

Pupil premium strategy statement 2022/23

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 Laurence
Number of pupils in school	206 (23 Nursery): 229 total
Proportion (%) of pupil premium eligible pupils	19.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	14/7/22
Date on which it will be reviewed	30/6/23
Statement authorised by	S.R.Matthews
Pupil premium lead	S.R.Matthews
Governor / Trustee lead	Emma Small

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 57,560
Recovery premium funding allocation this academic year	£ 4,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 61,420

Part A: Pupil premium strategy plan

Statement of intent

The key intention of the St Laurence Pupil Premium Strategy is to improve the educational outcomes of disadvantaged pupils. We aim to achieve this through improving attendance amongst those pupils to ensure they are accessing high quality teaching and not missing learning, improving their mental health and emotional wellbeing, and ensuring that staff are appropriately trained to overcome barriers to learning.

Good quality teaching for all our pupils is the most effective approach to achieve this but with additional support for those children who need it. Children who need this support, regardless of their circumstances, are quickly identified and appropriate intervention provided.

The whole school on oracy has informed our recovery strategy, so that extensive support has been implemented to improve the speaking and listening skills of children in the early years but also throughout the school. This is augmented by specific programmes such as Philosophy for Children and also the whole school Mastery approach to teaching; emphasising good questioning and focused discussion, with the aim of broadening all children's vocabulary and developing their communication skills, an approach that will clearly benefits all children but especially those who are disadvantaged.

We provide tutoring support that is carefully tailored to meet specific needs of those children whose education has been worst affected, especially in core subjects such as reading and maths. We have appointed and trained our own family support worker who engages those families to become more actively involved in their own children's education.

We are committed to all children experiencing rich and varied extra-curricular opportunities and put an emphasis upon the mental health and wellbeing of all our children but especially those who are vulnerable. Therefore we fully utilise pupil premium funding to remove these barriers so that all our children at St Laurence's school receive the quality education they deserve.

Challenges

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

Challenge number	Detail of challenge
1	Mental Health, social and emotional needs for a significant number of disadvantaged children.
2	Reading attainment and progress in year 6 lower than the overall School and National averages. (This has been exacerbated by School closures due to Covid-19).
3	EAL pupils who are eligible for PP, with poor language skills in years 2/3 (including Ukrainian refugees)
4	Attendance: specifically persistent absence.
5	Impact of the pandemic upon the development of pupils in Early Years Foundation Phase: specifically with regards to Speech and Language; physical development (gross and fine motor) interpersonal and social skills.

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 results in Reading to be observed throughout the school over the next year; Establishment of a culture of reading throughout the school.	To close the gap for progress and attainment, in reading , for disadvantaged pupils in line with national averages.
Support for children with social emotional and mental health needs so that they develop their interpersonal skills: speaking and listening and building confidence.	Improved levels of engagement in learning and an indirect impact upon comprehension skills and therefore reading results :(see above).
Support for children in EYFS in developing their communication skills : Staff (teachers and Teaching Assistants) will undergo extensive training across all phases but specifically the Early Years Phase; One member of staff will be developed into a specialist SALT teacher who will support children across the school.	The proportion of pupils who reach the expected standard of the Early Learning Goals for Communication skills by the end of the phase is in line with National or Regional Averages.

Ensure that the proportion of disadvantaged children participating in extracurricular sport is as high as possible. So that these children exhibit higher self-esteem; make good progress and having improved attendance.	Increased attendance rates for disadvantaged children, to be In line with whole school target of 95.0% and greater access to extracurricular activities (see PE monitoring report)
--	---

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: £ £23,682

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teaching staff, including Lesson Studies and mentoring. Teaching of Reading will be a focus for lesson observations.</p> <p>Purchase of Pathways to Read and Spell resources.</p>	<p>Improved results in Reading have been observed throughout the school over the last year; EEF research support the Mastery teaching of Reading approach.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Establishment of a culture of reading throughout the school. Data analysis and pupil voice. Performance management cycle. Report to governors (Deputy Head).</p>	2,3.
<p>Support for children with social emotional and mental health needs so that they develop their interpersonal skills:</p> <p>Speaking and listening and building confidence.</p> <p>Use INSET days to deliver training.</p>	<p>Research from SAPERE demonstrates that P4C supports children's cognitive abilities, increases self-esteem and improves their spoken language through practising sentence construction and using a range of vocabulary.</p> <p>https://www.sapere.org.uk/why-sapere-p4c/</p>	1,2,3,4.
<p>Purchase of a DFE validated Systematic Synthetic Phonics programme to secure phonics teaching for all pupils: Bub Club.; Whole staff training in application of new scheme and phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p>	2,5.

<p>Whole School (including EYFS): Embedding Mastery teaching of Maths, training; from local Math Hub.</p> <p>Quality of teaching is monitored by SLT. Evaluation of programme by Maths Hub facilitators.</p>	<p>Mastery teaching of Maths has been successfully implemented throughout the school through support from the local Maths Hub and through the use of NCTEM resources.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	3,5
---	---	-----

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

Budgeted cost: £ 22,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for children with social emotional and mental health needs so that they become more independent. Emotional Literacy Support Assistants to be deployed effectively.	<p>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.</p> <p>Public Health England - Promoting children and young people's mental health and wellbeing: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/</p>	1,4.
Support for children in EYFS in developing their communication skills so that they reach the expected standard of the Early Learning Goals by the end of the phase.	<p>The Nuffield Early Language Intervention programme and the Talk Boost scheme are nationally accredited, funded intervention programmes promoted by the Local Authority. https://www.teachneli.org/</p>	2,3,5.
Providing focused support for disadvantaged children so that they can develop their resilience and independence and make better than expected progress in core subjects.	<p>Learning Mentor: Providing 1:1 support for disadvantaged and vulnerable children, giving focused intervention in specific areas if needed.</p> <p>EEF research https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957</p>	1,4.

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

Budgeted cost: £ 15,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the role of Learning Mentor (newly appointed for September); Appointment of Mental Health Lead.</p> <p>Learning Mentor: Providing 1:1 support for disadvantaged and vulnerable children, giving focused intervention including nurture in specific areas if needed.</p>	<p>Public Health England - Promoting children and young people's mental health and wellbeing: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/</p> <p>The Wellbeing Toolkit: Andrew Cowley. (2019 Bloomsbury)</p>	1,4.
<p>Funding for pupils to access after school clubs:</p> <p>Ensure that the proportion of disadvantaged children participating in extracurricular sport is as high as possible.</p>	<p>Pupils' engagement in sport is beneficial to their physical health and mental wellbeing.</p> <p>The Education Endowment Foundation - Provision of a range of initiatives to extend children's experiences: https://www.gov.uk/government/publications/thepupil-premiumhow-schools-are-spending-thefunding-successfully</p>	1,4.
<p>Funding for pupils to access residential school trips (London) in Years 5 and 6 to help increase cultural capital.</p>	<p>Ofsted inspection update 2019: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772056/School_inspection_update_-_January_2019_Special_Edition_180119.pdf</p>	1,4.

Total budgeted cost: £ 61,375

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 2021 to 2022 academic year.

Our analysis of internal data suggested that the performance of disadvantaged pupils in maths was lower than in previous years. Our evidence indicated that Covid-19 had a greater impact on maths than other subject areas, with disadvantaged pupils missing vital staff expertise during school closures that was needed for their mathematical development. We used pupil premium funding to enable pupils to receive 1:1 arithmetic support through an assertive mentoring programme to enhance attainment across the school. This has been augmented by funding from the catch up premium which was used to employ tutors to target disadvantaged pupils. Internal data also highlighted the need 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, will assist in achieving this. Furthermore, monitoring has shown that the proportion of disadvantaged pupils not reaching the expected standard in Y2 and requiring further phonics support is greater than in previous years. Intervention phonics teaching for identified pupils in year 3 has ensured that areas of difficulty have been identified, with the necessary reading skills firmly embedded.

Our observations and discussions suggested that Covid-19 had had a detrimental impact on pupil wellbeing and mental health. It was decided that a Learning Mentor could support vulnerable children and improve their self-esteem, providing focused intervention in specific areas as required. With this provision in place it would result in improved attendance and accelerated academic progress. Our newly appointed Learning Mentor liaises with class teachers and our SENDCO to provide a bespoke and carefully considered service for our disadvantaged pupils. In addition to this, a qualified educational psychologist trained two Emotional Literacy Support Assistants in how to increase independence and engagement for disadvantaged children with mental health needs.

Furthermore, we have used pupil premium funding to increase the proportion of disadvantaged children participating in extracurricular sport, which in turn, will be beneficial for their mental wellbeing. To compliment this, disadvantaged pupils have received alternative provision, with offsite learning activities enriching their school experience.

Recovery Funding

As previously stated, Covid-19 had a greater impact on maths as other subjects. With this in mind, we used recovery funding to employ a specialist maths tutor to provide bespoke tutoring following a detailed question level analysis of children's gaps in learning. A specialist English tutor was also recruited. The tutors were employed to close the gap for progress and attainment, in maths, grammar, spelling and punctuation, for disadvantaged pupils and national average. Pupils from across Key Stage 2 received Maths and English tutoring, with their progress reviewed weekly.

Year 6 pupils became the priority in the Spring Term, with the proportion of children reaching the expected standard in maths, grammar, spelling and punctuation significantly higher than the proportion of them reaching the expected standard when they were in year 4.

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
Systematic Synthetic Phonics programme	Bug Club: Collins
Philosophy for Children	SAPERRE

Further information (optional)

- 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.
- This has been further subsidised by grants from the DFE to meet additional need for school uniforms and footwear over the Pandemic for vulnerable families.

*Additional tutoring for disadvantaged children; this is a part of the Catch up Programme, although further PP funding has been directed towards certain cohorts with a high proportion of Disadvantaged pupils, such as year 6.