

# Pupil premium strategy statement – St Laurence Church of England Primary School

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	172
Proportion (%) of pupil premium eligible pupils	39% (67 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	On-going termly review  End of academic year July 2026
Statement authorised by	Mrs K Shields, Headteacher
Pupil premium lead	Mr P Hallam, Deputy Headteacher
Governor / Trustee lead	Mr M Hetherington

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 101,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <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>	£ 101,505

# Part A: Pupil premium strategy plan

## Statement of intent

St Laurence Church of England Primary School is a small primary school in Long Eaton. We have a predominantly White- British demographic, however, this is becoming more diverse as we serve other communities seeking out a school with our Christian values. 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 Christian 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, 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 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 - in line with the DDAT Framework for Learning - 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.

Preparation for the future and the opportunity to learn effective communication, social and life skills is also of prime importance for our children. By the time they leave St Laurence Church of England Primary school, we aim to ensure that every child is an effective communicator, we strive to achieve this with the use of targeted interventions to improve language acquisition and social skills and the provision of communication friendly spaces within all areas of our school environment.

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	<p><b>Mathematical Attainment</b> - assessments and classroom observation shows that disadvantaged children are performing below their non-disadvantaged peers.</p> <p>Maths, in particular reasoning and problem solving, is a whole school area for development, particularly for girls and for disadvantaged pupils.</p>
2	<p><b>Mental health and wellbeing</b> - observations and discussions, which have taken place through our Thrive profiling and nurture sessions, have shown the social and emotional needs of the children across the school have been flagged as an area for development. This has further been reinforced through discussions with class teachers, support staff, parents and the children themselves.</p> <p>We will implement a wide range of strategies using EEF research as our evidence base:</p> <p><a href="#">EEF - Parental Engagement</a></p> <p><a href="#">EEF - Outdoor and Adventure Learning</a></p> <p><a href="#">EEF - Social and Emotional Learning</a></p> <p><a href="#">EEF - Outdoor Adventure Learning</a></p> <p><a href="#">EEF - Supporting School Attendance</a></p>
3	<p><b>Poor language acquisition</b> - for our disadvantaged pupils, poor oral language skills and their use of Standard English is impacting their writing. We have found that some of our disadvantaged children lack the ability to transcribe with accuracy and control as they progress through the school.</p> <p>Language acquisition is a particular focus for children joining the school in EYFS. Our GLD for disadvantaged pupils in 2025 was 63% compared with 75% for their non disadvantaged peers. The Early Learning Goal, 'Communication and Language' is a priority for our EYFS Team.</p>
4	<p><b>Reading stamina</b> - many of our disadvantaged pupils are unable to move onto more complex age-related texts due to limited understanding of context and comprehension. They suffer from a reduced access to good quality texts or understanding of texts read at home. There is also a lack of opportunities to talk to others about what they have read and hear quality texts read to them.</p>
5	<p><b>An inability to access extra curricular activities and opportunities</b> - disadvantaged pupils at our school have fewer opportunities to realise future aspirations through little exposure or reduced participation in life enriching</p>

	activities and experiences such as: music tuition, out of school sports and activities, trips out of the area and a lack of resources at home such as I.T equipment.
6	<p><b>Attendance</b> - attendance overall has improved year on year, however, disadvantaged pupils' attendance and punctuality is still low compared to their non - disadvantaged peers.</p> <p>The school has a robust approach to attendance. Attendance is closely monitored by the DSL and the policies we use are followed with fidelity by our attendance team. In addition to this, research provided by the EEF is used to support our decision making.</p> <p><a href="#">EEF - Supporting School Attendance</a></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
Improved progress in Maths for those working towards or below ARE.	<p>Disadvantaged children will show increased retention of knowledge measured through either small steps of progress on the Brackenfield tracker assessments or through NTS assessments.</p> <p>Children can access appropriate maths tasks independently.</p> <p>Improved progress from their initial starting points on end of key stage assessments</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To improve the social and emotional skills (SEMH) of all children, particularly 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>Through Thrive profiling an improvement of children's social and emotional skills will be seen.</p> <p>Analysis of pupil questionnaires will demonstrate an improvement of SEMH skills.</p>
Improved acquisition of spoken language and attainment in grammar and writing – using moderation of written pieces both internal and	All children benefit from highly effective teaching of daily reading with a trained adult.

external and attainment in grammar assessments.	Those who are at risk of falling behind receive daily catch-up.
Improved stamina, fluency, comprehension (and therefore attainment) in reading via effective and consistent use of taught approach	All children benefit from highly effective teaching of daily reading with a trained adult.  Those who are at risk of falling behind receive daily catch-up.  Taught reading sessions occur daily with a focus on fluency in LKS2 and comprehension in UKS2 enabling stamina to be built and understanding of context and text deepened.
Improved aspirations through non-academic achievements all eligible children benefit from additional school provision	PP children regularly access non-academic activities including: school clubs, music sessions, residentials, librarians, sports leaders, external sports events, sports clubs, School Ambassadors, Faith Group, School Council, House Captains.
Improved and sustained attendance for all our children but most noticeably disadvantaged children	Attendance and PA improves rapidly for children on watchlist or at risk of absence or taking blocks of term time absence.  PP family engagement improved with all stakeholders (teachers, TAs and our Early Help team).

## 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: £27,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase subscription to Little Wandle Phonics Scheme to provide all children, including disadvantaged children, with a consistent and effective approach to learning to read.	<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>	3, 4

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Purchase subscription to Accelerated Reader (AR) to enable staff to effectively monitor reading comprehension progress.	<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>	4
<p>Staff to receive training in use of Walkthru techniques and develop teaching. These are the techniques we have focussed on Autum/Spring 25/26:</p> <p>Think Pair Share</p> <p>Cold Calling</p> <p>Say it Again Better</p>	<p><i>At the heart of WalkThrus is a selection of 150 evidence based teaching strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps.</i></p> <p><a href="#">Teaching Walkthrus</a></p>	1, 3, 4, 6
<p>Implement CPD for staff on the delivery of Little Wandle and AR. This will result in quality first teaching for all children.</p> <p>Develop partnership with the Flying High Trust to improve the teaching of Phonics.</p> <p>Staff will benefit from CPD from this partnership to improve</p>	<p><i>Regular CPD will ensure that staff are fully trained and able to identify needs/concerns as required.</i></p> <p><i>Staff will be confident when delivering the phonics and reading programmes effectively.</i></p>	3, 4

<p>the quality of Phonics teaching.</p>		
<p>Implement CPD for all staff on the Thrive approach, which will result in improved outcomes for children at St Laurence because they will be able to manage their emotions and behaviours and become more resilient.</p>	<p><i>The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip practitioners to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.</i></p> <p><a href="#">EEF - Social and Emotional Learning</a></p>	<p>2, 6</p>
<p>Staff will attend DDAT network meetings for their subject areas</p> <p>Staff to benefit from timetabled release time to monitor effective teaching of their subject areas. Staff to engage in the following activities during their release time:</p> <ul style="list-style-type: none"> <li>● Pupil Voice</li> <li>● Lesson Monitoring</li> <li>● Check coverage of curriculum</li> </ul>	<p><i>Regular CPD will ensure that staff are fully trained and able to identify needs/concerns as required.</i></p>	<p>All challenge areas</p>
<p>Purchase resources to support disadvantaged children to access learning.</p> <p>Including: NTS assessments from Rising Stars, White Rose Maths books and any other additional resources, including subscriptions to online programs to support maths.</p>	<p><i>Based on our experiences, we have identified a need to set funding aside to respond quickly to needs throughout the year.</i></p> <p><i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</i></p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 3, 4</p>

<p>Additional phonics sessions will take place using Little Wandle resources.</p> <p>Use resources from the Little Wandle Phonics Scheme to send home daily/weekly support videos via Class Dojo</p> <p>This will support parents with phonics and encourage children to practise at home.</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="#"><u>EEF - Small Group Tuition</u></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="#"><u>EEF - One to One Tuition</u></a></p> <p><i>Disadvantaged pupils are less likely to have access to a space to conduct home learning, or to formal and informal learning activities outside of school. This may make it more difficult for some disadvantaged pupils to learn outside of school. This might explain why attainment levels regress during the summer holidays for some disadvantaged pupils. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate this risk, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</i></p> <p><a href="#"><u>EEF - Parental Engagement</u></a></p>	<p>3, 4</p>
<p>Provide training linked to pupil premium on our induction for new staff.</p>	<p><i>We feel that providing this as part of our induction is important to ensure that new staff understand the barriers faced by disadvantaged children. We also provide strategies to assist them.</i></p>	<p>All challenge areas</p>
<p>Internal and external writing moderation for all staff. There will be a focus on planning and teaching transcription and dictation in school.</p>	<p><i>Attending Trust moderation events and intra school moderation will provide staff with the support necessary to make informed judgements and develop pupils' writing.</i></p>	<p>3, 4</p>

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

Budgeted cost: £35,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group daily intervention in Little Wandle phonics.</p>	<p><i>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Children who leave Year 2 unable to fully decode are prioritised in order to rapidly close the gap in learning and ensure they make at expected progress as their non-disadvantaged peers.</i></p> <p><a href="#">EEF - Phonics</a></p>	<p>3, 4</p>
<p>Train a member of staff to deliver the NELI programme.</p> <p>Deliver the NELI programme.</p>	<p><i>The NELI programme provides schools with a way of identifying early language difficulties and is proven to improve children's language skills and behaviour in school.</i></p> <p><i>Oral language interventions are about making the most of spoken language and verbal interaction for learning. On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</i></p> <p><a href="#">EEF - Oral Language Interventions</a></p>	<p>3</p>
<p>Analysis of Whiterose Maths end of unit assessments and NTS assessments will support planned, precise and</p>	<p><i>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation</i></p>	<p>1</p>

<p>targeted interventions in maths for year 3, 4, 5 and 6.</p> <p>Years 3-5, small groups 30 mins per week with PP/Maths lead.</p> <p>Year 6 pupils receive additional sessions timetabled, planned and resourced by class teachers and delivered by year 6 HLTA, Headteacher and Deputy Head.</p>	<p><i>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>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>Track progress of all interventions on a 6 weekly basis using the Edukey Resource</p> <p>Disadvantaged lead to work with SENCO and interventions TA to analyse outcome for each child using the Edu Key resource.</p>	<p><i>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</i></p> <p><a href="#">EEF - Teaching Assistant Interventions</a></p>	1, 3, 4
<p>Run targeted interventions for identified groups of pupils (pupils identified after assessment points throughout the year), including with disadvantaged KS2 children who are working towards or below ARE. These interventions will be tracked, monitored and analysed using Edu Key resource.</p>	<p><i>Providing feedback is 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>	1, 3, 4
<p>Daily reading for the lowest 20% of readers across the school. The aim is for these children to make accelerated progress and be more able to access learning across the curriculum.</p>	<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>	3, 4

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

Budgeted cost: £38,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
Run outdoor learning sessions in partnership with DCC Engagement	<i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they</i>	2, 5, 6

<p>Service. Disadvantaged pupils will take part in these sessions. In Autumn 2025, 85% of the children attending are disadvantaged.</p>	<p><i>otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p> <p><i>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</i></p> <p><a href="#">EEF - Outdoor Adventure Learning</a></p>	
<p>Improve the quality of social and emotional (SEL) learning by implementing Nurture sessions.</p> <p>Two staff members will be trained by professionals from the Nurture Team at DCC.</p> <p>Pupils will benefit from accessing a small group nurture session. These will be for the whole morning, 5x per week. Disadvantaged pupils will be taking part in these sessions. In Autumn 2025, 60% of the pupils attending are disadvantaged.</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>	2, 5, 6
<p>Improve the quality of social and emotional (SEL) learning by implementing the Thrive Approach, including 1-1 support with disadvantaged pupils.</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>	2, 6

<p>Implement Engage U initiative (DCC Engagement Service)</p> <p>16 year 5 pupils benefitting 30 minutes per week - 56% of attendees are disadvantaged</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>	<p>2, 6</p>
<p>Implement Play Therapy Sessions - 3x sessions per week, 40 minutes per session</p> <p>66% of attendees are disadvantaged</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>	<p>2, 6</p>
<p>Use of Sensory Circuits. The initial group consists of 8 pupils of whom 75% are disadvantaged.</p>	<p><i>The average impact of the engagement in physical activity interventions and approaches is about an additional two month's progress over the course of a year. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i></p> <p><a href="#">EEF - Physical Activity</a></p>	<p>2, 6</p>
<p>SEMH Lunch Club Before and After School Club</p> <p>These will provide opportunities for modelled and enriched play. Staffed by 2x TAs. One TA trained in the nurture/positive play/outdoor learning provided by the engagement team at DCC.</p> <p>Disadvantaged children will be prioritised and invited to these clubs/sessions.</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> <p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p> <p><a href="#">EEF - Parental Engagement</a></p> <p><i>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards</i></p>	<p>2, 5, 6</p>

	<p><i>and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.</i></p> <p><a href="#">EEF - Supporting School Attendance</a></p> <p><i>According to <a href="#">figures</a> from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. In recent data, the suspension rate for pupils eligible for Free School Meals was more than four times higher than for their peers, while permanent exclusion rates were around five times higher.</i></p> <p><i>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</i></p> <p><a href="#">EEF - Behaviour Interventions</a></p>	
<p>Employ a professional to support families with Early Help. A colleague from Positive for Young People (P4YP) will work one day per week.</p> <p>This will support our engagement with our families facing the most challenges and ensuring all pupils are ready for school with appropriate uniform, PE kit and resources. Advice can also be offered on a wide range of issues and parents can be signposted to support services.</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> <p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p> <p><a href="#">EEF - Parental Engagement</a></p> <p><i>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all</i></p>	<p>2, 6</p>

	<p><i>pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.</i></p> <p><a href="#">EEF - Supporting School Attendance</a></p>	
<p>Embed the principles of good practice set out in the DfE's Improving school attendance: support for schools and local authorities.</p> <p>Actions include the following:</p> <ul style="list-style-type: none"> <li>● Use of attendance tracker to monitor</li> <li>● Inform parents if attendance is below 90% using Arbor</li> <li>● Staff discuss attendance at parents evening if attendance below 90% (messages sent to parents who do not attend)</li> <li>● Attendance is awarded and celebrated at assembly each half term</li> <li>● Attendance at the DDAT Attendance Network</li> <li>● ISAS (DCC) - Inclusion officer will work with pupils and families</li> <li>● Attendance at DCC network</li> <li>● Home visits carried out if required</li> <li>● Work with external</li> </ul>	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p> <p><a href="#">EEF - Parental Engagement</a></p> <p><i>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.</i></p> <p><a href="#">EEF - Supporting School Attendance</a></p>	<p>2, 6</p>

<p>professionals e.g Educational Psychologists, Early Help (detailed above)</p> <ul style="list-style-type: none"> <li>Engagement with the DFE Rise Regional Hub for Attendance</li> </ul>		
<p>Implement various cultural capital/extracurricular activities.</p> <p>Including: attendance at after school sports clubs, choir, Rock Steady music, swimming, bikeability, year 6 residential, theatre trips and more.</p>	<p><i>EEF State: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p> <p><a href="#">EEF - Arts Participation</a></p>	<p>2, 5</p>
<p>Track attendance of pupil premium children at extracurricular activities.</p> <p>Track number of disadvantaged children who are in a position of responsibility - e.g school council representative</p>	<p><i>Whilst pupils eligible for the pupil premium have, on average, lower academic attainment compared to their more advantaged peers, the assumption that poorer pupils have lower aspirations for their education and adult life may be unfounded.</i></p> <p><i>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations.</i></p> <p><i>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.</i></p> <p><a href="#">EEF - Aspiration Interventions</a></p>	<p>5</p>

<p>Engaging with our families facing the most challenges and ensuring all pupils are ready for school with appropriate uniform, PE kit and resources.</p> <p>Contingency fund for acute issues.</p>	<p><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></p>	<p>2, 6</p>
<p>Disadvantaged pupils are identified and discussed at Summer transition meetings. The 'whole child' is considered at these meetings, to ensure a smooth transition from year group to year group.</p>	<p><i>As a school we understand the challenges that our disadvantaged pupils face and believe that this approach will ensure that the pupils can successfully transition from year group to year group.</i></p>	<p>All challenges</p>

**Total budgeted cost: £101,358**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Below is a table analysing the impact of the activities that were in place during the 2024-2025 academic year.

Data	School (All Pupils)	School (Disadvantaged)	School (Non-Dis.)	National (All Pupils)	National (Disadvantaged)	National (Non-Dis.)
EYFSP Good Level of Development	71%	63%	75%	67.7% (2024)	Not Published	Not Published
KS1 Phonics Screening Check	89%	100%	86%	80% (2025)	67% (2025)	84% (2025)
Year 4 MTC Average Attainment Score	20.16	15.5	23.27	20.6 (2024)	18.9 (2024)	21.3 (2024)
Year 4 MTC Scored 25 Marks	28%	20%	33%	34% (2024)	25% (2024)	37% (2024)
KS2 SATS Combined RWM Measure EXS	60%	50%	69%	62% (2025)	47% (2025)	69% (2025)
KS2 SATS Reading EXS	80%	67%	92%	75% (2025)	63% (2025)	81% (2025)
KS2 SATS Writing EXS	80%	67%	92%	72% (2025)	59% (2025)	78% (2025)
KS2 SATS Maths EXS	60%	50%	69%	74% (2025)	61% (2025)	80% (2025)

Activity	Impact/Evaluation	RAG Rating
<u>Focus - Teaching</u>		
Subscription to Little Wandle Phonics Scheme	<p><i>We are in the 2nd year of using the Little Wandle Phonics Scheme. Staff continue to receive training on Little Wandle. The Phonics and Reading Coordinator takes part in training on a termly basis and information and best practice is cascaded to staff in staff meetings. Once a year, all staff receive training from Little Wandle.</i></p> <p><i>In 2025-2026, the school has partnered with the Flying High Trust to support the teaching of phonics.</i></p> <p>Results of Phonics Screening Check (PST):</p> <p>86% non-disadvantaged 100% disadvantaged (4/4)</p>	


	<p>pupils)</p> <p>Year 2 pupils retaking the test: 2/3 disadvantaged pupils passed the PST in year 2.</p> <p>Reading <b>NTS results</b> for year 1:</p> <p>73% Non-disadvantaged exp+ 60% disadvantaged pupils exp+</p> <p>EYFS children reaching GLD Communication and Language:</p> <p>95% non-disadvantaged 88% disadvantaged (7/8 pupils)</p> <p><i>Across these figures there are gaps between the disadvantaged and non-disadvantaged pupils but the gaps have narrowed compared to previous years. The impact of the Little Wandle scheme is clear and the partnership with the Flying High Trust should also improve the quality of teaching and provision that our EYFS, year 1 and year 2 pupils receive.</i></p>	
<p>Purchase subscription to Accelerated Reader (AR) to enable staff to monitor progress of children effectively.</p>	<p><i>Teachers are able to use the inbuilt diagnostic assessment on Accelerated Reader to identify specific areas of weakness for individuals and groups. This creates a detailed report which is linked to NC objectives.</i></p> <p><i>Accelerated Reader also allows children to view their individualised targets and see their progress towards it.</i></p> <p><i>Teachers <b>must</b> continue to encourage children to take quizzes after they have read their book to ensure</i></p>	

	<p><i>assessment data is accurate and reflective.</i></p> <p>July 2025 - 52% of disadvantaged children at exp+ in reading <b>teacher assessment</b> vs 75% of non disadvantaged</p> <p>July 2024 - 47% of disadvantaged children at exp+ in reading <b>teacher assessment</b> vs 71% of non disadvantaged</p> <p>See information above for the PST results.</p>	
<p>Ensure all relevant staff have received training to deliver the phonics scheme effectively.</p>	<p><i>Little Wandle was introduced for 2024-2025.</i></p> <p><i>Staff received training on Little Wandle. The Phonics and Reading Coordinator takes part in training on a termly basis and information and best practice is cascaded to staff in staff meetings. Once a year, all staff receive training from Little Wandle</i></p> <p><i>See above for PST results.</i></p>	
<p>Implement CPD for all staff on the Thrive approach, which will result in improved outcomes for children at St Laurence because they will be able to manage their emotions and behaviours and become more resilient.</p>	<p><i>1 staff member has undertaken weekly training to become qualified as our Thrive practitioner.</i></p> <p><i>All staff have received training and have completed the termly assessment on their classes. Children across the school are taking part in weekly whole class sessions and individuals are being supported.</i></p>	
<p>Attendance at DDAT Network Meetings</p>	<p><i>Staff attended network meetings.</i></p>	

<p>Recruitment of a teaching assistant to work with disadvantaged pupils across the school, improving their outcomes.</p>	<p><i>2x teaching assistants were recruited and have worked 1-1 with disadvantaged pupils and with small groups.</i></p>	
<p>Purchasing of resources to support Disadvantaged children</p>	<p><i>We purchased NTS tests for reading and maths. The maths papers closely align with our maths scheme of work, Whiterose Maths. This was after analysis by the Maths coordinator and staff to look at the impact of previous assessments.</i></p> <p><i>We moved to Whiterose Maths from 2024-2025. We purchased work books for our disadvantaged children.</i></p> <p><i>We subscribed to Infinity and One Minute Maths, online learning programmes linked to Whiterose maths. The programmes can be used to provide challenge to HA pupil premium children or extra support/interventions with children who need further input.</i></p>	
<p>Daily and weekly Phonics videos were sent home to children in EYFS.</p> <p>Additional phonics sessions took place using Little Wandle resources.</p>	<p><i>See above for PST results and EYFS C and L figures.</i></p>	
<p><u>Focus - Targeted Interventions</u></p>		
<p>Weekly interventions for year 6 disadvantaged pupils.</p>	<p><u><i>2024 SATs Results:</i></u></p> <p><i>Reading</i>  <i>Non-disadvantaged: 50%</i>  <i>Disadvantaged: 33%</i></p> <p><i>Maths:</i>  <i>Non-disadvantaged: 86%</i>  <i>Disadvantaged: 33%</i></p>	

	<p><i>Combined R, W and M:</i></p> <p><i>Non-disadvantaged: 43%</i> <i>Disadvantaged: 33%</i></p> <p><u><i>2025 SATs Results:</i></u></p> <p><i>Reading</i> <i>Non-disadvantaged: 100%</i> <i>Disadvantaged: 62%</i></p> <p><i>Maths:</i> <i>Non-disadvantaged: 83%</i> <i>Disadvantaged: 46%</i></p> <p><i>Combined R, W and M:</i></p> <p><i>Non-disadvantaged: 69%</i> <i>Disadvantaged: 50%</i></p> <p><i>There has been an improvement in the % of pupil premium children achieving the expected level of attainment when comparing 2024 to 2025.</i></p> <p><i>Mathematical attainment has been identified as a priority on the new Pupil Premium Strategy.</i></p>	
<p>Targeted interventions for identified groups of pupils, including with disadvantaged KS2 children who are working towards or below ARE.</p>	<p><i>Analysis of data took place after assessment point 1 (AP1) to identify children who were at risk of missing their end of key stage target. Interventions were put in place for those pupils.</i></p> <p><i>Results of intervention:</i></p> <p>Years 1-6, 15 PP pupils in total not on track to meet their end of key stage target.</p> <p>After AP2: Teacher assessment stayed the same- 52%</p> <p>Made progress/improved their teacher assessment - 32%</p>	t

	<p><i>The decision was made to continue this system after each assessment point and seek improvement of the 32% figure for 2025-2026.</i></p> <p><i>Disadvantaged children took part in extra phonics sessions, boosting groups prior to end of key stage assessments and weekly interventions.</i></p> <p><i>This took place in Maths and going forward the same actions will take place for reading as well.</i></p> <p>Assessment Point 3 Results Whole school Maths PP vs Non PP. PP - 48% Non PP - 79%</p> <p><i>The large gap between the disadvantaged and non-disadvantaged pupils in mathematical attainment shows the need to have maths as a priority on the 2025-2026 strategy document.</i></p>	
<p>Track progress of interventions on a 6 weekly basis.</p>	<p><i>Edu Key was used for the first time to track the progress of interventions.</i></p> <p><i>The resource allowed leaders and class teachers to see the impact of interventions for groups of pupils, including disadvantaged pupils. Staff delivering interventions can set an outcome for each pupil based on their performance in the intervention.</i></p>	
<p>Daily reading for the lowest 20% of readers across the school. <i>Children who are identified as being the weakest readers in the class receive</i></p>	<p><i>In 2024-2025, 46% (22/47 pupils) of our lowest readers were disadvantaged. These pupils received daily additional reading practice.</i></p>	

<p><i>additional daily reading support.</i></p>	<p><i>In 2025-2026, the reading lead and PP lead will individually track these pupils to see impact.</i></p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p><i>See results of PST for year 1 and for year 2 pupils who took the test.</i></p>	