

# Pupil premium strategy statement - St Laurence C of E Primary School

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 C of E Primary School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	66 (40%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs R Barker, Headteacher
Pupil premium lead	Mr P Hallam, Assistant Headteacher
Governor / Trustee lead	Mr M Hetherington

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,700.00
Recovery premium funding allocation this academic year	£9,860.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 105,560

# Part A: Pupil premium strategy plan

## Statement of intent

Our mission at St Laurence Church of England Primary School is to unlock the potential of every child and encourage 'Life in all its fullness' (John 10:10). This is driven by our desire for creating a love of learning and through the values that are rooted in our school community. We ensure that our school is friendly, welcoming, vibrant and inclusive.

The profile of disadvantaged children is wide ranging at St Laurence Church of England Primary School. Many are higher attaining, however, a large proportion had low academic starting points and so benefit from regular pre-teaching and keep-up interventions. A number of our disadvantaged children eligible for Pupil Premium also have specific SEN provision. There are also a number of children with underlying issues affecting their mental and emotional wellbeing who require ongoing support in order to access learning and make progress. Other barriers include financial factors which, without support, would prevent children accessing enrichment opportunities such as visits and clubs.

In order to address the needs of our disadvantaged pupils, quality first teaching is at the heart of our approach. This is because evidence and research show that this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. We also have a number of other approaches that will meet the various needs of our disadvantaged pupils.

All staff at St Laurence are responsible for meeting the needs of our disadvantaged pupils and through our strategy we will ensure that they progress, whilst also sustaining and improving the attainment and progress of their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poor parental engagement</b> – we know that some of our parents of children eligible for pupil premium funding are reluctant to engage with school.
2	<b>Reading and phonics</b> - assessments, observations, and discussions with pupils indicate that our disadvantaged pupils have weaker language skills and more gaps in their vocabulary than their non-disadvantaged peers.
3	<b>Attendance</b> - our attendance data for 2020-2021 indicates that attendance among disadvantaged pupils was 2.2% lower than for non-disadvantaged pupils. In 2020-2021, 11% of our disadvantaged pupils were 'persistently absent' compared to 9% of their peers during that period.

	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	<p><b>Mental health and wellbeing</b> - through our recovery curriculum, we have identified that our disadvantaged pupils have poorer mental health and wellbeing as a result of school closures over the past two years.</p> <p>100% of our referrals to Early Help are for disadvantaged pupils.</p>
5	<p><b>Cultural Capital</b> - studies show that disadvantaged pupils suffer in comparison to their non-disadvantaged peers when considering extra-curricular activities and experiences. Our conversations and observations with children and families at St Laurence show that this is an issues that affects many of our disadvantaged pupils.</p>

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The overall absence rate for all pupils being no more than 5%, and to bring attendance of disadvantaged pupils in line with their non-disadvantaged peers.</p> <p>The percentage of all pupils who are persistently absent being below 8% and the figure for disadvantaged pupils being in line with their non-disadvantaged peers.</p>
<p>Improved language skills and vocabulary among disadvantaged pupils</p> <p>Improved reading attainment among disadvantaged pupils.</p>	<p>Use FFT baseline data and compare to data points in December, April and July to see an increase in the % of disadvantaged children at expected or above for their age in reading.</p> <p>Phonics screening assessment – improve % of disadvantaged children passing compared to the last assessment.</p> <p>Book scrutiny, ongoing assessments and lesson observations will support evidence of improved language skills.</p>

<p>Parents of disadvantaged children to improve their engagement with our school.</p>	<p>Increase % of disadvantaged children accessing Google Classroom to complete homework.</p> <p>All disadvantaged parents to use class dojo to be able to communicate with teachers.</p> <p>Increase % of parents attending parents evening when compared to 2020-2021</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Analysis of results from student and parent surveys and teacher observations.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>Increase the amount of cultural and extra-curricular experiences that our pupils experience.</p> <p>Use funding to support families to ensure that our pupil premium children can benefit from trips and experiences.</p>	<p>% of children taking part in extra-curricular sports clubs and competitions to increase compared to 2019-2020.</p> <p>Disadvantaged children to be able to partake in any cultural or extra-curricular clubs where applicable.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>

## 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: £13,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received paid-for training to deliver the Read Write Inc. phonics scheme effectively. (To include KS2 staff for those children in KS2 requiring phonic support)	<p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</i></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Purchase subscription to Accelerated Reader to enable staff to monitor progress of children effectively.	<p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.</i></p> <p><a href="#">EEF - Reading Comprehension</a></p>	2
Subscription to Read, Write Inc, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	<p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</i></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
All staff to take part in regular safeguarding training, including online safety.	<p><i>Regular CPD will ensure that staff are fully trained and able to identify needs/concerns as required.</i></p>	3, 4

All staff to benefit from CPD for RWI, Accelerated Reader and other programmes that have been purchased.	<i>Staff will be confident when delivering the phonics and reading programmes effectively.</i>	
--	--	--

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

Budgeted cost: £38,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Programme (EYFS)	<p><i>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</i></p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Targeted interventions for identified groups of pupils. This will include all year groups on a timetable and will also focus on year 6 later in the year.	<p><i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i></p> <p><a href="#">EEF - Instant feedback for small groups of pupils</a></p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.</i></p> <p><a href="#">EEF - Reading Comprehension</a></p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The average impact of the</i></p>	2

	<p><i>small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p><a href="#">EEF - Small Group Tuition</a></p>	
Daily reading for the lowest 20% of readers across the school	<p><i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i></p> <p><a href="#">EEF - Instant feedback for small groups of pupils</a></p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.</i></p> <p><a href="#">EEF - Reading Comprehension</a></p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p><a href="#">EEF - Small Group Tuition</a></p> <p><i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i></p> <p><a href="#">EEF - One to One Tuition</a></p>	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</i></p>	2

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
To support our families with helping their children, parent workshops will be held throughout the school year.	<i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i>  <a href="#">EEF - Parental Engagement</a>	1, 2
Homework Club – Set up a lunchtime homework club allowing pupils to use school devices to complete activities.	<i>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.</i>  <i>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</i>  <a href="#">EEF - Homework</a>	1, 2, 4

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

Budgeted cost: £53,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Nurture – Derbyshire Nurture Team</p> <p>Nurture will continue for the rest of the year as staff will be trained.</p>	<p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i></p> <p><a href="#">EEF - Social and Emotional Learning</a></p>	3, 4
<p>Run a nurture lunchtime club. Staffed by teaching assistants that have been</p>	<p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</i></p>	3, 4

trained by the Derbyshire Nurture Team.	<i>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i>  <a href="#">EEF - Social and Emotional Learning</a>	
Employ a professional to support families with Early Help. Colleague from P4YP will work one day per week.	<i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i>  <a href="#">EEF - Social and Emotional Learning</a>	1,3, 4
Staff member to work in Attendance Officer Role to support DSL and Early Help Professional.  Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  Disadvantaged children will be offered the opportunity to attend breakfast club for free. This will ensure that children arrive at school early and have a healthy start to the day.	<i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i>	1, 3, 4
Buy into the Fair Share Food Scheme. This will enable families to receive food parcels  The scheme will also provide fruit for snack time at school. This will ensure that all children have a healthy snack in the mornings.	<i>Our disadvantaged children will benefit and our families will feel supported.</i>	1, 4
Loan Chromebooks to disadvantaged children to enable them to engage with homework activities.	<i>Our experiences from remote learning suggest that disadvantaged children will benefit from access to our online education offer.</i>	1, 2, 5
Various cultural capital/extra-curricular activities. Including: attendance at after school	<i>There is intrinsic value in teaching pupils creative and performance skills and ensuring</i>	4, 5

sports clubs, choir, swimming, bikeability, year 6 residential, theatre trips and more.	<i>disadvantaged pupils access a rich and stimulating arts education.</i> <a href="#">EEF - Arts Participation</a>	
Supply school uniform and PE kits for disadvantaged pupils	<i>There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.</i> <a href="#">EEF - School Uniform</a>	1, 4, 5
Contingency fund for acute issues.	<i>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</i>	All

**Total budgeted cost for all areas: £91,380**

## 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.

The academic year 2020-2021 was the second year of our current three-year pupil premium strategy. Our teacher assessment data showed that the performance of all pupils was lower than expected and disadvantaged pupils progress was lower than that of their non-disadvantaged peers.

The impact of Covid-19 was the primary factor in the lower performance of our disadvantaged children, despite the strategies that we put in place to limit the impact of school absences and remote learning. These strategies included the use of Google Classroom, thorough monitoring of the performance and wellbeing of disadvantaged children, strong communication between all stakeholders and widespread access to school devices. Even though this mitigated the impact of school closures, disadvantaged children were still unable to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. This year, we will continue to use quality first teaching, CPD, the support of external agencies and targeted interventions to address the needs of our disadvantaged pupils.

Through our recovery curriculum we identified that the wellbeing and mental health of some of our pupils had deteriorated during the school closures, including many of our disadvantaged pupils. We used pupil premium funding to provide support for all pupils, through interventions and by working with external professionals. We will enhance that support during the 2021-2022 academic year.

Our attendance figures for 2020-2021 showed a minor gap between the attendance of disadvantaged and non-disadvantaged pupils. We know that we have robust processes in place with regards to attendance. Nevertheless, we recognise that sustaining and improving attendance is a high priority for our school and is also a significant factor in the progress of all pupils, especially those from disadvantaged backgrounds. Therefore, it remains an important part of our strategy going forward.