



Pupil premium strategy statement 2022-2023 St. Lawrence CE Primary School

This statement details our school's use of pupil premium (and recovery 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	87 pupils
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan 2021/2022 to 2023/2024 Current year 2022/2023
Date this statement was published	15th December 2021
Date on which it will be reviewed	15 th October 2023
Statement authorised by	Alison Moore – Head of School
Pupil premium lead	Alison Moore – Head of School
Governor / Trustee lead	Jane Brothwood, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,655
Recovery premium funding allocation this academic year	£500 received
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£22,155

Part A: Pupil premium strategy plan

Statement of intent



Demographic Context

St. Lawrence is a happy place to be. It provides a secure and supportive environment, founded firmly on Christian values, enabling children and families, staff and governors, as well as the wider community to learn together in partnership. St. Lawrence Primary School is located in the small village of Preston-upon-the-Weald-Moors on the northern edge of the town of Telford, part of the borough of Telford and Wrekin. St. Lawrence was opened in 1898 and built on land donated by the trustees of Preston hospital to replace an earlier school. We are proud to have been a Church of England Primary School since 1843 living our motto of 'Being the best we can be with God, because with God all things are possible' and following the St. Lawrence Way through the teachings of Jesus.

We currently have 87 children on roll with our current PAN set at thirteen. The children are organised into four classes: Reception (14 children), Year 1/2 (25 children) and Year 3/4 (23 children), Year 5/6 class (25 children). Our school is the smallest primary in the borough and is a smaller than average sized primary.

Our school catchment is wide and although we take a small number of children from Preston and the neighbouring village of Kynnersley we also attract pupils' from Donnington, Muxton, Apley, Leegomery and Wellington where it has been parental choice.

St. Lawrence has been federated with Tibberton CE Primary since September 2019 and although our Federation is in its infancy we have made significant progress in building relationships and working cohesively. Our most recent Ofsted Inspection (November 2019) rated the school as 'Good,' with our Early Years Provision deemed to be 'Outstanding'. We are proud of these strong foundations and of the cohesion and consistency in working practices across our schools and the federation.

Every child brings strengths to the school. We build on their strengths to promote high self-esteem, resilience and mutual respect through our positive nurturing Christian ethos. Our curriculum design is engaging, challenging and differentiated to meet the needs of the child.

Our Intent

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.

We will consider the challenges faced by our vulnerable pupils and assess each case individually so that appropriate support can be put in place to allow our pupil(s) to flourish. The

activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

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 in our school. 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 will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set and ensure that teaching and learning opportunities meet the needs of all the pupils
- Act early to intervene so the need is identified and met.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time, but that they will receive support over the course the academic year.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- When making decisions about using Pupil Premium funding, we have considered the context of our school and the subsequent challenges faced. This is taken alongside research conducted by the Education Endowment Fund (EEF).

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.
- In line with the Local Authority protocol to improve attainment for disadvantaged children at every key stage.

Challenges

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

Challenge number	Detail of challenge
1	A significant minority of our children are from disadvantaged backgrounds that are partly masked by social stigmatism within an affluent area.
2	Around half of our pupil premium children are in receipt of Services Pupil Premium rather than FSM or LAC funding and therefore have different needs.
3	The majority of children in receipt of Pupil Premium are in our EY/KS1 settings – ie. from more recent intakes.
4	A more limited exposure to cultural capital resulting in a comparative disparity in breadth of vocabulary in comparison with their peers.
5	Anecdotal evidence of less incidental conversation around knowledge acquisition within the home.

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 vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language acquisition among disadvantaged pupils. Evidenced when triangulated with other sources of evidence, including engagement in lessons, pupil book scrutiny and ongoing formative and summative assessment. Our Read-to-Write approach supports those disadvantaged pupils as the talk is driven by a text that children are immersed in. Our vision is that 'Reading and Writing float on a bed of talk' and with improved language skills our pupils will be able to verbally articulate what they want to say prior to writing.
Improved reading attainment among disadvantaged pupils at the end of KS2 throughout the period to 2024/25.	KS2 reading outcomes show that more than 75% of disadvantaged pupils met the expected standard. Tracked through internal NTS assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2 throughout the period 2024/25.	KS2 maths outcomes show that more than 80% of disadvantaged pupils met the expected standard. Tracked through internal NTS assessment.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, student and parent surveys and teacher observations. <p>an increase in participation in enrichment activities (including after-school clubs and music lessons), particularly among disadvantaged pupils.</p>
For all disadvantaged children to have a high level of attendance at school.	For all disadvantaged children attending school for 96.5% of the school timetable at a minimum. An increase of 1.55% from the 2021 figure of 94.95%.

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: £6,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. (£500)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3,
<p>Systematic, Synthetic Phonics training and associated CPD to secure stronger phonics teaching in KS2 for all pupils through phonics audit. (£3000)</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>	3

<p>Training for teaching assistants to deliver precision intervention to accelerate learning for PPG pupils. Increase of teaching assistant hours to deliver precision intervention. (£886)</p>	<p>EEF findings state that effective deployment of teaching assistants adds about 4 months progress over a year. Studies have found that positive effects have been found where teaching assistants deliver high quality structured interventions. Programme of TA training delivered by SENCO and external agencies as required. Fortnightly TA meetings with assistant head to ensure Tas are effectively supported and deployment efficient and successful.</p>	<p>1 and 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school. Teachers to access twilight training sessions from Maths Advisor K. Burton to support pedagogical maths approaches in maths problem solving and reasoning. (£700)</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>

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

Budgeted cost: £ £ 5,676.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted 1:1 sessions ELSA – Emotional Literacy Support and PPG TA for intervention (Including in class support)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:</p>	<p>2,3,4,5</p>

£2472.36 ELSA £1594.25 TA support	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
RWI phonics training for Ks1 staff to enable secure knowledge to target those disadvantaged pupils who require further phonics support as identified from our internal data. £1509.90 TA 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	3

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

Budgeted cost: £ £ 9,892.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support from BSAT at the Linden Centre. Whole staff training on behaviour management and anti-bullying approaches with the aim of contributing to our school ethos and vision for exemplary behaviour.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,4
ELSA support and access to school intervention Including: Cool kids Calm Brain Lego Build to Express	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): EEF Social and Emotional Learning.pdf	1,2,3,4,5
Contribution to Y5/6 residential to support the curriculum theme being taught.	Outdoor Adventure Learning may provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-	1,4

	cognitive skills such as resilience, self-confidence and motivation. EEF outdoor-adventure-learning	
Contribution towards educational visits for eligible PP children.	Outdoor Adventure Learning may provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF outdoor-adventure-learning	5
Purchase of revision guides for Year 6.	Evidence to suggest the purchase of specific books can help support home-school agreements and parental engagement in children's learning. EEF Parental Engagement Guidance Report.pdf	1,2
Music lessons funded through the Telford and Wrekin LA	Findings from the EEF Big Lockdown Parent Survey on children eligible for FSM's access to music lessons: EEF Challenges in Home Learning - Feb 21.pdf	4
Purchasing high quality texts to support the 'Read-to-Write' approach for 'Book Talk' sessions.	Evidence to suggest the purchase of specific resources can help support home-school agreements and parental engagement in children's reading. EEF Parental Engagement Guidance Report.pdf	3,5
Attendance meetings to target PA amongst PP children with headteacher	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	1

Total budgeted cost: £21,655

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal end Key Stage 2 assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum: Reading, Writing and Maths. Where children were identified as PPG and SEND the academic gap was not met and children did not achieve age related expectations. Those disadvantaged pupils not identified with SEND made expected progress over time and reached ARE.

Due to low cohort numbers (13 maximum), our percentages are taken with caution, as one pupil equates to 8%.

Children on roll end of September 2022 numbered 18 children. The end of year data can be summarised in the table below and for reading and writing attainment for pupil premium and non-pupil premium is broadly in line. From the end of year figures attainment in mathematics is higher for our pupil premium pupils.

EOY Attainment	At ARE Expectations		Above age related Expectation	
	Summer 2022		Summer 2022	
Subject Area	PP	Whole School	PP	Whole School
Maths	77%	62%	0%	13%
Reading	67%	78%	6%	27%
Writing	61%	68%	0%	7%

Our school target is to increase the numbers of children achieving GDS at the end of Key Stages for both pupil Premium and non-pupil premium pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
CalmBrain	Calm Brain Approach by Dr. Sarah Taylor

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Children in receipt of pupil premium funding have had to access to ELSA support, Lego Build to Express. Calm Brain and Peer group intervention alongside targeted provision through adaptive teaching methods to mitigate gaps in learning. Our Pupil Premium service children have participated in external sporting events to represent school and we have been working with our PP Recovery Advisory Teacher to find ways to support these children further in terms of the wider curriculum.

The impact of that spending on service pupil premium eligible pupils

Children in receipt of SPP last year 2022 have all made successful transitions to their new year groups, including one pupil transferring to a school in Germany. The impact of covid-related disruption has been minimised for these groups of children and their emotional health and well being remains secure. Engagement with families has been strong and we continue looking at ways in which we can support the whole child.

Further information (optional)

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

Embedding effective practice around feedback from our school development partners at STSA. EEF Evidence demonstrates that this has significant benefits for pupils, particularly those disadvantaged.

Utilising a DFE Grant to train a Senior Mental Health Lead – Executive Head Teacher has commenced this training. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support effective collaboration with our parent community.

Offering a wide range of high-quality extracurricular and wider community activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building skills for life such as confidence, resilience, socialisation, and independence. Disadvantaged pupils will be encouraged to participate.

Engagement with Telford and Wrekin PP Recovery Advisory Teacher to offer CPD for teaching and support staff on effective ways to support disadvantaged pupils.