

# Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024-25 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's Catholic Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	66.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year plan
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Paul Brown
Pupil premium lead	Paul Brown
Governor / Trustee lead	Tony Cunningham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,999
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£194,999

# Part A: Pupil premium strategy plan

## Statement of intent

### **MAIN OBJECTIVES:**

*Our school continues to serve a deeply disadvantaged community. Our current numbers of children in receipt of Pupil Premium represent almost two thirds of the school (65.6%). We are fiercely ambitious for all of our pupils – especially the most disadvantaged. Our primary aims at St. Lawrence's are encompassed in these four objectives:*

- 1. Raise the aspiration of all pupils and their families so that they can aim to achieve their fullest possible potential.*
- 2. Raise standards from low starting points so that all children can achieve well against national averages and can have the skills, knowledge and confidence needed to tackle the next phase of their education.*
- 3. Build the curriculum around the skills that our most vulnerable children typically lack*
- 4. Ensure that the curriculum is well designed and resourced. Ensure that the teaching staff are extremely skilled and focussed so that the above aims can be achieved.*

### **HOW DO WE ACHIEVE OUR OBJECTIVES?**

*For our children to benefit from our school, it's teaching, it's curriculum and it's all round educational offer – we must first ensure that attendance is strong. We will do this by giving attendance the highest possible profile in school with tangible awards for excellent attendance. We will offer a prize of two bikes per term for 100% attendance, a class prize and a weekly individual prize for best attenders. This will be displayed around school. We will also identify and work with poor attenders. All children will be aware of their attendance using a RAG rating. Poor attenders will be subject to short term monitoring. Heading up this strand will be an Attendance Officer employed with Pupil Premium funds who will work alongside the Head Teacher.*

*We will seek to improve outcomes by employing additional skilled staff, paying particular attention to basic skills such as reading and maths. Specific Intervention teachers will be appointed out of Pupil Premium funds in both Key Stage 1 and 2, enabling lower class sizes that can teach to precise ability groups (e.g. in Phonics phases). This will enable more rapid progress to take place for our more disadvantaged pupils. In Year 6, our staffing structure will mean that two teachers will teach the class in ability groups to boost outcomes and ensure that all children, including our most disadvantaged, are ready for the next stage of their education.*

*Our wider curriculum will be based upon our most disadvantaged pupils. It will be progressive, coherent and relative to their needs. For example, we will build our curriculum around an exciting range of Educational Visits, paid for out of Pupil Premium funds. This will help to address the children's typical lack of life experience and their lack of vocabulary and will at the same time raise aspiration by showing them new environments and pathways to varying occupations. An example of this is our partnership with 'Into University', our partnerships with the Countryside Trust and National Trust and various visits from professionals of differing occupations (such as Dentists and Trainee Doctors). In addition we will offer very heavily subsidised residential visits.*

*We will seek to help our most vulnerable pupils by employing both a non-class based Special Educational Needs Co-ordinator (SENCO) and a pastoral lead out of pupil premium funds. Our SENCO will focus on our most vulnerable children from an academic perspective while our pastoral lead will ensure our most vulnerable children from our most vulnerable families can be helped to feel safe and achieve their potential. We will run the THRIVE programme, focussing on our most vulnerable pupils from an emotional perspective so they are in a better position to learn. In addition to this, we will develop our Nurture Group, providing an alternate curriculum for our pupils with the most acute emotional and academic difficulties. Our staffing structure, organisation and ethos will help us to achieve the aim of being highly inclusive.*

*Throughout, we will aim to ensure that our staff have an excellent range of CPD open to them, so that they are equipped sufficiently to achieve all of the aims set out in this document.*

### **KEY PRINCIPLES:**

*Our key principles in achieving our aims for our most disadvantaged children are to:*

- Ensure we have high attendance across the school. Reducing persistent absence, particularly among the most disadvantaged.*
- Ensure we have an ambitious, evolving and flexible curriculum that fits the needs of our pupils.*
- Ensure our pupils have access to an excellent range of life experiences and educational visits that improve aspirations, outcomes and the wider curriculum experience.*
- Ensure that we are highly ambitious for all pupils and that attainment and progress are high in end of Key Stage assessments.*
- Ensure we have additional skilled staff to narrow our gaps and reduce class sizes.*
- Ensure we use staff to be a highly inclusive school.*
- Ensure SEN and pastoral provision for our most emotionally, academically and behaviourally challenging children is excellent.*

- *Ensure staff have an excellent range of CPD available to them.*

## Challenges

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

Challenge number	Detail of challenge
1	Attendance is a constant battle for the school. While attendance has been relatively strong against statistical neighbours – particularly for disadvantaged children - it is well beneath the pre COVID national average of 96%. Persistent absence is also higher than national averages (20% last year against the National Average of 16%). Our disadvantaged children's attendance is usually lower or significantly lower than our non-disadvantaged pupils. However our PP children's attendance figure compares favourably to other PP children nationally.
2	Communication and oral language skills in Reception are typically below or significantly below the expected level that one would expect. Without intervention this can be the case right up to Key Stage 2 and beyond.
3	Children often enter school with low social and emotional skills meaning they find it difficult to cope with the school environment. Our response is to be inclusive whilst ensuring that learning conditions for all pupils in classrooms are uninterrupted.
4	Many of our disadvantaged children come from homes that do not or can not support a culture of reading and learning. They do not have easy access to quality books and reading. They can quickly fall behind with phonics. This inability to read well, naturally can cause difficulty in accessing the whole curriculum.
5	Many of our children have poor awareness of the outside world which, in turn, means they often have a poor vocabulary. They lack life experiences and the opportunity to develop vocabulary by (for example) visiting a place of educational value or even a setting beyond their own locality).
6	Many of our children lack self esteem and resilience. They are often below the age appropriate emotional age that would be expected.
7	A combination of these factors means that our disadvantaged children can struggle to meet end of key stage targets without intervention.
8	The effect of the COVID-19 pandemic has affected our disadvantaged children the most. This is backed up by a number of national studies and has further exacerbated the gap that already existed for disadvantaged children. This has led to widening gaps in key knowledge and basic skills (such as reading and key performance indicators in Maths) for our disadvantaged children.

## 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
1. <i>To achieve and sustain improved attendance for all children in school: particularly our disadvantaged pupils.</i>	Overall attendance is at or close to National Average Overall Persistent Absence is at or close to National Average The absence rate of disadvantaged pupils against non-disadvantaged is reduced.
2. Improve communication and oral skills so that reading improves and opens up the whole curriculum to all pupils.	Early Years is well supported so that children get off to the best possible start The curriculum has lots of opportunities for oracy and for the children to gain vocabulary. Reading attainment remains strong and at least matches National Average levels of attainment. Progress in reading from entry remains very strong and well above national averages.
3. The school takes practical steps to improve children's emotional wellbeing and behaviour. This in turn helps them cope with the rigours of school so that they can achieve well.	Continue THRIVE programme to improve children's emotional ability to cope with school. Further develop the school's nurture group to provide alternate curriculum for those disadvantaged / SEN pupils. Evolve the PSHE curriculum so that behaviour and citizenship is taught. Use funding for extra staffing so the school can operate with smaller class sizes and highly effective intervention strategies to give the children the best possible opportunity to make rapid academic and emotional progress. Rigorously assess progress
4. Develop a reading culture in school and give children the ability to access many high order reading materials.	Reading attainment remains strong and at least matches National Average levels of attainment. Progress in reading for all children from entry remains very strong and well above national averages. Ensure children have a well stocked and up to date library at the hub of the school (there is not one in the local community). Ensure children have access to home reading facilities and online resources to aid with reading development.
5. The school proactively searches for life experiences and educational visits that improve aspirations and vocabulary.	Further develop the rich diet of educational visits and visitors for the children. Develop partnerships that will further raise aspiration and will give additional educational opportunity for the children.

	Build a progressive and coherent curriculum around educational visits.
6. Improve the children's self-esteem and levels of resilience.	Develop the THRIVE programme so more children can be reached Develop a growth mindset approach to our curriculum.
7. Ensure attainment levels and progress are high for our children in end of key stage tests and in the wider curriculum.	Employment of key intervention teachers in both key stages to improve basic reading and maths skills Additional staffing in Early Years to ensure the children have a flying start in their education. Additional staffing at end of Key Stage 2 so that children have the best chance to achieve strongly at the end of Key Stage 2 Employment of specialist teachers to enhance the curriculum (e.g. in MfLand PE) Excellent range of CPD available to children.
8. Ensure our catch-up premium is strong and well matched to the needs of the pupils. (£19,335)	Assess all children at the start of each assessment period. Ensure class teachers liaise with catch up staff so correct targets are identified Children improve reading and comprehension ages and / or Maths KPIs.

## 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: £136,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of Intervention Teacher in KS1, specialising in early reading 3 days per week.</i> (£41013 inc NI / Pension)	We recognise that reading is the gateway to the wider curriculum. Given the very low starting points of the children, we have employed an intervention teacher in KS1 so that more children enter KS2 with more advanced reading and comprehension ability.  'International research evidence suggests that reducing class size <b>can have positive impacts on pupil outcomes</b> when implemented with socioeconomically disadvantaged pupil populations.' - EEF	2, 4, 7
<i>Employ two members of staff to have a functioning provision that caters for our most vulnerable SEN learners: allowing learning to go on uninterrupted in classes. (£16973 inc NI / Pension)</i>  <i>NB, This is a contribution: full salary of staff is £55896)</i>	In keeping with the school's attempts to be fully inclusive: a member of staff is employed to run our Nurture Group to support our most emotionally challenged pupils – developing an appropriate but differentiated curriculum.  'The scholars concluded that nurture groups are an <b>effective intervention in improving the emotional well-being of children</b> with social, emotional and behavioural difficulties, at least in the short term, and that all types of NG provision, be they part-time or full-time, have proved to be effective.' Nurture.Uk.Org	2, 3, 5, 6, 7
<i>Employment of additional teacher in Y6 so that children can have additional support in Year 6</i>  (£41013 inc NI / Pension)	Additional staffing in Year 6 will enable the children to have smaller class sizes as they prepare for end of Key Stage tests so they are well prepared for the next phase of their education.  (as above) 'International research evidence suggests that reducing class size <b>can have positive impacts on pupil outcomes</b> when implemented with socioeconomically disadvantaged pupil populations.' - EEF	2,4,7

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

Budgeted cost: £29500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Involve School in the Northern Maths Hub and use it as a vehicle for a growth mindset approach (£4500)	<p>Growth mindset helps raise the aspiration and resilience of some children from disadvantaged backgrounds. The Maths theory is excellent but even more important are the messages behind growth mindset that we use across the curriculum and in our teaching.</p> <p>‘When students adopt a growth mindset, <b>they view challenges as ways of progressing toward their desired outcomes</b>. Students who believe they can develop their talents and abilities see roadblocks and critical feedback as methods to gather information they could use to help themselves learn.’</p> <p><a href="https://www.umassglobal.edu/news-and-events/blog/the-importance-of-adopting-a-growth-mindset-in-your-classroom">https://www.umassglobal.edu/news-and-events/blog/the-importance-of-adopting-a-growth-mindset-in-your-classroom</a></p>	6, 7
<i>Continued expenditure on reading resources so that reading is at the heart of the school and progress in reading remains very high.</i> (£5500)	<p>To improve home reading provision and provision for reading in school. The school opened its own library after the local library was closed. We update it regularly to give books and reading the highest profile. We are also part of the ‘Reader in residence’ scheme.</p> <p>“The school library can be about many things – it can <b>promote and support leisure-time reading</b>, contribute to the social development of the students in the school and provide a place to study and do homework.’ – Literacy Trust</p>	2, 4, 7
<i>Extra Provision in Reception</i> (£19500)	The impact of COVID has meant that we are seeing some very difficult behaviour in Early Years from children who do not appear to be socially ready for school. To ensure that educational opportunities are not compromised in class and we remain inclusive we have	4



	<p>placed an extra adult in class which we will review on a termly basis. We feel this will improve progress. This will reduce group sizes.</p> <p>‘International research evidence suggests that reducing class size <b>can have positive impacts on pupil outcomes</b> when implemented with socioeconomically disadvantaged pupil populations.’ - EEF</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 66500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of attendance officer.</i> (£5,000)	<p>Give attendance a high profile to encourage excellent attendance and support those from vulnerable backgrounds with poor attendance who are therefore missing key learning on a regular basis.</p> <p>‘Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. ... Research shows that attendance is an important <b>factor in student achievement</b>.’</p> <p><a href="https://nces.ed.gov/pubsub2009/attendancedata">https://nces.ed.gov/pubsub2009/attendancedata</a></p>	1
<i>Funding of attendance incentives</i> (£1,500)	<p>Give attendance a high profile to encourage excellent attendance and support those from vulnerable backgrounds with poor attendance who are therefore missing key learning on a regular basis.</p> <p>(See above)</p>	1
<i>Employment of pastoral lead</i> (£29,000)	<p>To provide support for and safeguard our most vulnerable families so that they feel safe and can better access learning.</p> <p><b>Therefore, effective pastoral care can:</b></p> <ul style="list-style-type: none"> <li>improve students' attendance and retention rates.</li> </ul>	3, 6

	<ul style="list-style-type: none"> <li>• foster an orderly atmosphere in which all students can access opportunities, and enhance their academic achievements.</li> <li>• promote tolerance, especially in students and teachers with due regard for protected characteristics.</li> </ul> <p>www.bera.ac.uk</p>	
<i>Foster and evolve a rich programme of Educational Visits and activities to raise aspiration and life experiences. (£21,000)</i>	<p>Heavily subsidise (and often fully pay) for educational visits (including residentials) that give the children positive life experiences. This allows them to improve vocabulary, enhance the curriculum and raise aspiration. Educational visits (and visitors) are a cornerstone of our curriculum.</p> <p>‘Educational Visits broaden young people's horizons, <b>enable them to develop new skills and build relationships</b>. They make young people more engaged with learning and therefore more likely to do well. ‘Well managed school trips and outdoor activities are great for children.’ - EEF</p>	2, 5
Support and develop Breakfast Club (£10,000)	<p>Fund staffing for breakfast club to ensure it provides an excellent start to the day, a space to work and a full and nutritious breakfast. This will develop social and communication skills and improve attendance.</p> <p>Why is breakfast club in school important? ‘Research proves it and renowned organizations such as the World Food Program confirm that breakfast programs are <b>a significant and impactful way to support children's education and development</b>. Breakfast programs may focus on children, but their impact ripples over to families, schools and entire communities.’</p> <p><a href="https://www.breakfastclubcanada.org">https://www.breakfastclubcanada.org</a></p>	1, 3

**Total budgeted cost: £188209.00**

**In reserve: £5165.00**

## 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 2023 24 academic year.

*After a full year back in school, post pandemic, the children have gradually gained some of the ground that has been lost. However, our disadvantaged children – the majority in our school – have done less well and gaps are greater than they*

*Reception is a poor year group. Attainment all round is low (only 47% GLD overall). However, disadvantaged children are performing slightly better than their non-disadvantaged peers in reading and writing.*

*Y1 is a stronger year group overall – who progressed very well over the course of the year. They have performed particularly well in Reading and Maths. From very low starting points: phonics outcomes reached 77%.*

*Y2 is a mixed year group. A more able group – working at Greater Depth have emerged that wasn't apparent last year. The PP children achieving the Expected Standard are lower in reading and writing than their peers but significantly less so in Maths.*

*Y3 is a year group that have low outcomes and need to make substantial progress academically. They have in the past benefitted from a great deal of support through our nurture group. Academically, they have improved significantly. There is no gap between disadvantaged and non disadvantaged children.*

*Year 4 is a strong year group in all areas. Of all classes, they have the lowest proportion of Pupil Premium children.*

*Year 5 have improved a lot. They are still operating below national average but the gap is now much smaller. Especially for disadvantaged children.*

*Year 6 published data shows reading levels are similar between PP and non PP children. In Maths, all children have achieved strongly – above NA but narrowly below NA in Reading and Writing. Writing is where there is a significant gap between PP children and non PP children.*

*Aside from academic measures, spending on Pastoral Staff continues to be crucial to maintain children's wellbeing. Mrs Gibson's pastoral work and Mr Short's work on attendance continues to reduce gaps and make an impact.*

*Attendance is lower than NA overall. – but seems to be in line with overall national averages and stronger than our statistical neighbours. Interestingly, both disadvantaged children and non-disadvantaged children are above national averages. However, this work needs to continue.*

*We are delighted to have been able to fund a near full programme of Educational Visits this year which has been a hugely welcome change from previous years. These experiences have a profound effect in improving the children's understanding of the world and help tremendously in improving the children's vocabulary. The Y6 residential trip is heavily subsidised as are all other educational visits. We hope to continue and expand our programme next year and continue burgeoning partnerships with the 'Into University' charity and the Countryside Trust (where all classes visit a farm) among many other events.*

*CPD has been greatly encouraged among staff and this year we have been able to have a much wider programme. We have continued our work with the Maths hub and have been able to engage in the Trust's peer to peer programme.*

## Externally provided programmes

*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*

Programme	Provider
N/a	N/a
N/a	N/a

## 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?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a

**Further information (optional)**