St Lawrence Primary School
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 outcomes for 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 Lawrence Primary School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	17.6%
Academic years that our current pupil premium strategy plan covers	2024/25 – 2027/28
Date this statement was published	May 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Liberty Majumdar
Pupil premium lead	Liberty Majumdar
Governor lead	N/A

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,480
Recovery premium funding allocation this academic year	N/A
School Led Tutoring Grant allocation this academic year	N/A
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	£48,480

Part A: Pupil premium strategy plan

Statement of intent

At St Lawrence Primary School we aim to ensure that every member of staff and the school's governing body are committed to meeting the pastoral, social and academic needs of our pupil premium pupils. It is the intent of our school to ensure there is no gap between pupil premium pupils and their non-pupil premium peers, so that all pupils thrive personally and academically, overcome challenges and make positive contributions to the school and the community.

This document sets out our pupil premium strategy. We have adopted a tiered approach to achieving our intent as follows:

- Addressing non-academic barriers to attainment such as attendance, behaviour, wellbeing and cultural capital.
- Ensuring all pupils receive high quality first teaching through the application of effective evidence-based pedagogy and a knowledge-engaged curriculum approach.
- Providing targeted academic support to accelerate progress and diminish attainment gaps e.g. through the delivery of structured interventions and targeted boosters for those children who are not making the expected progress relative to their start points.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments have identified a full range of education and social needs, including mental health and wellbeing, of pupil premium pupils.
2	Persistent absence of pupil premium pupils is higher than other pupil groups across the school, which inhibits their access to the additional support and high quality of teaching that is on offer.
3	Historic gaps in attainment of pupil premium pupils compared to non-pupil premium pupils. Ordinarily Available Provision and Quality First teaching needs to address access and challenge effectively throughout the school.

4	Effective use of diagnostic assessments to identify gaps and provide keep up intervention. Deployment of evidence-based teaching interventions where appropriate to accelerate progress, including for those pupil premium pupils with a legacy impact from the Covid pandemic.

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
Improve overall attendance rates for all pupils, with a focus on pupil premium pupils	Sustained high attendance for all pupils demonstrated by: • Reducing the rate of persistent absence in school so it is in line with National for relevant pupil groups. • Lateness is reduced from the same point in the last academic year.
To achieve and sustain improved well being for all pupils in the school with a focus on pupil premium pupils.	Sustained high levels of wellbeing demonstrated by: • Qualitative data from pupil and parent surveys, behaviour data & school observations • Reduction in persistent absence rates due to EBSNA. • An increase in participation in enrichment activities to the same level as non-pupil premium pupils
Improve progress in reading for all pupils with a focus on pupil premium pupils	Achieve at least national average progress scores in KS2 reading for pupil premium pupils
Improve progress in writing for all pupils with a focus on pupil premium pupils	Achieve at least national average progress scores in KS2 writing for pupil premium pupils
Improve progress in mathematics for all pupils with a focus on pupil premium pupils	Achieve national average progress scores in KS2 maths for pupil premium pupils. Achieve expected standard in the year 4 multiplication check.

Improve outcome in Phonics and Early Reading for all pupils with a focus on pupil premium pupils	Achieve at or above national average expected standard in the Phonics Screening Check at the end of Y1. Achieve at or above national expectation averages at the end of KS1.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build on current CPD programme for all staff that strengthens teacher's and support staff's understanding of: • pedagogical knowledge • metacognition • Ordinarily Available Provision • Strategies for addressing arithmetic fluency and transcription skills	The EEF Guide to the Pupil Premium- 2021, *"Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is a key ingredient of a successful school and should rightly be top priority for pupil premium spending."* Metacognition and Self-regulated learning 2018 Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Ofsted The Pupil Premium: How schools are spending funding successfully to achieve maximise achievement- 2012 *"Where school spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics: … understood the importance of ensuring all day-to-day teaching meets the need of each learner…."*	3 and 4

	Ofsted The Pupil Premium: How schools are spending funding successfully to achieve maximise achievement- 2012 *"Where school spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics: … focused on supporting their disadvantaged pupils to achieve the highest levels."* "Schools that improve pupil attendance from a low baseline, maintain high levels of attendance and minimise persistent absence adopt similar strategies that can best be summarised as 'listen, understand, empathise and support – but do not tolerate' Ofsted 2022	
To maximise support for pupils with SEMH needs through the continued provision of a full-time pastoral lead, nurture groups, parent groups and other mental health interventions.	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): Improving_Social_and_Emotional_ Learning in Primary Schools | EEF	1

Develop and implement support staff training and CPD opportunities to increase capacity and effectiveness of small group work.	The EEF Guide to the Pupil Premium- 2021 *"Considering how classroom teachers and teaching assistants can provide targeted academic support…is likely to be an essential ingredient to an effective pupil premium strategy."* <u>EEF Updated resources to help schools maximise the impact of their pupil premium funding 2024</u> Ofsted The Pupil Premium: How schools are spending funding successfully to achieve maximise achievement- 2012 *"Where school spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics: … made sure that support staff, particular teaching assistants, were highly trained and understood their role in helping pupils to achieve."*	1, 3 and 4
Create capacity for teaching staff to lead paired or small group additional teaching.	The EEF Guide to the Pupil Premium- 2021 *"Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom*	4

	teaching and curriculum, is likely to be an essential ingredient to an effective pupil premium strategy." Supporting the attainment of disadvantaged pupils: articulating success and good practice- 2015 *"Deploy the best staff to support disadvantaged pupils; developing skills and roles of teachers and TAs…"* Ofsted The Pupil Premium: "Schools that are using the pupil premium funding successfully to improve achievement have ring-fenced the funding so that it is spent on the target group of pupils and focused on supporting disadvantaged pupils to achieve the highest levels possible" 2013	
Review and refinement of feedback and feed forward between teachers and pupils to improve attainment.	EEF and The Sutton Trust Teaching and Learning Toolkit- 2014 *"Feedback redirects or refocuses eithers the teachers or the learner actions to achieve a goal, by aligning efforts and activity with an outcome."* *"Feedback studies tend to show very high effects on learning."* Ofsted The Pupil Premium: How schools are spending funding successfully to achieve maximise achievement- 2012 *"Where school spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics: … focused on giving pupils clear, useful feedback about their work, and ways they could improve on it."*	3

Improve overall attendance rates for all pupils, with a focus on pupil premium pupils through the creation of an attendance administration responsibility role.	Ofsted The Pupil Premium: How schools are spending funding successfully to achieve maximise achievement- 2012 Case study: Focusing on attendance. Supporting the attainment of disadvantaged pupils: articulating success and good practice- 2015 “Schools with higher levels of pupil absences had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.” EEF – Supporting school attendance April 2024	2

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

Budgeted cost: £34,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop an attendance team, support the raising of attendance rates and to respond to persistent absences.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. The EEF Guide to the Pupil Premium- 2021 *"Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for school as they develop their strategies."*	2

To develop children's ability to self - regulate, manage emotions and experience success in school life through an embedded Nurture Provision and Multi Family Group.	EEF and The Sutton Trust Teaching and Learning Toolkit- 2014 "On average, SEL interventions have an identifiable and significant impact on the attitudes to learning, social relationships in school and attainment itself (on average around three to four months additional progress)."	1
To maximise ELSA capacity in order to address complex social and emotional needs.	EEF and The Sutton Trust Teaching and Learning Toolkit- 2014 *"On average, SEL interventions have an identifiable and significant impact on the attitudes to learning, social relationships in school and attainment itself (on average around three to four months additional progress)."* Supporting the attainment of disadvantaged pupils: articulating success and good practice- 2015 *"Have an individualised approach to addressing barriers to learning and emotional support, rather than providing access to generic support…"*	1 and 2
Remove financial barrier for families so pupils can access wider curriculum opportunities.	Supporting the attainment of disadvantaged pupils: articulating success and good practice- 2015 *Figure 10 'Most Popular Strategies used by all school to raise attainment of disadvantaged pupils, by phase of education'.*	2

Total budgeted cost: £ 59,510

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 2024 to 2025 academic year.

Last year marked the second annual cycle of this current strategy plan. The below shows an assessment of how successful the school has been in meeting the intended outcomes as either On Track to be met, On Track to be partially met, or Not on track.

Intended outcome	Outcomes
Improve overall attendance rates for all pupils, with a focus on disadvantaged pupils	23/24 overall attendance rate = 94.8% 23/24 PP overall attendance rate = 86.5% 24/25 overall attendance rate = 93.5% 24/25 PP overall attendance rate = 86.5%
Improve persistent absence rates for all pupils, with a focus on disadvantaged pupils	23/24 PA rate = 17.3% 23/24 PP PA rate = 27.1% 24/25 PA rate = 18.3% 24/25 PP PA rate = 24.9%
Improve progress in reading for all pupils with a focus on disadvantaged pupils	KS2 Outcomes – 20% of PP pupils met the expected standard
Improve progress in writing for all pupils with a focus on disadvantaged pupils	KS2 Outcomes – 20% of PP pupils met the expected standard

Improve progress in mathematics for all pupils with a focus on disadvantaged pupils	KS2 Outcomes – 20% of PP pupils met the expected standard
Improve outcomes in Phonics and Early Reading for all pupils with a focus on disadvantaged pupils	Year 1 phonics check = 90% passed PP pupils = 100% passed

Externally provided programmes

Programme	Provider
Assessment	Progress Teacher
Information management	SIMs
Provision mapping	Edu Key
Online learning platform	Tapestry
Cross curricular resources	Kappow
Stas test question database	Test Base
Safeguarding system	My Concern
Phonics programme	Storytime phonics
Early Literacy intervention	ELS
Spelling, Grammar, Handwriting and Punctuation	1st Class at Writing
Reading comprehension	BRP
Word recognition and language comprehension	Catch up Literacy
Early reading and writing with phonic focus	FFT Wave 3
Phase 3 and 4 phonics programme	Early Literacy Support
Year 1 maths catch up programme	1st Class at Number 1

Year 2 maths catch up programme	1st Class at number 2
Calculation based support programme	Success @ Arithmetic: Number Sense
Spelling Scheme	Spelling Made Easy

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England