

Pupil premium strategy statement - St Laurence Church of England Primary School

This statement details our school's use of pupil premium funding, for the 2024-2025 academic year, 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
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	38% (68 children)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs R Barker, Executive 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 (2023-2024)	£ 88,000
Total budget for this academic year	£ 88,000

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 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.

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 and Nursery 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	Language and vocabulary acquisition - Assessments, observations and discussions show that EYFS baseline data consistently demonstrates children are at risk of delay in the prime area of communication and language.

	<p>In addition to this, through assessments, teacher discussions and discussions with children, the language development of disadvantaged pupils has been highlighted as not in-line with their peers. This is evident from EYFS-Y6.</p> <p>Gaps in knowledge of key vocabulary is noticeably greater in our disadvantaged pupils than their peers. This has a substantial impact on the progress of children.</p>
2	<p>Phonics and the application of phonics when spelling: analysis of Phonics Screening Check (PSC) results and assessment and observation of spelling in written work shows that difficulties in the acquisition of synthetic phonics and application in spelling amongst our disadvantaged pupils.</p> <p>In 2021 -2022, 50% of the year 1 children, who did not pass their PSC were disadvantaged and 44% of the year 2 children who did not pass the re-sit of their PST were disadvantaged.</p>
3	<p>Attendance: In 2021-2022, the overall attendance of disadvantaged children was 91% compared to 94% for non-disadvantaged.</p> <p>In addition to this, 50% of our persistently absent children were disadvantaged.</p> <p>In 2022-2023, the overall attendance of disadvantaged pupils was 92% compared to 93% for non-disadvantaged pupils.</p> <p>In addition to this, 41% of our persistently absent children were disadvantaged</p>
4	<p>Mental health and wellbeing: Observations and discussions, which have taken place through our Thrive profiling and nurture sessions, have shown the social and emotional needs of the children 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>In 2021- 2022, 100% of our referrals to Early Help were for disadvantaged pupils. In 2022-2023, 2023-2024 this was still the case.</p>
5	<p>Mathematical attainment: assessments and classroom observation shows that disadvantaged children are performing below their non-disadvantaged peers.</p> <p>In our September 2022 baseline assessments, 35% of our disadvantaged pupils reached the expected level of attainment compared to 61% of non-disadvantaged pupils.</p> <p>Our current year 6 cohort has a large group of disadvantaged children (56.25%), 33% of those children reached the expected level of attainment compared to 57% of non-disadvantaged pupils in our September 2022 baseline assessments.</p> <p>Upon review of outcomes from the end of key stage assessments for 2023-2024 (as detailed below in '<i>Part B: Review of outcomes in the previous academic year</i>') maths will continue to be a focus for us in this academic year.</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 communication and language skills and vocabulary among disadvantaged pupils.	<p>Percentage of disadvantaged children at age related expectations in Communication and language at the end of EYFS is equal to that of non-disadvantaged children.</p> <p>Written vocabulary linked to that being specifically taught can be identified in children's books or heard during play/ communication.</p> <p>Disadvantaged children are proportionally represented during class speaking activities or in whole class/ school performances, on the school council and as class ambassadors.</p>
More children are confident in applying their phonic knowledge to blend and read words.	<p>The % of disadvantaged children reaching the required standard in the Year 1 Phonics Screening Check (PSC) equal to that of non-disadvantaged children.</p> <p>Children are reading books with words they are able to decode in the early stages of learning to read.</p> <p>Disadvantaged children should achieve reading fluency in line with their peers by being able to read the accepted average of 90 words per minute by the end of KS1 and 110 words per minute by the end of KS2. <i>(Teacher assessment frameworks)</i></p>
Improved attendance, reduction of disadvantaged persistent absentees and children arriving late.	<p>The attendance and persistent absentee rate of disadvantaged children is the same as non-disadvantaged.</p> <p>The number of 'late marks' recorded for disadvantaged children will be reduced.</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> <p>During lesson observations and learning walks, pupils will demonstrate improved learning attitudes, better communication with peers, more respectful attitudes towards others and better resilience.</p>
<p>Improved progress in Maths for those working towards or below ARE.</p>	<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>

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: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase subscription to Read Write Inc Phonics (RWI) to provide all children, including disadvantaged children, with a consistent and effective approach to learning to read.</p> <p>2024-2025 - Purchase subscription to Little Wandle Phonics Scheme to provide all children, including disadvantaged children, with a consistent and effective approach to learning to read.</p> <p>2024-2025 - Daily/weekly support videos linked to our phonics scheme are sent home via Class Dojo</p>	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Purchase subscription to Accelerated Reader (AR) to enable staff to effectively monitor reading comprehension progress.</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>1, 2</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>EEF - Reading Comprehension</p>	
<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><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>	All challenge areas
<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>2023-2024 - 1 staff member has been attending weekly training to be our Thrive practitioner All staff have attended training</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>EEF - Social and Emotional Learning</p>	1, 2, 3, 4, 5
<p>2024-2025 - Staff will attend DDAT network meetings for their subject areas</p>	<p><i>Regular CPD will ensure that staff are fully trained and able to identify needs/concerns as required.</i></p>	1, 2, 3, 4, 5
<p>Recruit a teaching assistant to work with disadvantaged pupils across the school, improving their outcomes.</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>EEF - Small Group Tuition</p> <p><i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i></p> <p>EEF - One to One Tuition</p>	1, 2, 3, 4, 5

<p>Purchase resources to support disadvantaged children to access learning.</p> <p>Including: assessments from Rising Stars, Whiterose Maths books and any other additional resources.</p> <p>2024-2025 - Purchase of NTS assessments for disadvantaged pupils</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Daily and weekly videos to be sent home to children in EYFS.</p> <p>Additional phonics sessions will take place using RWI resources.</p> <p>Use resources from the Little Wandle Phonics Scheme. This will support parents with phonics and encourage children to practise at home.</p>	<p>EEF - Oral Language Interventions</p> <p><i>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</i></p>	<p>1, 2</p>
<p>Monitor implementation of a language rich curriculum across the school. (Linked to the school improvement plan.)</p>	<p><i>The importance of a language rich environment is well evidenced across a number of studies.</i></p>	<p>1, 2, 5</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>1, 2, 3, 4, 5</p>

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Run weekly interventions for year 6 disadvantaged pupils.</p> <p>Run targeted interventions for identified groups of pupils, including with disadvantaged KS2 children who are working towards or below ARE.</p> <p>Track progress of interventions on a 6 weekly basis.</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>EEF - Instant feedback for small groups of pupils</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>EEF - Reading Comprehension</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>EEF - Small Group Tuition</p>	<p>1, 2, 4, 5</p>
<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</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</i></p>	<p>1, 2, 3, 4</p>

<p>able to access learning across the curriculum.</p>	<p><i>self-regulation strategies: it provides specific information on how to improve.</i></p> <p>EEF - Instant feedback for small groups of pupils</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>EEF - Reading Comprehension</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>EEF - Small Group Tuition</p> <p><i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i></p> <p>EEF - One to One Tuition</p>	
<p>Hold additional phonics sessions targeted at disadvantaged pupils who require further phonics support. The aim is to accelerate their progress.</p> <p>2024-2025 - Daily/weekly support videos linked to our phonics scheme are</p>	<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>	<p>1, 2, 4</p>

sent home via Class Dojo	Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning by implementing the Thrive Approach, including 1-1 support with disadvantaged pupils.</p> <p>2024-2025 - 2 staff members are working with groups and individuals</p> <p>1 staff member has received weekly training on the Thrive approach.</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>EEF - Social and Emotional Learning</p>	3, 4
<p>Improve the quality of social and emotional (SEL) learning by implementing a nurture programme.</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>EEF - Social and Emotional Learning</p>	3, 4
<p>Promote resilience and address social, emotional and mental health needs through the Derbyshire Behaviour Box resource.</p>	<p><i>The Derbyshire Behaviour Box is a fantastic resource specially developed for primary schools. It has been shown to reduce exclusion, promote resilience and address social, emotional and mental health needs.</i></p> <p>Derbyshire Behaviour Box</p>	3, 4
<p>Employ a professional to support families with Early Help. Colleague</p>	<p><i>There is extensive evidence associating childhood social and emotional skills with</i></p>	3, 4

<p>from Positive for Young People (P4YP) will work one day per week.</p> <p>2023-2024- Appointment of a Pastoral lead to work with pupils and families of all children at St Laurence, including disadvantaged pupils.</p>	<p><i>improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i></p> <p>EEF - Social and Emotional Learning</p>	
<p>Run a nurture lunchtime club. Staffed by teaching assistants that have been trained by the Derbyshire Nurture Team.</p> <p>2024-2025 - This has increased to two afternoons per week, children from years 1-6 will benefit this year.</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>EEF - Social and Emotional Learning</p>	3, 4
<p>Embed the principles of good practice set out in the DfE's Improving school attendance: support for schools and local authorities.</p> <p>Employ staff member to work for 2 hours per week in the role of Attendance Officer to support DSL and Early Help Professional. This will result in improved attendance and more robust practice.</p> <p>2024-2025 - The office staff and DSL are working together in the roles of attendance officer</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>EEF - Parental Engagement</p>	3
<p>Buy into the Fair Share Food Scheme. This will enable families to receive food parcels</p> <p>The scheme will also provide fruit for snack time at school. This will</p>	<p><i>The food provided by FareShare is used by the school to support our children and families at breakfast and after school clubs in addition to being distributed to our disadvantaged families on a weekly basis.</i></p>	3, 4

<p>ensure that all children have a healthy snack in the mornings:</p> <p>2024-2025 - This is no longer a scheme that we buy into.</p>	<p><i>The effect of this is that disadvantaged children are able to come to school without feeling hungry. This has a direct impact on the child's well-being and also aids towards a better education as they are ready to learn.</i></p>	
<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>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>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>EEF - Arts Participation</p>	<p>3, 4</p>
<p>Contingency fund for acute issues.</p> <p>This includes supporting families with purchasing uniform and PE kit. Enabling children to attend school trips and many more.</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>3, 4</p>

Total budgeted cost: £80,000

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 2023-2024 academic year.

Below is a table analysing the impact of the activities that were in place during the 2023-2024 academic year.

<u>Activity</u>	<u>Impact/Evaluation</u>
<u>Focus - Teaching</u>	
<p>Ensure all relevant staff have received training to deliver the phonics scheme effectively.</p>	<p><i>A robust and effective phonics scheme, Little Wandle, has been introduced for 2024-2025.</i></p> <p><i>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 June 2024, 76% of year 1 children passed the Phonics Screening Check (PST).</i></p> <p><i>Disadvantaged children - 62.5%</i> <i>Non Disadvantaged children - 76%</i></p>
<p>Purchase subscription to Accelerated Reader (AR) to enable staff to monitor progress of children effectively.</p> <p>Subscription to Read, Write Inc, to secure stronger phonics teaching for all pupils. (Our phonics scheme will be Little Wandle from September 2024)</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>Going forward, teachers must encourage children to take quizzes after they have read their book to ensure assessment data is accurate and reflective.</i></p> <p><i>See information above for the PST results.</i></p> <p><i>Phonics and Reading leader has provided staff training in a meeting.</i></p>

<p>CPD for Thrive</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>Recruitment of a TA with a focus on Disadvantaged children</p>	<p><i>An apprentice TA was appointed in the summer term 2023. This staff member has worked with different classes and groups of children. Including groups of disadvantaged pupils.</i></p> <p><i>Two further appointments were made during the 2023 - 2024 academic year:</i></p> <p><i>One TA working 3 days per week and a full time TA. Both members of staff have worked with groups of pupil premium children and 1-1 with children.</i></p>
<p>Purchasing of resources to support Disadvantaged children</p>	<p><i>We purchased NTS tests that 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 have made the decision to move from Power Maths to Whiterose from 2024-2025. We have purchased work books for our disadvantaged children.</i></p> <p><i>We have subscribed to Infinity, an online learning programme linked to Whiterose maths. The programme can be used to provide challenge to HA pupil premium children or extra support/interventions with children who need further input.</i></p>
<p><u>Focus - Targeted Interventions</u></p>	
<p>Targeted interventions for identified groups of pupils.</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>KS1 Reading - 38% - 36% non disadvantaged</i></p> <p><i>KS2 Reading - 33% - 44% non disadvantaged</i></p>

	<p><i>KS1 Writing - 25% - 36% non disadvantaged</i></p> <p><i>KS2 Writing - 66% - 63% non disadvantaged</i></p> <p><i>KS1 Maths - 13% - 27% non disadvantaged</i></p> <p><i>KS2 Maths - 33% - 75% non disadvantaged</i></p> <p><i>We have increased the amount of extra input that disadvantaged children will receive for the current academic year. Year 2 and year 6 children will be benefiting from 2x sessions per week with a teacher and an HLTA.</i></p> <p><i>SLT will be supporting staff involved with end of key stage assessments. Staff will regularly check progress in meetings with SLT and analysis of NTS papers will provide the basis for interventions planned.</i></p>
<p>Daily reading for the lowest 20% of readers across the school</p>	<p><i>Children who are identified as being the weakest readers in the class receive additional daily reading support.</i></p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p><i>There was a slight drop in the phonics results for year 1 Pupil premium children.</i></p> <p><i>In June 2024, 76% of year 1 children passed the Phonics Screening Check (PST).</i></p> <p><i>Disadvantaged children - 62.5%</i> <i>Non Disadvantaged children - 76%</i></p> <p><i>We have decided to implement the Little Wandle Phonics scheme across KS1. This is a robust, accredited scheme and the impact will be evaluated in July 2025.</i></p> <p><i>We have set a target of 91% of all year 1 children achieving the expected standard in the year 1 PST. There are 4 disadvantaged children (18% one child is on a part time timetable) and we are targeting 2/4 (50%) of them to achieve the expected standard.</i></p>
<p>Focus - Wider Strategies</p>	

<p>Improve the quality of social and emotional (SEL) learning, including a nurture lunchtime club.</p>	<p><i>The children attending our lunchtime nurture club have varied throughout the year. Children attend as and when it is deemed necessary. It acts as a place for children to feel safe and secure and for children to be able to speak to a staff member if they are having any problems.</i></p> <p><i>Our nurture club took place on Monday and Wednesday afternoons throughout the year. Children from years 1-6 took part across the year.</i></p> <p><i>Staff completed Boxall Reports before and after their children attended nurture, allowing staff to analyse the progress made by children.</i></p> <p><i>This resulted in improved communication and positivity towards school. Our pastoral officer was able to work with those families effectively by providing advice and support. Where applicable, the children showed increased attendance, less behaviour incidents, increased resilience and improved academic performance.</i></p> <p><i>Pupil suspensions:</i></p> <p><i>PP 50% vs Non PP 50%</i></p>
<p>Employment of a Positive 4 Young People (P4YP) School Pastoral Officer</p>	<p><i>Our Early Help Pastoral Officer continues to work with children and families. Over the past year, she has worked with 10 different families, the majority of which are disadvantaged. Impact:</i></p> <ul style="list-style-type: none"> <i>● Improved communication between families, our pastoral worker and school.</i> <i>● A single point of contact for families to get advice or be guided to the correct place to get further support. E.g mental health, attendance, behaviour at home.</i> <i>● A person for children to speak to (in addition to school staff)</i> <i>● Strategies for children to use to increase their resilience</i> <p><i>All of the above has had a huge positive impact on the lives of children at St Laurence.</i></p>

<p>Various strategies were used to improve the attendance of disadvantaged children:</p> <ul style="list-style-type: none"> • Employment of a Positive 4 Young People school pastoral officer • The introduction of nurture clubs • The opportunity to attend breakfast club for free. • Increased and improved communication with parents • Enhanced cleaning procedures remained in place. 	<p><i>Attendance 2023-2024:</i></p> <p><i>Attendance of disadvantaged children was 86%, compared to 95% for non disadvantaged.</i></p> <p><i>124 pupil premium children were persistently absent. 10 non pupil premium children were persistently absent.</i></p> <p><i>40% of our persistently absent pupils were disadvantaged.</i></p> <p><i>Overall, the attendance of disadvantaged pupils stayed broadly the same.</i></p> <p><i>Our attendance figures for Reception children, year 4 children and year 6 children were negatively impacted by a disadvantaged child in each year group on a reduced timetable.</i></p> <p><i>As a school, we monitored and reported absence robustly. Families were challenged and followed up. Families that were absent were supported by SLT to help improve. Attendance meetings were offered to children below 90%. Staff members did home visits to challenge non attendance.</i></p> <p><i>We offered families attendance at breakfast and after school clubs to support getting to school earlier if needed.</i></p> <p><i>We have invested in employing a colleague from P4YP to help with improvement in attendance in addition to other issues that families may have.</i></p>
<p>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.</p>	<p><i>We have continued to offer a breakfast club and after school club.</i></p>
<p>Cultural capital/extracurricular activities.</p>	<p><i>Extra curricular activities such as sports clubs and festivals took place. More are scheduled to take place this year.</i></p> <p><i>We supported disadvantaged children to attend non sporting events such as choir,</i></p>

	<p><i>singing events, writing and science workshops or residential trips.</i></p> <p><i>All of our pupil premium children received a book voucher to spend at our Roving Book Fair that took place in the Spring term.</i></p> <p><i>We provide funded places at Rock Steady (music initiative) for 3x disadvantaged pupils.</i></p> <p><i>Class ambassadors - there are two ambassadors per class (6 classes, not inc EYFS) and during 2023-2024 6 of the ambassadors were disadvantaged children.</i></p> <p><i>School Council - there are two school council representatives per class and during 2023-2024 5 were disadvantaged children</i></p> <p><i>House Captains - there are 8 house captains (year 6 children) and during 2023-2024 3 of them were disadvantaged children.</i></p> <p><i>We will continue to track this information and will aspire to increase the number of disadvantaged children in these positions of responsibility.</i></p>
<p>Contingency fund for supporting families to access trips and other events.</p>	<p><i>We partially or fully funded trips and experiences for children.</i></p>