

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 Primary School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 yrs
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	A Brannen
Pupil premium lead	A Brannen
Governor / Trustee lead	E Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,420
Recovery premium funding allocation this academic year	£11,383.78
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£76,803.78

Part A: Pupil premium strategy plan

Statement of intent

Here at St. Lawrence's, we aim to use our pupil premium funding as effectively as possible to ensure that all pupils receive the best possible education and that disadvantaged pupils enjoy school; make as much progress and achieve as well as other pupils do. We do this by having the following aims:

1. To create an ethos of high attainment for all pupils.
2. To address any issues of behaviour and attendance robustly.
3. To ensure all pupils access high-quality teaching.
4. To meet the individual needs of pupils.
5. To deploy staff effectively.
6. To closely track pupil progress throughout the year groups.
7. To insist upon collective accountability for the achievement of pupils.

Challenges

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

Challenge number	Detail of challenge
1	Low self-esteem
2	Speech and language delay
3	Social skills
4	Literacy
5	Numeracy
6	Lack of extra-curricular experiences

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
Confident, assertive and happy pupils who are able to enjoy learning and achieve across a broad, relevant curriculum.	100% needing support are identified early and given the tailored support they need to learn and make progress. Case studies will be used to demonstrate impact alongside end of key stage data analysis

Pupils with a strong foundation in language and literacy skills which enables them to learn and make expected or accelerated progress in all areas of the curriculum.	Children in receipt of pupil premium working at expected/above expected level or receiving additional support regularly to help them catch-up. Early language screening, pre-key stage assessment data, case studies and Phonics Screening will be used to monitor progress and measure success.
All disadvantaged pupils (Y1-Y6) have the option to access after school club or an extra-curricular activity club.	Every Pupil Premium child (Y1 – Y6) can access a club free of charge. Numbers of children accessing school clubs and case studies used to measure success.

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: £ 571,880 (Teachers) £ 221,930 (Teaching Assistants)

Pupil Premium : 1% Teachers (5,718.80) 10% TA (£22,193.00)

Maths Hub/Mental Health Intervention: £ 960 + resources £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional Lvl 3 Teaching Assistants to work across school.	In September 2021 we recruited/retained a team of 13 Teachers and 27 Teaching Assistants to provide in-class and specialist 1:1 support for pupils Y1 – Y6.	100% pupils benefit from recruitment and retention of a highly qualified and well-motivated staff team.
Professional development and training of Teaching Assistants in Speech and Language Support.	6 staff have attended training in speech and language support. (Elklan, NELI, EYPDP) and are working in EYFS, KS1 and the Hub.	100% pupils benefit from staff trained in early language development, with consistent early intervention which is embedded and consistent across the school.
Maths Hub Intervention & Progression planning YR/Y1/Y2	3 Teachers are engaged in NCETM professional development programme 2021/22 and delivery of daily Maths Fluency.	100% Pupils in EYFS and KS1 benefit from staff trained in this early maths intervention. Consistent approach to Maths teaching and intervention across

		early years and Key Stage 1 ensures children make progress across phases.
Specialist training in the use of visual support in the classroom.	A team of 8 staff working across EYFS Key Stage 1 and the Hub are trained in using visual support in the classroom. Strategies are used in class to benefit all children alongside specialised individual pictorial communication systems.	100% pupils benefit from staff trained in using visual support. 6 pupils are supported with pictorial communication systems specified by speech and language therapists.
Recruitment and training of a Mental Health Lead with continuous professional development for all staff.	Zoe Robinson (Mental Health Lead) has attended training and has set up a Working Group of Teachers and Learning Support Staff to identify gaps and suggest improvements.	100% staff, pupils and linked families benefit from development of a whole school plan focused on mental health and wellbeing recognising the impact it can have on children's learning and development.

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

Budgeted cost:

Tutoring: £ 5,700 KS2 £ 3,300 KS1

Staffing : As above.

Training: 50 hours £738

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of tutors (Staff in school who know the children) to provide additional intervention and support after school for pupils Y1 – Y6.	15 packages of support have been purchased with a focus on Maths and Literacy for Key stage 2 children.	15 x 3 = 45 children who need 'catch up' support.
Recruitment of tutors (Staff in school who know the children) to provide additional intervention and	15 packages of support for Key stage 1 children with a focus on reading interventions.	15 x 3 = 45 children who need 'catch up' support.

support after school for pupils Y1 – Y6.		
Recruitment of additional TA support in-class for individuals and groups of children.	Sarah Blackwell (Teaching Assistant) Sally Clilverd (HLTA) Denise Edwards (Teaching Assistant) Rachel Bollom (Forest School Leader)	1:1 support for Looked After Children (LAC) and those in need of additional support.
Early Years Professional Development Training for Nursery Staff x4	Gov. programme of training for staff working in Early Years to deliver 'catch up' interventions – Physical development, PSED and Eiklan Speech and Language.	100% Early Years pupils benefit from trained staff who can identify needs and tailor interventions to support individuals.
Nuffield early Language Programme (NELI)	Early language screening and intervention programme for Reception pupils. Delivered by class teacher who has been trained to assess children and deliver a weekly programme of small group support.	100% children could benefit from early assessment of speech and language followed by early intervention in school when needed.

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

Budgeted cost:

Pastoral Team: £30,000 + resources £1000

Attachment Training : £1000

After-School Clubs: £2000

Residential Trips: £2790

Activity	Evidence that supports this approach	Challenge number(s) addressed
On site Pastoral Team to support mental health and wellbeing of children, staff and wider families.	Kay Brophy (Psychologist), Zoe Robinson (Family Support & Mentoring) and Anna Forster (Learning & Pastoral Support) work with children and families across the school. In addition we have identified Teaching Assistants who can support Pastoral Team offering in-class pastoral support for some children.	100% pupils benefit from access to an experienced pastoral team who can tailor a personalised programme of support for individuals when they need it and for as long as necessary.

Professional development and training of Teaching Assistants in Attachment.	12 x Lvl1, 8 X Lvl 2, 4 X Lvl 3 staff are now trained in Attachment and can offer trauma informed practice across the school.	100% pupils benefit from an attachment informed approach to behaviour management which is embedded and consistent across the school.
Specialist training in safe movement of children with challenging behaviours.	All Hub staff trained in safe movement/management of challenging behaviours. Two-day specialist course to support children at risk of dysregulation and harmful behaviour towards themselves or others.	100% pupils benefit from safe management of harmful behaviours and dysregulation.
Children who are eligible for Pupil Premium are given free access to an after-school club of their choice.	A range of after-school clubs are offered ranging from walking, sports, singing to art clubs. These normally cost £4 per hour. Offering access to clubs enhances social interaction, personal and emotional development.	100% children in receipt of Pupil Premium are offered the opportunity to participate.
Children in receipt of Pupil Premium offered free places on residential trips in Year 5 and Year 6.	School residential trips to Arthog and the Pioneer Centre have been arranged and are made accessible to children in Year 5 and 6. Six free places have been allocated for children who would benefit but may need financial support.	100% of children on Pupil Premium are eligible.

Total budgeted cost: £ 75,899.80

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.

In 2020/2021 all pupils in receipt of Pupil Premium were prioritised in the Risk Assessment during periods of school closure so that a place in school could be offered if needed. Families were called by phone weekly (or where necessary 2x weekly) so that an emergency place in school could be offered if circumstances changed. Families were prioritised to receive foodbank support, family support or free school meal parcels if needed. Laptops and work/craft packs were offered to those children who struggled to engage in remote learning.

All pupils and parents/carers were monitored throughout the 'lockdown' periods by class teachers on a fortnightly basis and a procedure for logging calls and concerns was set up so that support could be offered quickly to any child 'at risk.' Every member of staff contributed to this comprehensive programme of family support during lockdown periods and worked towards a smooth transition between home and school learning. The high level of support offered to all pupils at this time was presented as a model for other schools and settings to follow (Reports on BBC Midlands Today, Articles in NurseryWorld magazine)

Barriers to Learning

Barriers for learning were identified for each child in our school, with a specific focus on our disadvantaged children. Barriers to learning and individual data was used to identify the specific needs of each pupil. Issues are seen as barriers to be overcome - not excuses for poor attainment or lack of progress. Barriers to learning were identified for all of our children, including our disadvantaged pupils. Barriers to learning were identified from rigorous data analysis (as well as an understanding of our school's context) which could then be addressed as priorities in both our development plan and separate 'Pupil Premium' action plan.

All staff were made aware of 'barriers for learning' for individual pupils and used these to write Personalised Support Plans (PSPs) which were shared with parents and monitored termly.

Risk Factors

As a school we have identified our own risk of underperformance so that we can respond appropriately. We have identified some of our pupils have lower results on

entry. Therefore, early identification and intervention is vital to help our disadvantaged pupils achieve.

Barriers to learning

We identify and address barriers to learning faced by individual pupils through:

- everyday 'Quality First' teaching practice across all phases (EYFS, Key Stage 1 & 2)
- feedback and dialogue with pupils
- parents and agencies involved, referral to specialist support services
- rigorous regular tracking of pupil attainment and progress, especially in our dedicated, Pupil Support Plan progress meetings.

Our school's typical barriers are as follows:

- Socio-economic disadvantage i.e poverty
- Broken family structures – family stress and low resilience
- Poor health and diet and/or high level of medical needs
- Parents with stressful occupations who work long hours or away from home for long periods of time.
- The behaviours of other children in the class.
- Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading modelled to them. The children may not have adequate support for homework.
- Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities.
- Social and emotional issues resulting in low confidence and self-esteem.
- Attendance: Some children's attendance is low which will impact on their learning.
- Language delay or difficulties as identified by a Speech and Language therapist. This leads to social communication difficulties, and issues with reading and writing
- Low parental engagement/parenting skills
- Safeguarding and welfare issues which may lead to Social Services involvement
- Loss and bereavement

- Trauma and other mental health issues in the family and/or child

- Special educational needs and disabilities We aim to ensure our additional

Pupil Premium Grant was spent on training staff, interventions and evidence-based programmes (Education Endowment Early Intervention Toolkit) that work and are effective in making a positive difference to our disadvantaged children, helping to combat their many barriers to learning and close the gaps in achievement so they do just as well as the other children. This is evidenced in our data analysis and Headteacher reports which have been shared with Governors.

<https://www.stlawrenceprimary.org.uk/teaching-learning/ofsted-reports-results>

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
www.seesaw.me Platform purchased to support remote learning and communication during school closures. Currently used in-class to enhance learning opportunities and home-school links.	https://web.seesaw.me/contact
www.EExAT.com Platform purchased to support early assessment and early identification of needs in EYFS. We can monitor impact of early intervention programmes, document formative and summative assessments and record end of key stage data. Also supports are home-school links and communication.	https://eexat.com/

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?	The service pupil premium allocation provides flexibility for parents/carers to

	<p>attend meetings and take holidays in line with service commitments.</p> <p>All pupils benefit from early assessment of need and early intervention. Pupils are offered a free place in after-school clubs.</p> <p>All pupils are offered pastoral support from a designated team (Psychologist, Family Support, Mental Health Lead and Pastoral Worker) and can self-refer if needed.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Case Studies document the impact of Pastoral Services which have been used to support service children and their families during periods of separation and change.</p> <p>Termly data analysis informs personal support plans and intervention programmes are tailored to individual needs.</p> <p>Changing needs of service children are monitored closely with the option of remote learning, intervention and attachment informed approaches to teaching and learning if needed.</p>

Further information (optional)

Barriers to Learning

A barrier to learning is any factor that prevents a child from being in a suitable state to engage in their lesson and learn, whether emotionally, physically or psychologically. Parents/Carers are warmly invited to come into school and have a chat with us to discuss a child's needs and to see how we can support them. At St. Lawrence's, we passionately believe that all of our children should be able to reach their fullest potential, regardless of their circumstances, race, gender or ability and inclusion is at the heart of everything we do.

Our 2018 SIAMS inspection stated that: 'St Lawrence School emanates a subtle Christian character' and we have a school vision that promotes equality, diversity and inclusion. This is borne out most particularly in its provision for the welfare and wellbeing of all pupils, especially the most vulnerable. The school's wonderful commitment to nurture and care is also appreciated by many.'

Barriers to Learning:

- Low self esteem
- Friendships
- Confidence
- Social Skills
- Absence
- Attendance
- Medical
- Mobility - Armed Forces Families (ARRC)
- Moving into and out of the area
- Transitions from Nursery
- Transitions to Secondary School
- Family changes
- Young Carers
- Bereavement

We have a great team of staff, each dedicated to supporting you and your child in order to reduce barriers to learning.

Lisa Owen – SENDCo

Lisa is our Special Educational Needs and Disabilities Coordinator. Lisa oversees the day-to-day operation of the school's SEN policy, supporting the identification of children with special educational needs. She supports class teachers in planning for children

with SEND and ensures that the school keeps the records of all pupils with SEN up to date.

Zoe Robinson – Family Support Worker and Mental Health

Zoe liaises with and supports parents, providing information about how to support their child at school. She also provides pastoral support for parents and can help with issues such as parenting, housing, attendance, debt management amongst others

Anna Forster – Pastoral Care

Anna supports children in school by running projects such as ‘Reach for the Top’ and ‘Managing your emotions’ workshops.

Kay Brophy – Educational Psychologist

Kay works in school on a weekly basis to support children and staff. Kay has written and introduced the ‘Lifeland’ materials (a series of children’s books, resources and lesson plans) which are used across the whole school to develop emotional literacy.