

# Pupil premium strategy statement (primary)

1. Summary information					
School	St Laurence's Primary				
Academic Year	2022/23	Total PP budget	£57,560	Date of most recent PP Review	Jun 2022
Total number of pupils	229	Number of pupils eligible for PP	41	Date for next internal review of this strategy	Jan 2023

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2022)</i>
% Expected standard in reading, writing and maths	56% <b>year 6</b>	47% * (59%) <b>year 6</b>
% Expected standard in reading	67%	57% * (73%)
% Expected standard in writing	67%	71% * (69%)
% Expected standard in maths	78%	73% * (71%)
* This data include the Teacher Assessment Grades for two children who were absent for the test.		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Mental Health, social and emotional needs for a significant number of disadvantaged children.
<b>B.</b>	EAL pupils who are eligible for PP, with poor language skills in years 2/3 (including Ukrainian refugees)
<b>C.</b>	Attendance: specifically persistent absence.
4. External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Significant impact from pandemic upon the well-being and academic progress of disadvantaged pupils.
<b>E.</b>	Impact of the pandemic upon the development of pupils in Early Years Foundation Phase: specifically with regards to Speech and Language; physical development (gross and fine motor) interpersonal and social skills.

4. Planned expenditure					
Academic year	2022/23				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted Cost
To close the gap for progress and attainment, in <b>maths</b> , for disadvantaged pupils and national average.	<b>Whole School embedding Mastery training and support with local Math Hub.</b>	Continuation of highly effective Mastery programme, which is evaluated by Maths Hub facilitators. Improvement of maths results across the school as a result of this approach; above national average.	Quality of teaching is monitored by SLT. Evaluation of programme by Maths Hub facilitators.  Use INSET days to deliver training.	<b>SCL/MM</b>	<b>£1,250 (Management release time)</b>  <b>Teacher release and INSET training costs: £2,000.</b>
To close the gap for progress and attainment, in <b>reading</b> , for disadvantaged pupils and national average.	CPD for teaching staff, including Lesson Studies and mentoring. Purchase of Pathways to <b>Read</b> and <b>Spell</b> resources.	Improved results in Reading have been observed throughout the school over the last year; EEF research support the Mastery teaching of Reading approach.  Establishment of a culture of reading throughout the school.	Teaching of Reading will be a focus for lesson observations; Data analysis and pupil voice.  Performance management cycle.  Report to governors (Deputy Head)	C.McK/SM	<b>£ 2,362 resources; £450 management release time.</b>  <b>(Including £250 for reading books).</b>  <b>Total      £3062</b>
Support for children with social emotional and mental health needs so that they develop their interpersonal skills: speaking and listening and building confidence.	Circle time training and Philosophy for children training for the whole school.	Research from <b>SAPERE</b> demonstrates that P4C supports children's cognitive abilities, increases self-esteem and improves their spoken language through practising sentence construction and using a range of vocabulary.	Circle Time and P4C session to be planned; planning reviewed and sessions observed by SLT as part of Performance Management.  Governors to observe also.		<b>£1950 (Jenny Mosely, Circle Time) and £2870 (P4C)</b>
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted Cost
Support for children with social emotional and mental health needs so that they become more independent.	Emotional Literacy Support Assistants to be deployed effectively.	An ELSA is a teaching assistant who receives training in psychological theory and intervention by qualified psychologists to enable them to support children with social, emotional and mental health needs.	ELSA's are deployed and supervised by SLT.  Timetable of caseload and impact monitored.	<b>VM(JF,KH)</b>	<b>£1,925 Training ;resources and release time</b>

<p>Providing focused support for disadvantaged children so that they can develop their resilience and independence.</p> <p><b>Attendance to be In line with whole school 95.0%</b></p>	<p>Develop the role of Learning Mentor (newly appointed for September); Appointment of Mental Health Lead.</p>	<p><b>Learning Mentor:</b> Providing 1:1 support for disadvantaged and vulnerable children, giving focused intervention in specific areas if needed.</p> <p>EEF research</p>	<p>LM shall produce termly overview and progress reports. LM's expertise further developed through relevant training.</p>	<p><b>VM</b></p>	<p><b>£12,700: Salary; training.</b></p>
<p>Support for children in EYFS in developing their communication skills so that they reach the expected standard of the Early Learning Goals by the end of the phase.</p> <p><b>Outcomes are in line with national standards.</b></p>	<p>Staff (teachers and Teaching Assistants) will undergo extensive training across all phases but specifically the Early Years Phase; one member of staff will be developed into a specialist SALT teacher who will support children across the school.</p>	<p><b>The Nuffield Education Language</b> programme and the <b>Talk Boost</b> scheme are nationally accredited, funded intervention programmes promoted by the Local Authority.</p>	<p>All training will be accessed and the impact of all interventions closely monitored by SENCO and EYFS/English coordinators.</p>	<p>CP AR/RDM/C.McK</p>	<p><b>£7,500 Training and Salary.</b></p>

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted Cost
<p>Improved progress in phonics</p> <p><b>In line with national other 80%</b></p>	<p>Phonics Intervention</p>	<p>Phonics Intervention to support disadvantaged pupils with regard to their reading skills. Progress/attainment of disadvantaged pupils in line with other pupils.</p>	<p>Monitoring of interventions through lesson observations and tracking.</p>	<p>JC/AL</p>	<p><b>£600</b></p> <p><b>Training including management release time to cover training.</b></p>
<p>Improved progress in basic maths skills.</p> <p>In line with national other 75%</p>	<p>Maths Mentoring</p>	<p><b>Maths Mentoring:</b> To give focused structured 1:1 support in arithmetic through assertive mentoring programme. EEF research</p>	<p>Whole school tracking of maths attainment and progress.</p>	<p>SR/JH</p>	<p><b>£12,400 TA salary.</b></p>
<p>Ensure that the proportion of disadvantaged children participating in extracurricular sport is as high as possible.</p>	<p>PE coordinator to oversee the inclusion of pp children in extracurricular activities.</p>	<p><b>Pupils' engagement in sport is beneficial to their physical health and mental wellbeing.</b></p>	<p>Analysis of engagement of disadvantaged pupils in sporting clubs and activities. Report published on website.</p>	<p>KH/WT</p>	<p><b>£2,300</b></p>

<p>Increased attendance rates and access to extra-curricular activities. Attendance to be In line with whole school 95.0%</p>	<p>Additional Support for Extra-curricular activities</p>	<p>Disadvantaged pupils who have been given the opportunity to access all enrichment activities has resulted in these children exhibiting higher self-esteem; making good progress and having improved attendance.</p>	<p>Monitor progress and attendance of disadvantaged children.</p>	<p>SM</p>	<p><b>£8,500</b> <b>Including residential trip subsidies.</b></p>
<p><b>Total budgeted cost</b></p>					<p><b>£57,067</b></p>

Previous Academic Year 2021/22			
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Support vulnerable children; improve self-esteem.	<b>Learning Mentor:</b> Providing 1:1 support for disadvantaged and vulnerable children, giving focused intervention in specific areas if needed.	On the whole very positive impact upon disadvantaged children with anxiety and Mental Health concerns resulting in improved attendance and better academic progress. Attendance of disadvantaged pupils in summer term <b>90.7%</b> (national average <b>91.5%</b> ).	<b>£12,700</b>
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Improve Maths attainment across the school.	<b>Maths Mentoring:</b> To give focused structured 1:1 support in arithmetic through assertive mentoring programme. This has been augmented by funding from the catch up premium to employ tutors to target disadvantaged pupils.	The gap has closed between attainment and progress of disadvantaged pupils and national standards.  Year 6: <b>78% (7/9) expected in Maths</b>	<b>£12,250</b>
Desired outcome	Chosen action/approach	Estimated impact:	Cost
To close the gap for progress and attainment, in reading, for disadvantaged pupils and national average.	CPD for teaching staff, including Lesson Studies and mentoring. Purchase of Pathways to Write resources.	Improved results in Reading have been observed throughout the school over the last year; EEF research support the Mastery teaching of Reading approach.  Year 6: <b>78% (7/9) expected in Reading</b>	<b>£ 2,500</b>
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Ensure that the proportion of disadvantaged children participating in extracurricular sport is as high as possible.	PE coordinator to oversee the inclusion of pp children in extracurricular activities.  Analysis of engagement of disadvantaged pupils in sporting clubs and activities. Report published on website.	<b>Pupils' engagement in sport is beneficial to their physical health and mental wellbeing.</b>  A range of extra-curricular activities have been on offer during the summer term; disadvantaged families are subsidised for these. These include after school clubs and school trips and sporting events.  <b>24%</b> of children who attended extra-curricular activities were <b>Disadvantaged Children</b> (over the summer term). <b>19%</b> of children on roll in school are disadvantaged.	<b>£ 1,800</b>

Desired outcome	Chosen action/approach	Estimated impact:	Cost
Support for children with social emotional and mental health needs so that they become more independent.	<p>Training for the role of two Emotional Literacy Support Assistants.            ELSA's are trained and supervised by qualified educational Psychologists            An ELSA is a teaching assistant who receives training in psychological theory and intervention by qualified psychologists to enable them to support children with social, emotional and mental health needs.</p>	<p>Increased attendance and greater level of engagement for disadvantaged pupils by focusing on their wellbeing; much more work needs to be done in this area.</p> <p>Attendance of disadvantaged pupils in summer term <b>90.7%</b> (national average <b>91.5%</b>).</p> <p>New Learning Mentor has been appointed.</p>	<b>£1,500</b>
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Improve phonics results for year (1) 2.	<p>Phonics Intervention to support disadvantaged pupils with regard to their reading skills throughout the autumn term for current year 3 children who were unable to take the test in the summer 2021.</p> <p>.</p>	<p>Overall <b>86%</b> (26/30) pupils achieved the expected standard in phonics at the end of the autumn term; <b>100% (4/4)</b> of disadvantaged pupils achieved the expected standard.</p> <p>After retaking the Phonics check at the end of the year all three children did not meet the expected standard, although two of these children have significant SEN.</p>	<b>£600</b>
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Additional Support	See notes	<p>Disadvantaged pupils have taken full advantage of offsite learning activities and have been able to access all enrichment activities and so play a full role in school life, resulting in higher self-esteem and academic achievement and attendance.</p> <p>Attendance of disadvantaged pupils broadly in line with national average attendance at <b>91.5 %</b>.( 90.7%)*</p> <p><i>*Attendance until July 2022.</i></p>	<p><b>£5,488</b></p> <p><b>£9,450</b></p>
<b>Budgeted Cost</b>	<b>£46,500</b>	<b>Total Cost</b>	<b>£46,288</b>

Recovery Funding 21/22

Desired outcome	Chosen action/approach	Estimated impact:	Cost
To close the gap for progress and attainment, in maths, for disadvantaged pupils and national average.	Specialist <b>Maths</b> Tutor employed: detailed question level analysis of children’s gaps in learning following initial baseline assessment, followed by targeted, bespoke tutoring for groups of children with similar need. Progress to be reviewed weekly and any adjustments of provision consequently made. Maths tutor to work across all junior classes with a focus upon year six pupils from February half term.	The proportion of pupils in the year 6 cohort who were working at the expected level for maths at the beginning of the programme was <b>40%</b> July 2020; this has increased to <b>73%</b> July 2022.	<b>£7,066</b>
To close the gap for progress and attainment, in Grammar, spelling and punctuation, for disadvantaged pupils and national average.	Specialist <b>English</b> Tutor employed: detailed question level analysis of children’s gaps in learning following initial baseline assessment, followed by targeted, bespoke tutoring for groups of children with similar need. Progress to be reviewed weekly and any adjustments of provision consequently made. Tutor to work across all junior classes with a focus upon year six pupils from February half term.	The proportion of pupils in the year 6 cohort who were working at the expected level for GPS at the beginning of the programme was <b>46%</b> July 2020; this has increased to <b>71%</b> July 2022.	<b>£4,533</b>
To close the gap for progress and attainment, in phonics, writing and maths for disadvantaged pupils and national average.	Specialist <b>KS1</b> Tutor employed: initial analysis of children’s gaps in learning following initial baseline assessment, followed by targeted, bespoke tutoring for groups of children with similar need. Progress to be reviewed weekly and any adjustments of provision consequently made. Tutor to work across all infant classes with a focus upon year six pupils from February half term.	The proportion of pupils in the year 2 cohort who were working at the expected level for GPS at the beginning of the programme was <b>60%</b> July 2020; this has increased to <b>72%</b> July 2022.  The proportion of pupils in the year 2 cohort who were working at the expected level for Maths at the beginning of the programme was <b>67%</b> July 2020; this has increased to <b>76%</b> July 2022.  <b>86%</b> of children met the expected standard for <b>phonics</b> June 2022	<b>£3,957</b>
<b>Budgeted Cost £15,600</b>			<b>Cost £15,556</b>

## 5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)

Disadvantaged families receive subsidies for trips, extra-curricular activities; music tuition and for school uniform. This ensures that they have the opportunity to be included in school activities which they could not otherwise access.

This has been further subsidised by grants from the DFE to meet additional need for school uniforms and footwear over the Pandemic for vulnerable families.

\*Additional tutoring for disadvantaged children; this is a part of the Catch up Programme, although further PP funding has been directed towards certain cohorts with a high proportion of Disadvantaged pupils, such as year 6.