

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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. Lawrence CE Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan
Date this statement was published	15 th December 2021
Date on which it will be reviewed	15 th September 2022
Statement authorised by	Alison Moore
Pupil premium lead	Laith Al-Asmar SENDCo
Governor / Trustee lead	Caroline Sands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,000 Ever 6 - £1,345 Post LAC - £2,345 Services - £310
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent



St Lawrence CE Primary School

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).

Demographic Context

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. The school has 88 pupils on roll and are organised in to four classes; Reception (13 pupils), Year 1/2 (25 pupils), Y3/4 (25 pupils) and Y5/6 (25 pupils). There is a small percentage of our pupils (9%) who live in the village and our catchment serves families who live in Donnington, Muxton, Leegomery, Hadley and Wellington.

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.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations. • an increase in participation in enrichment activities (including after-school clubs and music lessons), particularly among disadvantaged pupils.
For all disadvantaged children to have a high level of attendance at school.	For all disadvantaged children be 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: £3,086

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. (£1000)</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>	1 and 2
<p>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. 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:</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>	3

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

Budgeted cost: £ 5,176.51

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>£2472.36 ELSA £1594.25 TA 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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4,5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support as identified from our internal data. £1109.90 TA Support</p>	<p>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</p>	3

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

Budgeted cost: £ 6,737.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	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 prior to transition to secondary school.	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	1,4
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

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 2020 to 2021 academic year.

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%.

Our analysis of the assessment and progress of the children in receipt of pupil premium highlights the impact of the Covid-19 pandemic, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and remote learning provided through Zoom and the Seesaw Learning platform.

Whole school attendance in 2020/21 was higher than in the preceding 2 academic years at 97.03% when all pupils were expected to attend school. This was higher than the national averages. Absence among disadvantaged pupils was at 94.95% which is lower than that of their peers. There is a slight marginal gap increase than in previous years but nothing significant. Attendance of our PPG pupils will be monitored closely so that hopefully we can close the gap so figures are in line.

<i>Academic Year</i>	<i>20/21</i>	<i>19/20</i>	<i>18/19</i>
<i>Whole School</i>	<i>97.03%</i>	<i>97.01%</i>	<i>96.51%</i>
<i>Disadvantaged Pupils</i>	<i>94.95%</i>	<i>95.47%</i>	<i>97.18%</i>

Assessments and observations of PP pupils indicated that pupil' attitudes to learning, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. However, the extent of these issues were not significantly different to non-PP pupils. The use of pupil premium funding to provide wellbeing support for pupils, together with targeted interventions where required, helped to minimise the detrimental impact of disruptions to learning. We are continuing to build on the support offered during the lockdown periods with the activities detailed in this plan.

Numbers of PPG children in each cohort.

PPG (19)	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	1	3	4	5	1	1	4

Externally provided programmes

Programme	Provider
Calm Brain	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:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Children in receipt of service pupil premium funding have had access to ELSA support, Lego build to express, alongside targeted intervention to mitigate gaps in learning in addition to quality first teaching within the classroom. Funding was used to mitigate the effect of greater mobility in this group and the opportunity for children to express any anxieties they may have. They have also had the opportunity to attend school throughout the lockdown in the early spring.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided. Children in receipt of SPP have made successful transitions to their new year groups and the impact of the covid-related disruption to learning has been minimised for this group.