

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	216
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£110,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£110,595

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"> • % of PP eligible pupils passing the phonics screening is in line with non-PP pupils. • Year 1 cohort make accelerated progress as a result of additional interventions and QFT in phonics. • Pupils in Y2, retaking the assessment, make accelerated progress. • Y6 pupils have greater combined result in SATs, more in line with national average.
Improved wellbeing for our pupils through enhanced pastoral support.	<ul style="list-style-type: none"> • Children with SEMH issues have their motivation and readiness to learn increased as evidenced through increased engagement and improved outcomes. • Pupils receive targeted support through early, school-based intervention, e.g. music therapy, Lego therapy or weekly ELSA sessions, at the point of need.
Parents increase engagement with school, through positive experiences, and support expanding their children's aspirations.	<ul style="list-style-type: none"> • Support is provided for those parents and families experiencing domestic abuse through the offer of referral to Red Hen or other services. • Support is provided for parents in managing their own and their children's mental health needs. Logs of concern around parental conduct and SEMH for pupils have decreased. • A programme of experiences has been devised and delivered to support expanding children's and parents' horizons. Pupils have a wide personal development curriculum and are engaging with it.

Improved oral language skills and vocabulary acquisition amongst disadvantaged pupils through the use of the NELI programme.	<ul style="list-style-type: none"> • Assessments and observations indicate significant improvement in oracy and use of vocabulary triangulated with evidence from pupil book studies.
Access to appropriate internal and external providers employed to delivery timely interventions.	<p>School has the following:</p> <ul style="list-style-type: none"> • School-based Pastoral Lead who is delivering support upon referral from class teachers and parents. • Red Hen Family Workers partnership who provide financial and other advice to parents. • Partnership with the MHST delivering workshops to pupils and staff.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance Lead is proactive, daily, in monitoring attendance and following up with phone calls, letters, contracts, home visits and fines where necessary. • Attendance Lead delivers rewards, weekly, termly and yearly for those classes with the best attendance. • Parents are supported in managing their own and their children's mental health needs through pastoral support. • 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. • School has met its yearly attendance target of 95%.

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: £4,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of high-quality, prepared resources for Reading and Writing to support retention.</i> £3800	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. https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Review-of-teacher-workload-management-approaches.pdf?v=1731928188	1,5
<i>Purchase of resources to support ambitious Art & D.T. curriculum</i> £675	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=ambitious%20art	1,5

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

Budgeted cost: £42,308.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to support SEND pupils who are also Pupil Premium. £19,775.47	It is evidenced that pupils with SEND needs require an inclusive and supportive school, to thrive. For those with the highest needs, a higher adult ratio is required. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	5
<i>Times Tables Rockstars</i>	Having access to online practice, allows those with parents less engaged, to keep up with their peers.	1,2,5

£219	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	
<i>School Jam Maths</i> £356.99	This resource supports parents who have less knowledge about how to support their child in their learning and particularly benefits those with a poor experience of school and those who are less educated. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1,2,5
<i>Purchase of a DfE validated Systematic Synthetic Phonics (Little Wandle) programme to secure stronger phonics teaching for all pupils.</i> £945	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,5
<i>Literacy Gold</i> £1300	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2,5
<i>Intervention Teacher</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> £19,712.33	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,5

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

Budgeted cost: £63,811.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Purchase uniform for low income families</i> £500</p>	<p>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.</p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=enabling%20pupils%20to%20attend%20school</p>	<p>2,5</p>
<p><i>Financial support for pupils to attend residential trips</i> £2,160</p>	<p>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.</p>	<p>2,5</p>
<p><i>Arts Week and Craft Mornings</i> £1,500</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>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)</p> <p>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)</p> <p>Arts Participation – EEF</p>	<p>3</p>
<p><i>Red Hen Family Workers</i> £6,038</p>	<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 Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Parental engagement – EEF</p>	<p>2,3,5</p>
<p><i>Premier Education Lunchtime Provision/</i> £7,030 <i>ERB Support</i> £9,975</p>	<p>Physical activity has a positive impact on academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>4,5</p>
<p><i>Tapestry</i> £178</p>	<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</p>	<p>2,5</p>

	<p>Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Parental engagement – EEF</p>	
<p><i>Pastoral/Attendance Lead</i> £35,955.21</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>Mentoring in schools – EEF</p>	2,3,4
<p><i>Food vouchers for pupil in AP.</i> £475</p>	<p>Coming from a more deprived background, where money is scarce, the food vouchers allow the parent to provide, at least, one healthy meal per day. Being better fed, allows the pupil to engage better with learning and supports the parent's wellbeing.</p>	3

Total budgeted cost: £110,595

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *The picture of attainment has a spiky profile and there are improvements, particularly with Phonics and KS1 results. MTC results are also closing the gap. KS2 results, over the last 2 years have been less than what we would have hoped for but these were very challenging cohorts with significant behavioural issues and the last of the Covid (in KS1) children.*
- *Sustain improved wellbeing for our pupils - records of concerns re SEMH have fallen, by almost half, with our Pastoral Lead intervening earlier than waiting for external support. The concerns logged fell from 32 to 17.*
- *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. There were 61 beneficiaries from 29 families. Red Hen provided more than 244 hours of family support.*
- *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
Curriculum Resources	PKC
Life to the Full	Ten:Ten
CUSP Reading and Writing	CUSP

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils