

Pupil premium strategy statement 2022



This statement gives details about the use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding at St Lawrence CE Primary School which has been allocated to help improve the attainment of our disadvantaged pupils.

This statement also outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2022-2023) 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	239
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	A Brannen
Pupil premium lead	A Brannen
Governor / Trustee lead	E Turner

Funding overview for 2021 - 2022

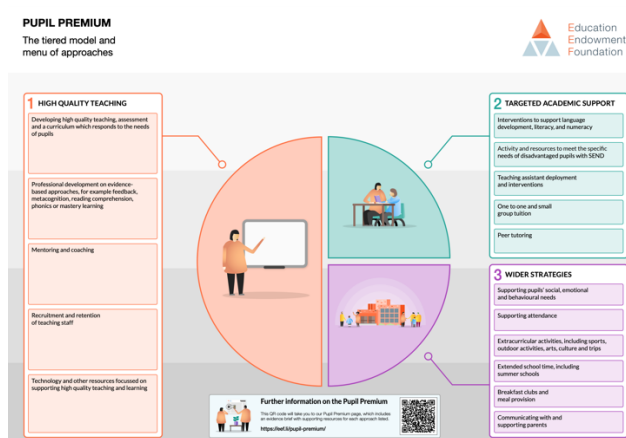
Detail	Amount
Pupil premium funding allocation	£65,420
Recovery premium funding allocation including 'catch up' funding.	£11,475.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£76,895.75

Part A: Pupil premium strategy plan

Statement of intent

St. Lawrence CE Primary School is an inclusive school, children from a diverse range of socio-economic backgrounds are welcomed and supported by the whole staff team in line with the school's vision and ethos. The school is working towards 'School of Sanctuary' status, there are many displaced families who become part of the school community for short periods often arriving with little or no notice. These children add to the cohort of disadvantaged pupils at the school but due to limited housing in the area are unable to move locally into permanent residencies. The transient nature of disadvantaged pupils attending the school is an important, but often hidden feature of the school.

Pupil Premium funding is used to deliver a three-tiered model of intervention which focuses on quality first teaching across the school, targeted academic support to address specific needs and the delivery of wider strategies giving pupils access to culture, sports and arts activities and events. The funding ensures that all pupils receive the best possible education and that pupils who are socio-economically disadvantaged are given opportunities to help them enjoy school; learn, make progress and achieve.



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 through early identification and intervention
5. To deploy and train all staff in supporting disadvantaged pupils, so that teaching approaches and interventions are delivered with consistency and focus.
6. To closely track pupil progress throughout all year groups, agreeing pupil support plans which are monitored and reviewed termly.
7. To work as a team, with collective accountability for the holistic wellbeing and academic achievement of all pupils, including those who are disadvantaged.

Challenges

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

No.	Detail of challenge
1	Low self-esteem, social and emotional needs
2	Speech and language delay
3	Low levels of literacy (reading and writing)
4	Low levels of mathematical understanding, and verbal reasoning
5	Lack of extra-curricular experiences
6	Socio-economic disadvantage (challenges include housing, poverty, debts and drug misuse)

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
All pupils receive the best possible education and that pupils who are socio-economically disadvantaged are given opportunities to help them enjoy school; learn, make progress, and achieve.	<p>All pupils (100%) in need of support are identified early and given the tailored support they need to learn and make progress.</p> <p>Case studies will be used to demonstrate impact alongside end of key stage data analysis.</p>
Pupils with a strong foundation in communication and language which enables them to learn and make expected or accelerated progress in all areas of the curriculum including literacy and mathematics..	<p>All pupils (100%) screened in communication and language on entry into school. Any pupil working below age related expectations participates in evidence-based intervention programmes, small group intervention and access to staff who are trained in early language interventions.</p> <p>Early language screening reports/data, pre-key stage assessment data, case studies and Phonics Screening will be</p>

	used to monitor progress and measure improvement.
All disadvantaged pupils access extra-curricular activities (Sports, culture, arts) through participation in after-school clubs, extra-curricular activity club, cultural visits and residential trips.	<p>All pupils (100%) in receipt of Early Years Pupil Premium/Pupil Premium funding are offered free places on extra-curricular activities.</p> <p>Numbers of children accessing school clubs and case studies used to measure success.</p>

Activity in the academic year 2021 - 22

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) Pastoral Team: £30,000 + resources £1000

Total: £57,911.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional Lvl 3 Teaching Assistants to work across school. Aim to have a consistent teaching team in each class, trained to deliver in-class interventions alongside quality first teaching.	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils. Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. We focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of	Pupils benefit from recruitment and retention of a highly qualified and well motivated staff team – a qualified teacher and consistent Level 3 Teaching Assistant in each class. Teacher + TA work together to plan, monitor and assess children to ensure

	<p>standardised assessments. Supporting resources: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>needs are identified and addressed early.</p> <p>Challenges 1,2,3,4</p>
<p>Professional development and training of teachers and teaching assistants in early language development (Elklan, NELI, EYDP) and Speech and Language Support (Talkboost Early Years, KS1 and KS2)</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>100% pupils benefit early on from staff trained in early language development, with consistent early intervention using explicit teaching approaches and interventions that are embedded and consistent across the school.</p> <p>Challenges 1,2,3</p>
<p>CPD : Maths Hub Intervention & Progression planning YR/Y1/Y2 Three teachers are engaged in NCETM professional development programme 2021/22 and</p> <p>Delivery of daily 'Maths Fluency.'</p>	<p><u>Memorisation and repetition</u> of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically 'frees up' working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations. In terms of procedural fluency and conceptual understanding, one should not be prioritised over the other. Learning is most effective when the two are fully integrated.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	<p>100% Pupils in EYFS and KS1 benefit from staff trained in this early maths intervention.</p> <p>Consistent approach to Maths teaching and intervention across year groups.</p> <p>Challenges 2, 4</p>

<p>CPD: Training in the use of visual support in classrooms to support understanding and organisation. Includes use of 'Communication in print' resources, photographs and symbols used across the school.</p>	<p>Training delivered by Speech and Language Therapists is implemented across school to ensure that all children benefit including those who are disadvantaged by low oracy skills, poor reading and comprehension and those with SEND. They are particularly helpful for pupils on the autistic spectrum and can have a positive impact on social and emotional behaviours, reducing anxiety and frustration. Visual supports are an evidence-based practice for pupils identified with moderate to severe disabilities that have been vetted and found effective in classroom settings across all ages from preschool through high school.</p> <p>https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VisualSupports_Complete.pdf</p> <p>https://www.researchgate.net/publication/273380157_Evidence_for_the_effectiveness_of_visual_supports_in_helping_children_with_disabilities_access_the_mainstream_primary_school_curriculum</p>	<p>All pupils benefit from staff trained in using visual support to enhance learning environment, the use of personalised teaching resources with pictorial cues. The approach is well understood by all staff and delivered consistently across the school. The programme compliments small group interventions focusing on language development and personalised speech therapy programmes used with children in the Hub.</p> <p>Challenges 1,2,3,4</p>
<p>Recruitment and training of a Mental Health Lead, establishment of a Staff Working Group and Pastoral Team to monitor and implement mental health and wellbeing approaches across whole school community. Approaches include explicit teaching, mentoring, 1:1 intervention.</p>	<p>Social and emotional learning (SEL) interventions improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>Three broad categories of SEL interventions are implemented:</p> <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are 	<p>Whole school plan focused on mental health and wellbeing impacts all pupils , including those who are socio-economically disadvantaged or with SEND. 100% pupils identified as having low self esteem are supported with a personalised programme of 1:1 or small group intervention.</p> <p>Challenges 1,2,3,4.5.6.</p>

	<p>targeted at students with particular social or emotional needs.</p> <p>SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important so the CPD is accessed by whole staff team.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper/quick-read-transforming-children-and-young-peoples-mental-health-provision</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Maths Hub/Mental Health Intervention: £960 + resources £500, Tutoring: £5,700 KS2 £3,300 KS1 Training: 50 hours £738

Total: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Follow-on programme of National Tutoring Programme. Recruitment of tutors (QTS in school who know the children)	There is a large body of evidence that tutoring and small-group tuition is effective, particularly when it is targeted at pupils' specific needs. It can be particularly beneficial for socio-economically disadvantaged pupils. We are adapting the NTP to incorporate learning from delivery of	<p>15 packages of support for Key stage 1 children with a focus on reading interventions.</p> <p>15 packages of support x 3 = 45</p>

to provide additional intervention (Maths and Literacy) and support after school for pupils from Y1 – Y6.	<p>the programme in 2021/22.</p> <p>https://educationendowmentfoundation.org.uk/news/new-independent-evaluation-of-the-national-tutoring-programme-ntp</p> <p>https://d2tic4wvoliusb.cloudfront.net/documents/projects/Evaluation-Report-Primary-school-impact-evaluation.pdf?v=1666084377 (Page 75)</p>	children who need 'catch up' support.
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Recruitment and specialist training of four additional Teaching Assistants to support in-class intervention for individuals and groups of children identified as needing additional support with literacy and maths.	<p>Evidence shows that small group tuition is effective and, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. The quality of the teaching in small groups may be as, or more important than, the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes)</p> <p>https://Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	Additional teaching assistants allocated to each key stage and timetabled across classes to support identified pupils using pupil support plans agreed with class teachers. Progress is monitored through pupil progress meetings and using SMART targets (recorded in the PSP)
CPD in Early Years Professional Development (Education Development trust). 10 week online training programme and CPD in speech and language (ELKLAN), Personal, social and emotional development (Anna Freud Centre) and Mathematics (NCETM)	<p>Gov. programme of training for EYFS Educators to deliver 'catch up' interventions in Nursery (2-5 years)</p> <p>https://Educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Early-Years-toolkit-July-2018.pdf</p> <p>https://www.earlyyearsdpdp.com/</p>	<p>Action plans focused on combining research with professional knowledge of St Lawrence context.</p> <p>Targeted interventions and explicit teaching approaches used to support children on entry and applied consistently across EYFS staff team.</p>

Nuffield early Language Programme (NELI)	<p>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. Part of a whole school (SDP) focus on early oracy, communication and language development. This approach is part of a wider whole school strategy to address communication and language difficulties.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	All pupils are assessed in communication and language on entry. Any child in need of additional support and targeted intervention is identified early (in EYFS) and included in NELI programme.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Pastoral resources £1000 , Attachment Training : £1000 , After-School Clubs: £2000

Residential Trips: £2790

Total £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>On site Pastoral Team access resources and books to support mental health and wellbeing of children, staff and wider families. Zoe Robinson (Family Support & Mentoring) and Anna Forster (Learning & Pastoral Support) work with children and families across the school.</p> <p>In addition, we have identified Teaching Assistants who can support Pastoral Team offering in-class pastoral support for</p>	<p>Social and emotional learning (SEL) interventions improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>Three broad categories of SEL interventions are implemented:</p> <ul style="list-style-type: none"> School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; Universal programmes which generally take place in the classroom with the whole class; and 	<p>100% pupils benefit from access to an experienced pastoral team who can tailor a personalised programme of support for individuals using evidence-informed resources when they need it and for as long as necessary.</p> <p>Impact of programme is monitored using case studies, CPOMS data and</p>

<p>some children using tailored books and ELSAT/SEL tools.</p> <p>*Links to wider mental health strategy.</p>	<ul style="list-style-type: none"> More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. <p>SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important so the CPD is accessed by whole staff team.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper/quick-read-transforming-children-and-young-peoples-mental-health-provision</p>	<p>parental engagement. Referrals for targeted and specialist support are monitored and tracked.</p>
<p>Pastoral Intervention and support: Professional development and</p>	<p>Trauma informed practice is well documented by educational theorists but there have not been sufficient RCT studies to measure the impact of this work on children's outcomes. The training for support staff ensures that children at St Lawrence Primary School who are dysregulated due to displacement, are supported consistently and with sensitivity. There is evidence that SEL helps to improve behaviour, reducing anxiety and mental health issues.</p>	<p>All pupils benefit from an attachment</p>

<p>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. *Links to whole school behaviour strategy.</p>	<p>The intervention programme is relevant to the context of St Lawrence Primary School and ensures that children's socio-economic backgrounds are well understood and staff have consistent strategies to support behaviour in class and in the playground.</p> <p>https://tce.researchinpractice.org.uk/wp-</p>	<p>informed approach to behaviour management which is embedded and consistent across the school.</p>
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<p>*Links to wider mental health strategy.</p> <p>*Links to wider behaviour strategy.</p>	<p>content/uploads/2020/02/Developing-and-leading-trauma-informed-practice.pdf</p>	
<p>Pastoral Intervention and support: 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.</p> <p>*Links to whole school behaviour strategy.</p>	<p>See evidence cited above.</p>	<p>100% pupils benefit from safe management of harmful behaviours and dysregulation.</p>
<p>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. Offering access to clubs enhances social interaction, personal and emotional development.</p> <ul style="list-style-type: none"> • Arts Award • Art Club • Choir • Peripatetic music lessons • Sports • Hiking • Walking 	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>100% children in receipt of Pupil Premium are offered the opportunity to participate.</p>

<p>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.</p>	<p>Outdoor Adventure Learning might 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.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. Outdoor adventure experiences are delivered by well-qualified staff with appropriate safeguarding in place to manage any physical risks to pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>100% of children on Pupil Premium are eligible for additional funding and support to access residential visits.</p> <p>Whole school long term plan shows progression in day-visits leading to longer term residential visits.</p> <p>Monitoring cultural capital across the school.</p> <p>Learning walks and conversation with pupils to assess impact, alongside feedback from parents.</p>
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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 2021/2022 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 2 x 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 Nursery World magazine).

A programme of recovery and intervention has been put in place to support children who have been identified as 'missing out' or delayed due to the pandemic. We have prioritised early language and emotional health and equipped staff with the knowledge and skills to carry out cohort screening, for early identification of needs. In this way we are ensuring that children across school have access to consistent ongoing support from trained staff.

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 Foundation 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
https://www.teachneli.org/ Platform used to assess children's early language and identify those who need further support.	https://www.teachneli.org/
https://ican.org.uk Platform used for language intervention in EYFS, KS1 and KS2.	https://ican.org.uk/training-licensing/ican-programmes/talk-boost-ks1/

Service pupil premium funding

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?	<p>The service pupil premium allocation provides flexibility for parents/carers to 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>
What was the impact of that spending on service pupil premium eligible pupils?	<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

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 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.

Mike Reynolds – SENDCo

Mike is our Special Educational Needs and Disabilities Coordinator. He oversees the day-to-day operation of the school's SEN policy, supporting the identification of children with special educational needs. He 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.