

Pupil Premium Strategy Statement 2025 – St Lawrence CE Primary School, Church Stretton

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	192 (September 2025)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Alan Brannen
Pupil premium lead	Alan Brannen
Governor / Trustee lead	Emily Russell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50510

Part A: Pupil Premium Strategy Plan

Statement of intent

- *To enable disadvantaged pupils to achieve, thrive and flourish at school and at home.*
- *We employ staff and professionals to work with pupils and their families to overcome barriers to learning and enable access to extra-curricular activities.*
- *We aim at all times to impact positively upon pupils' academic attainment, curriculum experience, attitudes and behaviour; as well as providing a broad range of extra-curricular opportunities (School Vision).*
- *To be like the Good Samaritan – helping those in need of support.*

Challenges

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

Challenge number	Detail of challenge
1	Attendance at school
2	Academic achievement and attainment
3	Mental & Physical Health & Emotional Well-being
4	Involvement in extra-curricular activities due to cost
5	Parental engagement and confidence

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
Pupils' attendance to be in line with school and national average.	94%+ attendance at the end of the academic year for PP pupils.
Y6 Reading, Writing & Maths KS2 results to be strong for PP Pupils.	PP Pupils achieving results which are in line with other pupils in school and national average (unless SEND is also a factor).

All pupils happy and healthy – engaged and working hard at school.	Feedback from parents and pupils is that they are happy at school. Teachers able to report that pupils are showing the values of the St L's Way (Be responsible; Encourage others; Show respect & Try our best).
PP pupils participating in after-school clubs and holiday clubs	All PP pupils accessing an extra-curricular club/activity (at school or home) with cost not a barrier.
Parents/carers receiving support when needed and able to access advice services/get training.	School records indicate that every PP pupil is thriving or that a support programme is in place to address any barriers preventing progress.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker employed full-time at school	Third Space Learning suggests a variety of 121 intervention methods to provide individual support. Some children would benefit from targeted support to catch up and 'close the gap'. We have found that focused TA-led in-lesson support has worked well in addressing gaps in progress in previous years and is supported by evidence from other schools.	1, 2, 3 and 5
Cross Bar Coaching – Coach working with pupils in school and after-school developing their motor skills, stamina, self-esteem and more.	EEF research indicates these approaches may increase engagement in learning. This can extend upon core teaching, such as targeted after school programmes.	1, 3, 4 and 5

Swimming	EEF research indicates that the approach of promoting physical activity can support children's executive function. Engaging children in physical activity regularly and over several weeks may be particularly effective.	3, 4 and 5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for pupils (plus training and supervision by L.A. E.P. Service)	Third Space Learning places importance of improving children's interaction and management of emotions to support pupils.	1, 2 and 3

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
HAF Club – Holiday & Food Club for disadvantaged pupils based at our school.	DfE: Free universal breakfast clubs give children a supportive start to the school day, ensuring they are ready to learn and make the most of the opportunities schools offer.	3, 4
Farm visits and other trips including residential.	Third Space Learning evidence shows that wider experiences have positive benefits on learning, self-confidence, self-efficacy and motivations, especially for most vulnerable children.	1,2 and 3
Breakfast Club and after school free places.	EEF research indicates that providing before school breakfast / after school clubs at a reduced cost can benefit pupils.	1,2 and 3

Total budgeted cost: £50,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024 (KS2)

Reading Writing Maths Expected Standard

71.4% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **5 pupils** out of 7.

This is **4.0%** higher than the **national Non-Disadvantaged** cohort at **67.4%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 9.7%** from +13.7% in 2022/23, to +4.0% in 2023/24.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **decreased by 8.6%** from 80.0% in 2022/23, to 71.4% in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 13** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged

+4.0%

National: Disadvantaged

+25.9%

School: Non-Disadvantaged

-5.5%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Family Support Worker and Swimming
The impact of that spending on service pupil premium eligible pupils
We had two Services Pupil Premium Pupils in school in the previous academic year. Both were able to access support from the Family Support Worker and both made excellent academic, sporting and social progress