

Pupil premium strategy statement – St Lawrence C of E Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 | 204 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| 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) | 2023/2024 2024/2025 2025/2026 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Beth Hanna (Headteacher) |
| Pupil premium lead | Emma Shepherd |
| Governor / Trustee lead | Jan Sanchez (Co-chair of Governors) |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £46, 151 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £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> | £46, 151 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we consider the context of the school. Research conducted by EEF has been used to support and guide decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children are varied and there is no “one size fits all”. For this reason, different strategies and approaches are employed by the school.

Our objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We do this by:

- To put into place resources and support to enable all children including those with Pupil Premium funding to access a full range of learning opportunities that enable them to make good progress and ‘soar on wings like eagles’.
- Ensuring that children receiving additional funding are given priority to high quality first teaching in smaller groups wherever possible.
- Ensuring that appropriate provision is in place for children to catch up and close gaps that assessment processes have identified.
- Endeavouring to make sure that children have access to online resources for both home learning and for homework as it is needed.
- To prioritise pastoral and family support to ensure good attendance and access to learning.

The range of provisions (not including a daily dinner) include but would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistants to provide small group work focussed on overcoming gaps in learning
- 1-1 support for children who require additional support with the curriculum or additional pastoral report.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to age-related expectations.

Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations

- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

- Behaviour support including getting children into school to improve their attendance.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Limited of capacity to support learning/ attendance – to support families that struggle to engage with learning/get children into school. |
| 2 | Issues at home that require immediate attention that distract from education and make access to additional opportunities difficult. |
| 3 | Complex and changing family circumstances |
| 4 | Limited resources available to families suffering financial hardship – such as IT equipment |
| 5 | High levels of PP also being identified as having SEND |

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 |
|---|--|
| Attendance at school in line with whole school average. | Good or at least improved attendance in line with school target of 97.2%. A positive attitude to learning. |
| Improved access to IT for home use by pupils | Support provided for accessing Google Classrooms and IT hardware supplied on an agreement basis to those families who require it – this will enable learning to continue at home through homework opportunities. |
| Family support to manage complex situation including financial hardship | Impact on learning is minimised, while access to additional opportunities is increased. |
| Access to a wide range of activities and opportunities. | Increased uptake of additional opportunities. |
| Progress is accelerated in core subject areas. | The progress across reading, writing and maths in all year groups for disadvantage children is at least expected in most cases. |

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: £11,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional time allocation to teacher CPD and leadership to develop improved pedagogy. | Evidence suggests that high-quality professional development that improves teachers' knowledge, practice and confidence can have a positive impact on pupils' outcomes. | 1, 5 |

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

Budgeted cost: £33,459

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Retention of TA support to ensure fulltime coverage in Yr1, 2 and part time coverage in 3, 4 support in class. | A consistent level of experienced TA support is able to work with the children and class demands to deliver timely intervention and support the pastoral and academic needs. | 1, 5 |
| Additional TA support in Year 1 to meet needs of disadvantaged children during transitional term– Autumn Term | A higher level of support to enable reduced group sizes to make adult to child ratio better for learning. | 1, 2, 3, 5 |
| | | |

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

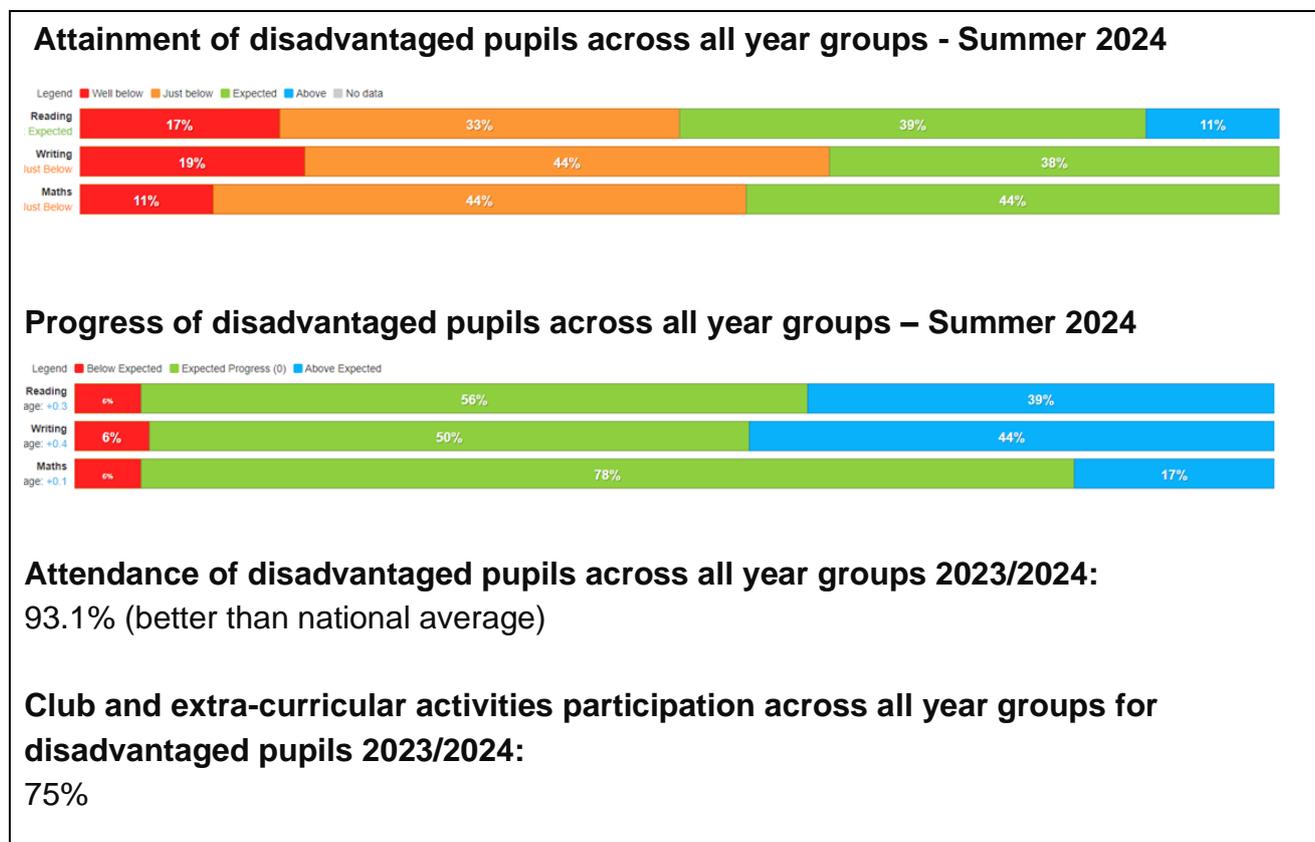
Budgeted cost: £5,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Adaptative and subsidised wraparound care arrangements. | Reduced stress and improved well-being of pupils. Improved family relationships. Improved attendance and engagement of children. Reduced behaviour challenges. | 2,3 |
| Subsidised activities (extra-curricular sport/music/trips) | Children need equal access to opportunities regardless of their financial situation. | 4 |
| IT hardware arrangements to enable better access for pupils | Enables additional learning and reinforcement which can be accessed and given feedback on in the same way of other children. | 4 |
| Pastoral support – additional time allocation to support families | There have been a number of families in real need of advice and support. Pastoral/ Attendance needs of some individual children has been a cause for concern (some at a higher level) needing considerable pastoral intervention. This is impossible to meet without the extra capacity. | 1,2,3,4,5 |

Total budgeted cost: £50,659

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



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 |
|----------------|-----------------|
| Doodle Maths | Doodle Learning |
| Doodle English | Doodle Learning |