



St Laurence's
CE Primary School

Growing in Faith, Living in Hope, Learning to Love

Pupil Premium Strategy 2025/26

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 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 Laurences CE Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Michelle Cuskelly Headteacher Sarah Coakley Academy Business Manger
Pupil premium lead	Michelle Cuskelly
Governor / Trustee lead	Mehwish Ramzan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,122.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£234,122.00

Part A: Pupil premium strategy plan

Statement of intent

At St Laurence's we want all of our children to reach their potential and be aspirational, including those eligible for pupil premium. Our 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, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at St Laurences. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is in response to challenges and individual needs that we have identified through robust diagnostic assessment of the whole child, not assumptions about the impact of disadvantage. It also takes into consideration the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Within our assessments, we continue to identify some issues initially caused by the pandemic that still have an impact on pupils' social and emotional wellbeing, such as: communication, resilience and self-worth. Our wider strategies take this into account and complement our other targeted approaches to ensure pupils make as much progress as possible. We will act early to intervene at the point need is identified and ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they 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 pupils continue to indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Welcomm screening Sept 2025 evidenced 77% of all pupils are below the expected level on entry. This evidences an ongoing increase from 48% working below in 2024. Screening evidences 75% of pupil premium pupils are significantly below requiring a referral for Speech & Language Therapy.
2	Assessments, observations, and discussions with pupils continue to suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, especially fluency.
3	Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. There has been significant improvement in the rate of progress for our disadvantaged pupils. We are continuing to focus on this area to ensure the gap is diminishing.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils continues to have been impacted by the partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Our assessments, wellbeing surveys, observations and discussions with pupils and families have identified social and emotional issues for many pupils, especially anxiety, low self-esteem and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have continued to rise since the pandemic. A significant proportion of pupils receiving nurture provision are disadvantaged.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils. At the start of this plan, 6.6% of disadvantaged pupils had been 'persistently absent' in 2023-2024 compared to 3.8% of their peers during that period. Overall school attendance for disadvantaged pupils was 94.4% compared to non-disadvantaged pupils at 96.2%. This shows a persistent gap of 1%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Although there are ongoing significant improvements in attendance, this is still a key focus.

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 oral language skills and understanding of vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in reading and writing among disadvantaged pupils.	KS2 English outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard in English.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2027/28 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in referrals • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2027/28 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils staying below national and the attendance gap between disadvantaged pupils and their non-disadvantaged peers within 2%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils staying within 1% of their peers.

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: **£88,240.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use the skills of grammar & punctuation to write sentences independently through dictation sentences and transcription from Y2 upwards.</p> <p>Training and moderation sessions for new teachers to ensure teacher assessment is standardised across the school in writing.</p>	<p>Identifying misconceptions and gaps in learning for the writing process enables teachers to provide pupils with timely intervention and/or challenge.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
<p>Embed 'Drawing Club' within the English curriculum for Reception and implement in Year 1 to further improve oracy and writing through immersion in story, vocabulary and imagination.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4
<p>Continue to develop support staff knowledge and understanding of 'Keep Up, Don't Catch Up' element of Unlocking Letters and Sounds (a DfE validated Systematic Synthetic Phonics programme) to close gaps in learning identified from teacher assessment of phonics.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Implement Mastering Number into Year 4 & 5 to further improve fluency and the continued enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund teacher release time to embed key elements of guid-</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1, 2, 3

ance in school through focussed work with Origin Maths Hub.	Improving Mathematics in Key Stages 2 and 3	
Subject leader, mentors and outstanding practitioners' release time to support trainees and ECTs to further develop standards in teaching.	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us high quality teaching can narrow the disadvantage gap. The importance of the Early Career Framework and new National Professional Qualifications promote effective professional development and play a crucial role in improving classroom practice and pupil outcomes.	1, 2, 3, 4
Release time for teachers' professional development including NPQ courses.	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

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

Budgeted cost: £103,688.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the Talk Boost programme in EYFS to improve listening and vocabulary skills for disadvantaged pupils who have poor communication and language skills in Early Years. Speech and language support for pupils who are below the expected standard on entry as evidenced in the Welcomm screening.	The attainment gap between disadvantaged children and their peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1, 4
Additional daily phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 4
Allocate support staff to increase the provision of interventions for pupils identified as having a need for improved phonics,	Assigning TAs to pupils for individual and group support helps them develop confidence and motivation, good working habits and the willingness to finish a task. Children benefit from highly skilled TAs who	4, 5

<p>reading/or communication, language and maths.</p> <p>PINS and Beacon training for support staff to ensure strategies are taught to remove barriers to learning.</p>	<p>compliment the role of the teacher and impact on pupil progress.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	
<p>1-1 or small group nurture provision as identified at safeguarding or learning behaviour reviews.</p>		

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

Budgeted cost: £62,893.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice as set out in the DFE's advice:</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Attendance and Wellbeing Lead to provide support for families in conjunction with the Attendance and Inclusion team.</p>	<p>The DFE has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1, 2, 3, 4, 5, 6
<p>Embed OPAL to further improve opportunities for high quality playtimes to support pupils to build resilience & independence.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5, 6
<p>Provision of extra-curricular clubs provided free of charge for disadvantaged pupils.</p>		
<p>Implement Family Link Worker to support families.</p>		

Total budgeted cost: £254,821.00

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Activity	Evidence that supports this approach
<p>Use the skills of grammar & punctuation to write sentences independently through dictation sentences and transcription from Y2 upwards.</p> <p>Training and moderation sessions for teachers to ensure teacher assessment is standardised across the school in writing.</p>	<p>Outcomes in writing at the end of KS2 went up from 72% at EXS last year to 80% which was above national by 8%. Attainment in SPaG also increased by 4% to 78% above national by 5%. 27 of the 59 pupils (46%) were disadvantaged with 20 pupils (74%) reaching the expected standard in writing. 27 out of 32 non-pupil premium pupils (84%) achieved the expected standard in writing creating a gap of -10%. Teachers across the school engaged in moderation sessions with schools cross the Trust, in partnership with local schools and with the LA for Year 6.</p>
<p>Implement ‘Drawing Club’ within the English curriculum to further improve oracy and writing through immersion in story, vocabulary and imagination.</p>	<p>End of KS2 outcomes showed that there was an 4% increase in the number of pupils reaching the expected standard in reading (71%) compared to the previous year (67%). These children have benefitted from the work done through Word Aware to improve understanding of vocabulary. KS2 writing outlined above.</p> <p>Drawing Club was implemented in Reception in Feb 2025 with evidence of high impact resulting in GLD increasing by 9% from 52% in 2024/25 to 61% last year. 65% of pupils achieved the expected standard in writing in reception with 50% pp reaching the standard compared to 56% non pp pupils in writing – gap of -6%. Drawing Club will be implemented fully in 2025/26.</p>
<p>Further develop support staff knowledge and understanding of ‘Keep Up, Don’t Catch Up element of Unlocking Letters and Sounds (a DfE validated Systematic Synthetic Phonics programme) to close gaps in learning identified from teacher assessment of phonics.</p>	<p>By the end of the 2024/2025 academic year, the Phonics Screening pass rate for Y1 pupils was 69% which dropped from the previous year’s 75%. There was a difference of 30% between PP (46%) and non-PP pupils (76%). 6 pupils were disapplied from taking the screening check and one pupil arrived into Year 1 on the 2nd June missing all lessons in phonics. In Year 2, 3 out of the 5 pupil premium children met the standard in the phonics screening check retakes.</p> <p>Daily phonics lessons continue to be taught to support pupils who have gaps or poor understanding of phonics.</p>
<p>Continued enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>Maths was judged as a strength in the external Trust evaluation days. Teachers have a solid understanding of maths. 70% of pupil premium pupils achieved the expected standard compared to 62% the previous year. Non pupil</p>

<p>We will fund teacher release time to embed key elements of guidance in school through focussed work with Origin Maths Hub.</p>	<p>premium pupils achieved 75% with a gap of -5%. 13% of pupil premium pupils achieved GDS in maths. Mastering Number was implemented into Y3. The maths lead continues to work with the Origin Maths Hub and teachers have benefitted from bespoke CPD to ensure the high-quality leadership is sustained.</p>
<p>Subject leader, mentors and outstanding practitioners' release time to support trainees, ECTs, RQTs and improve standards in teaching.</p>	<p>Regular release time for subject leaders has ensured effective monitoring and evaluation of their subjects leading to a strong understanding of the standards across the school. Substantive and disciplinary knowledge has been reviewed enabling all teachers to focus on adaptive teaching.</p>
<p>Release time for teachers' professional development including NPQ courses.</p>	<p>Two teachers started the NPQLT. They have recently submitted their assignments and are awaiting the outcome. This has enabled the teachers to develop their leadership skills with two more due to start courses in 2025/26.</p>

Service pupil premium funding

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>One service child in the school. Accessing small group intervention sessions in English where necessary.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Pupil achieved age related expectations in reading and writing last year and greater depth in Maths by the end of 2025.</p>

Further information

Additional activity: Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.