



St Laurence's
CE Primary School

Growing in Faith, Living in Hope, Learning to Love

Pupil Premium/ Recovery Spending Plan 2023/24

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	420
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Michelle Cuskelly Executive Headteacher Ian Meikle Head of School
Pupil premium lead	Ian Meikle
Governor / Trustee lead	Jayne Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,340.00
Recovery premium funding allocation this academic year	£21,895.00
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	£237,235.00

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 have identified some issues initially caused by the pandemic that continue to impact on pupils' social and emotional wellbeing, such as: independence, 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 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 2021 evidenced 30.1% are below the expected level on entry compared to 25.8% the year before. In Sept 2022, 28% of class 1 were below the expected entry level and 40% in class 2.
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.
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 have been impacted by 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 markedly increased since the pandemic and continue to do so. 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, 7.4% of disadvantaged pupils had been 'persistently absent' in 2020-2021 compared to 3% of their peers during that period. This was an increase in the gap of 1.33% in 2019-2020. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Although there have been 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 2024/25 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 2024/25 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 2024/25 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 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than 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: **£79,298.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Revisit the writing process with teachers including CPD on pedagogy to ensure more pupils reach the expected standard in writing.</p> <p>Training and moderation sessions for 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>	<p>1, 2, 3, 4</p>
<p>Embed the Word Aware programme across school to support pupils extend vocabulary, articulate key ideas and consolidate understanding of the meaning of words in context.</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>	<p>1, 2, 4</p>
<p>Implementation of Unlocking Letters and Sounds (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</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>	<p>1, 2, 3</p>
<p>Continued enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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>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> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 2, 3</p>

Subject leader, mentors and outstanding practitioners' release time to support trainees, ECTs, RQTs and improve 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. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Release time for teachers' professional development including NPQ courses.		1, 2, 3, 4

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

Budgeted cost: £114,656.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Nuffield Early Language Intervention (NELI) and Talk Boost to improve listening and vocabulary skills for disadvantaged pupils who have low spoken language skills in Early Years.	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
Updated training and resources to deliver 1-1 or small group tuition for disadvantaged pupils with identified gaps in learning due to the pandemic.	If tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition and up to four months additional progress with small group tuition. For small group tuition, the smaller the group the better. Once group size increases above	1, 2, 3, 4
Before and after school tuition 1-1 or small group		

<p>sessions for pupils identified as falling behind due to gaps in learning.</p>	<p>six or seven there is a noticeable reduction in effectiveness.</p> <p>Tutoring Guide 2022 V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Allocate support staff to increase the provision of interventions for pupils identified as having a need for improved phonics, reading/or communication and language.</p> <p>Training for support staff linked to external agencies to ensure strategies are taught to remove barriers to learning.</p>	<p>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 compliment the role of the teacher and impact on pupil progress.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	4, 5
<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: **£64,323.00**

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 a Mental Health and Wellbeing Policy within the curriculum including staff CPD.</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>Senior staff member to attend Senior Mental Health Lead training.</p>		
<p>Provision of extra-curricular clubs provided free of</p>		

charge for disadvantaged pupils.
Provision of free breakfast club places for the most vulnerable pupils
Family Link Worker to support families with overcoming barriers e.g. EAL.

Total budgeted cost: £258,277.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<p>Purchase of standardised diagnostic assessments</p> <p>Training and moderation sessions for teachers to ensure teacher assessment is standardised across the school</p>	<p>Maths and Reading assessments continue to support staff with securing teacher judgements and identifying next steps in learning.</p> <p>KS2 received an LA moderation visit in the summer, judgements were ratified by experienced moderator colleagues. Our DHT was, again, awarded with KS2 moderator status to further enhance whole school judgements.</p>
<p>Implementation of Unlocking Letters and Sounds (a DfE validated Systematic Synthetic Phonics Programme) to secure stronger phonics teaching for all pupils.</p>	<p>The Unlocking Letters and Sounds scheme is now embedded across St Laurence's. Although outcomes were not as strong as we anticipated, a thorough review by SLT, identified gaps in the scheme with opportunities to practice 'alien' words very limited. We have carefully planned for these gaps in the scheme to support the children.</p>
<p>Subject leader, mentors and outstanding practitioners' release time to support trainees, ECTs, RQTs and improve standards in teaching.</p>	<p>Release time for subject leaders has ensured effective monitoring tasks have happened. Progression of skills in wider curriculum areas enabled focused planning and objectives were matched closely to the skills.</p>
<p>Deliver Nuffield Early Language Intervention (NELI) to improve listening and vocabulary skills for disadvantaged pupils who have low spoken language skills in Early Years</p>	<p>By the end of the academic year, the PP children could confidently hold conversations with adults and peers whilst maintaining attention on a task. Their newly acquired language skills enabled them to solve conflicts and develop resilience within the environment. The new vocabulary was evidenced in their reading comprehension and writing outcomes at the end of the year.</p>

<p>Allocate support staff to increase the provision of interventions for pupils identified as having a need for improved phonics, reading/or communication and language.</p>	<p>A new model of intervention across school enabled support staff to specialise in areas such as spelling, phonics, times tables and reading to provide intensive support to targeted children.</p>
<p>1-1 or small group nurture provision as identified at safeguarding or learning behaviour reviews.</p>	<p>1-1 afternoon nurture sessions have been successful in providing support to pupils with emotional, social and behavioural needs.</p> <p>Rigorous procedures in Safeguarding and Behaviour Review meetings continue to ensure that children have been offered support quickly, providing them with opportunities to develop skills to support them in the classroom.</p>
<p>Attendance and Wellbeing Lead to provide support for families in conjunction with the Attendance and Inclusion Team</p>	<p>The work of the Attendance and Wellbeing Lead has impacted greatly on overall attendance figures. In the 2022-23 academic year the whole school attendance figure was 94.8% which was an increase of 1.2% from the previous year.</p> <p>The gap between disadvantaged pupils and their peers closed from 2% to 1.4% across the academic year 2022-23.</p> <p>Persistent absenteeism reduced from 19.2% in 2021-22 to 12.5% in 2022-23.</p>
<p>Provision of extra-curricular clubs provided free of charge for disadvantaged pupils.</p>	<p>21 after school clubs were offered to children across the school. These sessions were led by 13 different members of staff.</p> <p>All clubs welcomed disadvantaged pupils and were well attended. The after-school offer provided children with enrichment opportunities that supported, enhanced and extended their knowledge beyond the curriculum. As well a large number of sports clubs, children could attend cookery, gardening, languages, science and art.</p>

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One service child in the school. Accessing small group intervention sessions in reading and writing.
What was the impact of that spending on service pupil premium eligible pupils?	Pupil achieved age related expectations in reading, writing and Maths at the end of KS1 assessment and has maintained those levels at the end of Year 3.

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.