groups	<p>Reading comprehension strategies have a high impact for a low cost based on a strong evidence base.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1
Pixl small group interventions for maths, reading and writing across KS2.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition is most effective if it is targeted at pupils specific needs. Diagnostic assessment can be used as the best way to target support.</p>	1,2,3

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

Budgeted cost: £37,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and Pastoral Support Worker	<p>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.</p> <p>(<a href="#">Mentoring in schools – EEF</a>)</p>	5 8
Red Hen	<p>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 Learn-</p>	3



	ing Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. ( <a href="#">Parental engagement – EEF</a> )	
<i>River Programme</i> <i>Play-based,</i> <i>psychotherapeutic</i> <i>counselling</i>	Through play, therapists may help children learn more adaptive behaviors when there are emotional or social skills deficits ( <a href="#">Pedro-Carroll &amp; Reddy, 2005</a> ). The positive relationship that develops between therapist and child during play therapy sessions can provide a corrective emotional experience necessary for healing ( <a href="#">Moustakas, 1997</a> ). Play therapy may also be used to promote cognitive development and provide insight about and resolution of inner conflicts or dysfunctional thinking in the child ( <a href="#">O'Connor &amp; Schaefer, 1983</a> ; <a href="#">Reddy, Files-Hall, &amp; Schaefer, 2005</a> ).	5, 2
Develop and resource a coherently planned programme of enrichment activities. Bassistry Arts Week Artists in School Music Planetarium Sports clubs Lunchtime and afterschool clubs	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  Physical activity has a positive impact on academic attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>  The curriculum provided by school should extend beyond the academic, technical or vocational. Ofsted	5,6
Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £123,260**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that pupils in EYFS had a significant improvement in GLD, from 72% (2022) to 90% (2023). In Y1, Phonics results have seen a similar improvement with the outcome rising from 83% (2022) to 93% (2023). Pupils, in KS1, performed better in statutory Maths assessments than they did in Reading and Writing. Pupils in KS2 statutory assessments performed better in Reading assessments.

The data demonstrates that there is more of an impact in EYFS and KS1, as you would expect. This is encouraging for future statutory assessments.

Based on all the information above, the performance of our disadvantaged pupils somewhat met expectations, and we are at present *on course* to achieve some of the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that investment in the EYFS/KS1 curriculum was *found to be particularly effective*. We are *focussing, this year, on further improving assessment to increase the effectiveness of interventions in KS2 and to improve outcomes at KS2 statutory assessments*.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

### 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
River Project	Olive Academy

