

# Pupil premium strategy statement – St. Laurence Catholic Primary School

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	218
Proportion (%) of pupil premium eligible pupils	36.7%
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> )	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	J McGhee Wallace
Pupil premium lead	J McGhee Wallace
Governor / Trustee lead	V Worsnop

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£115,475

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Laurence Catholic Primary School, we are committed to ensuring that all pupils, regardless of their background or socio-economic status, have access to high-quality education and the support they need to thrive academically, socially and personally. The Pupil Premium Strategy Plan outlines our intention to close the achievement gap between disadvantaged pupils and their peers, by providing targeted interventions, support, and enrichment opportunities.

Our core intention is to:

1. **Raise Academic Achievement:** We aim to accelerate the academic progress of disadvantaged pupils, ensuring they achieve their full potential in line with or above national expectations, with a focus on improving literacy and numeracy outcomes.
2. **Personal Development:** We will support the holistic development of pupils, including their emotional well-being, resilience, and social skills, enabling them to build confidence and self-efficacy, both in and outside the classroom.
3. **Inclusive and High-Quality Teaching:** We will ensure that all staff are trained and equipped with the skills, knowledge and strategies to provide excellent, inclusive teaching for all pupils, with a focus on meeting the specific needs of disadvantaged learners.
4. **Targeted Support and Interventions:** We will implement a range of tailored interventions to address the individual learning needs of disadvantaged pupils, including 1:1 tutoring, small group work, and extra-curricular activities that support their academic and personal development.
5. **Partnership with Families and Community:** We will foster strong partnerships with parents and carers, supporting them in their role as active partners in their children's education, and engage with local communities to provide additional resources and opportunities for our pupils.

By implementing this strategy, we aim to create a positive and supportive environment that allows all pupils to succeed, regardless of their background, and to make sustained progress throughout their educational journey. We will rigorously monitor the impact of our Pupil Premium initiatives to ensure that resources are used effectively and that every pupil benefits from the opportunities available to them.

## Challenges

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

Challenge number	Detail of challenge
1	Limited social and cultural capital
2	Limited parental engagement and support

3	Increased number of ACEs (Adverse Childhood Experience)
4	Lower attendance rates than non-disadvantaged peers
5	More than a quarter of pupil premium 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
Sustained improvement in phonic results and reading, writing and maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• % of PP eligible pupils passing the phonics screening is in line with non-PP pupils.</li> <li>• Year 1 cohort make accelerated progress as a result of additional interventions and QFT in phonics.</li> <li>• Pupils in Y2, retaking the assessment, make accelerated progress.</li> <li>• Y6 pupils have greater combined result in SATs, more in line with national average.</li> </ul>
Improved wellbeing for our pupils through enhanced pastoral support.	<ul style="list-style-type: none"> <li>• Children with SEMH issues have their motivation and readiness to learn increased.</li> <li>• Pupils aspirations are increased and reached through individualised programmes and increased adult support.</li> <li>• Pupils receive targeted support through early, school-based intervention, e.g. music therapy, Lego therapy or weekly ELSA sessions.</li> </ul>
Parents increase engagement with school, through positive experiences, and support expanding their children's aspirations.	<ul style="list-style-type: none"> <li>• Support is provided for those parents and families experiencing domestic abuse.</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 and delivered to support expanding children's and parents' horizons.</li> </ul>

Improved oral language skills and vocabulary acquisition amongst disadvantaged pupils.	<ul style="list-style-type: none"> <li>Assessments and observations indicate significant improvement in oracy and use of vocabulary triangulated with evidence from pupil book studies.</li> </ul>
Access to appropriate internal and external providers employed to delivery timely interventions.	<p>School has the following:</p> <ul style="list-style-type: none"> <li>School-based Pastoral Lead</li> <li>Red Hen Family Workers partnership</li> <li>Contracted Music Therapist</li> </ul>
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Parents are supported in managing their own and their children's mental health needs.</li> <li>Social inclusion and access to wider curriculum learning is promoted, ensuring Pupil Premium children can access full range of high-quality planned curriculum learning in both in and out of school.</li> <li>School has met its yearly attendance target of 95%.</li> </ul>

## 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: £7,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of high-quality, prepared resources for Reading and Writing to support retention.</i></p> <p>£6,000</p>	<p>Teachers whose schools have more workload reduction strategies in place are significantly more likely to have positive views on manageability of their workload, autonomy and job satisfaction.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Review-of-teacher-workload-management-approaches.pdf?v=1731928188">https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Review-of-teacher-workload-management-approaches.pdf?v=1731928188</a></p>	1,5

<p><i>Purchase of resources to support ambitious Art &amp; D.T. curriculum</i> £1,000</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=ambitious%20art">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=ambitious%20art</a></p>	<p>1,5</p>
<p><i>Effective, high-quality, evidence-based CPD (Walkthrus)</i> £250</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1731927794">https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1731927794</a></p>	<p>1,5</p>

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

Budgeted cost: £55,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of PiXL standardised assessments and targeted interventions</i> £2,422</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	<p>1,5</p>
<p><i>Times Tables Rockstars</i> £178</p>		<p>1,2,5</p>
<p><i>School Jam Maths</i> £85</p>		<p>1,2,5</p>
<p><i>Purchase of a DfE validated Systematic Synthetic Phonics (Little Wandle) programme to</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of</p>	<p>1,5</p>

<i>secure stronger phonics teaching for all pupils.</i> £945	word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	
<i>Literacy Gold</i> £719	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	1,2,5
<i>Intervention Teachers - Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i>  <i>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</i>  £51,126	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1,5

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

Budgeted cost: £42,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase uniform for low income families</i> £500	School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-</a>	2,5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=enabling%20pupils%20to%20attend%20school">uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=enabling%20pupils%20to%20attend%20school</a>	
<i>Financial support for pupils to attend residential trips</i> £3,241	These activities can enhance the educational experience for disadvantaged pupils, help them improve their social skills and confidence, and not miss out on activities they might not otherwise have access to.	2,5
<i>Music Therapy</i> £800	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. 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) <a href="#">Arts Participation – EEF</a>	3
<i>Music Workshops</i> £1,000	As above	1,3
<i>Red Hen Family Workers</i> £9,500	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. <a href="#">Parental engagement – EEF</a>	2,3,5
<i>Wraparound Care</i> £900	Subsidising wraparound care enables parents to work and improve their families’ economic circumstances which can give pupils a better standard of life.	5
<i>Superstar Sports Lunchtime Provision</i> £1,425	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>	4,5
<i>Tapestry</i> £125	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. <a href="#">Parental engagement – EEF</a>	2,5

<p><i>Pastoral/Attendance Lead</i> £25,161</p>	<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>	<p>2,3,4</p>
<p><i>Early Birds breakfast club</i> £350</p>	<p>Addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school, and ultimately improvements in pupil attainment.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions_-_rapid_evidence_assessment.pdf?v=1731926833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions_-_rapid_evidence_assessment.pdf?v=1731926833</a></p>	<p>2,3,4</p>
<p>Contingency fund for acute issues. £10,098</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £115,475**

## 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) 90% (2024).
- Sustain improved wellbeing for our pupils - records of concerns re SEMH have fallen with our Pastoral Lead intervening earlier than waiting for external support.
- Improved oral language skills and vocabulary among disadvantaged pupils - pupil book studies and pupil voice sessions have evidenced a growing vocabulary amongst our pupils.
- Engage appropriate agencies to support families overcoming vulnerabilities - engaging Red Hen has allowed families to be supported with housing, financial and parenting needs.
- To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils - attendance and persistent absence were largely in line with national which was better than the previous year.

### Externally provided programmes

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

Programme	Provider
Assessment and Intervention Resources	PiXL
Life to the Full	Ten:Ten
CUSP Reading and Writing	CUSP

### 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***

N/A

**The impact of that spending on service pupil premium eligible pupils**