

Pupil premium strategy statement (primary)

1. Summary information					
School	St Laurence's Primary				
Academic Year	2020/21	Total PP budget	£46,200	Date of most recent PP Review	Jun 2020
Total number of pupils	229	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Expected standard in reading, writing and maths	67% year 6	77% (65%) year 6
% Expected standard in reading	80%	78% (75%)
% Expected standard in writing	70%	74% (78%)
% Expected standard in maths	78%	82% (75%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Mental Health, social and emotional needs for a significant number of disadvantaged children.
B.	EAL pupils who are eligible for PP, with poor language skills in years 1/2
4. External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Significant impact from pandemic upon the well-being and academic progress of disadvantaged pupils.

4. Planned expenditure					
Academic year	2020/21				
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	When will you review implementation?
To close the gap for progress and attainment, in maths , for disadvantaged pupils and national average.	Whole School embedding Mastery training and support with local Math Hub.	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.	SCL/MM	£3,000
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.	CPD organised for September 2020 for 12 members of staff. Data analysis and pupil voice.	AR/SM	£ 4,500
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	When will you review implementation?
Support for children with social emotional and mental health needs so that they become more independent.	Training for the role of two Emotional Literacy Support Assistants.	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 trained and supervised by qualified educational Psychologists	HS (JF,KH)	£1,500
Providing focused support for disadvantaged children so that they can develop their resilience and independence. Attendance to be In line with whole school 96.0%	Continue to develop the role of Learning Mentor	Learning Mentor: Providing 1:1 support for disadvantaged and vulnerable children, giving focused intervention in specific areas if needed. EEF research	LM shall produce termly overview and progress reports. LM's expertise further developed through relevant training.	HS	£12,100

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	When will you review implementation?
Improved progress in phonics In line with national other 80%	Phonics Intervention	Phonics Intervention to support disadvantaged pupils with regard to their reading skills. Progress/attainment of disadvantaged pupils in line with other pupils.	Monitoring of interventions through lesson observations and tracking.	JC/AL	£2,500
Improved progress in basic maths skills. In line with national other 75%	Maths Mentoring	Maths Mentoring: To give focused structured 1:1 support in arithmetic through assertive mentoring programme. EEF research	Whole school tracking of maths attainment and progress.	HS/SR	£10, 400
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.	Pupils' engagement in sport is beneficial to their physical health and mental wellbeing.	Analysis of engagement of disadvantaged pupils in sporting clubs and activities. Report published on website.	KH	£2000
Increased attendance rates and access to extra- curricular activities. Attendance to be In line with whole school 96.0%	Additional Support for Extra-curricular activities	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.	Monitor progress and attendance of disadvantaged children.	SM	£8,500
Total budgeted cost					£46,500

Previous Academic Year 2019/20			
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Support vulnerable children; improve self-esteem.	Learning Mentor: Providing 1:1 support for disadvantaged and vulnerable children, giving focused intervention in specific areas if needed.	On the whole very positive impact upon disadvantage children with anxiety and Mental Health concerns resulting in improved attendance and better academic progress.	£12,500
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Improve Maths attainment across the school.	Maths Mentoring: To give focused structured 1:1 support in arithmetic through assertive mentoring programme.	The gap has closed between attainment and progress of disadvantaged pupils and national standards. Indeed disadvantaged pupils across the school do better than pupils nationally: 78%	£10,253
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Improve phonics results for year 1.	Phonics Intervention to support disadvantaged pupils with regard to their reading skills	It hasn't been possible to measure the impact of support in this area due to the effect of the Covid pandemic.	£2,300
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Additional Support	See notes	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. Attendance of disadvantaged pupils broadly in line with school attendance at 94.70 % .(95.9%)* *Attendance until March 2020.	£5,488 £3,623*

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

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.

*Additional tutoring for year 6 disadvantaged children.