

# Pupil Premium Strategy Statement St Lawrence's Primary School



## School overview

| Metric                                      | Data                            |
|---|---------------------------------|
| School name                                 | St Lawrence's CE Primary School |
| Pupils in school                            | 167 inc Nursery                 |
| Proportion of disadvantaged pupils          |                                 |
| Pupil premium allocation this academic year | £76,665                         |
| Academic year or years covered by statement | 2021 – 2022                     |
| Publish date                                | October 2021                    |
| Review date                                 | October 2022                    |
| Statement authorised by                     | Helen Coles                     |
| Pupil premium lead                          | Helen Coles                     |
| Governor lead                               |                                 |

## Disadvantaged pupil progress scores for 2019 academic year

| Measure                          | Score |
|----------------------------------|-------|
| Reading                          | 2.11  |
| Writing                          | 7.58  |
| Maths                            | 0.60  |
| Measure                          | Score |
| Meeting expected standard at KS2 | 33%   |
| Achieving high standard at KS2   | 8%    |

## Disadvantaged pupil performance overview for the last academic year

## Strategy aims for disadvantaged pupils

| Measure  | Activity  |
|--|---|
| To ensure that a larger percentage of disadvantaged children achieve the expected standard | <ul style="list-style-type: none"> <li>• Ensure staff across school use the school's consistent approach to R,W and M is embedded and new staff are confident.</li> <li>• All staff are trained in delivery the Phonics Programme – Little Wandle</li> <li>• R, W and M is assiduously monitored and where there are gaps in children's knowledge, there are planned interventions in place</li> </ul>                      |
| For the progress of disadvantaged to remain positive                                       | <ul style="list-style-type: none"> <li>• Use of pupil progress meetings to target children at all prior attainment levels to accelerate learning</li> <li>• Support and encourage parent participation in children's learning and home activities</li> </ul>  |
| Barriers to learning these priorities address  | <ul style="list-style-type: none"> <li>• On entry data in each area is very low. PSED is particularly low with play and interaction between children a focus</li> <li>• Speech and language is poor</li> <li>• High mobility</li> <li>• Parental engagement</li> <li>• Persistent Absences from particular learners</li> <li>• SEMH issues appear to be increasing especially in some of the younger year groups</li> </ul> |
| Projected spending   | Pastoral Care Officer - £27k (75%)<br>EYFS Teaching Assistant support - £15k<br>Year 1 and 2 Teaching Assistant support - £15k<br>ELSA support - £10k   |

## Teaching priorities for current academic year

| Aim                     | Target   | Target date |
|-------------------------|--|-------------|
| Progress in Reading     | Achieve positive progress scores   | July 2022   |
| Progress in Writing     | Achieve positive progress scores   | July 2022   |
| Progress in Mathematics | Achieve positive progress scores   | July 2022   |
| Phonics                 | Achieve National average expected standard   | July 2022   |
| Other                   | Focus on working with families where attendance is poor<br>Support for families where extra support is needed to help with SEMH issues | July 2022   |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

### Targeted academic support for current academic year

| Measure  | Activity  |
|--|---|
| Priority 1<br>Early Reading                    | <ul style="list-style-type: none"> <li>• Ensure that Little Wandle is fully embedded across EYFS and KS1</li> <li>• All staff trained and deliver high quality phonic lessons including Y3 and 4 who may have missed phonics due to Lockdown</li> <li>• Phonics is tracked and gaps are quickly identified including across KS2</li> <li>• Online support for families</li> <li>• 2 phonic lessons per day in first term with additional interventions where needed</li> <li>• Develop and enhance guided reading and home reading books so that they are in line with phonics scheme</li> <li>• Develop strategies for enjoyment of reading</li> <li>• Support and encouragement for parents to help with reading at home</li> </ul> |
| Priority 2<br>Early Writing                    | <ul style="list-style-type: none"> <li>• Develop early writing programme that encourages use of appropriate graphemes, letter formation and handwriting stamina</li> <li>• Review genres taught in all year groups to ensure that children have the necessary skills when they write</li> <li>• Support planning in KS1</li> </ul>  |
| Priority 3<br>Continue to improve KS2 outcomes | <ul style="list-style-type: none"> <li>• Ensure consistency of approach across school</li> <li>• Focus on quality of teaching and learning – QFT and intervention groups – in all subjects</li> <li>• Gaps quickly identified and planned interventions or support put in place</li> </ul>  |
| Barriers to learning these priorities address  | <ul style="list-style-type: none"> <li>• Lost learning from Lockdown</li> <li>• High SEN needs</li> <li>• High EAL needs</li> <li>• Increased SEMH issues arising</li> <li>• Parental engagement</li> <li>• High numbers of children with ASD diagnosis impacting on children’s learning</li> </ul>   |
| Projected spending                             | <p>Little Wandle additional resources – £2k<br/>           Staff development - £3k<br/>           Interventions including boosters – included in EYFA/KS1 above<br/>           Walking bus - £2k. Ensures all learners are given every opportunity to attend school.</p>  |

## Wider strategies for current academic year

| Measure  | Activity  |
|--|---|
| In line with OFSTED recommendations improve attendance of PP children and particularly those who are classed as PA | <ul style="list-style-type: none"> <li>• Proactive monitoring from Class Teacher, School Office and Pastoral Care officer with early intervention for when children are absent or late.</li> </ul>  |
| Monitor and improve attendance at clubs after school, and provide wider opportunities and new experiences          | <ul style="list-style-type: none"> <li>• Ensure that clubs are free to all children</li> <li>• Continue to apply for grant for Y6 residential</li> <li>• Support families with payment of trips or visits in to school</li> <li>• Provide variety of experiences in house and externally to ensure that children have equal access to activities that they may never have experienced before (sea side trip for example)</li> <li>• Agents of Change whole school topic</li> <li>• Young Leaders award</li> </ul> |
| To support children's emotional wellbeing after lockdown and with increased poverty and deprivation in the area    | <ul style="list-style-type: none"> <li>• ELSA support</li> <li>• Well being worker</li> <li>• Zones of regulation</li> </ul>  |
| Barriers to learning these priorities address  | <ul style="list-style-type: none"> <li>• Impact of Covid 19 and Home Learning issues</li> <li>• Social and communication skills of children as they relearn to share and to play and work together</li> <li>• Attendance in school</li> </ul>   |
| Projected spending   | Pastoral Care officer<br>ELSA<br>Resources to support Zones of Regulation - £1k<br>Subsidies for trips - £1k  |

## Monitoring and Implementation

| Area             | Challenge  | Mitigating action   |
|------------------|--|---|
| Teaching         | <ul style="list-style-type: none"> <li>• All staff to be trained in Little Wandle to ensure consistency of approach</li> <li>• New books needed to support scheme, current books need to be re labelled and categorised</li> <li>• Ensure consistency of approach across all subjects R,W and M</li> <li>• Foundation subjects to be well resourced and staff knowledge developed</li> </ul> | <ul style="list-style-type: none"> <li>• Staff CPD</li> <li>• Model lessons from school 'experts'</li> <li>• Learning Overviews in place for all subjects</li> <li>• Monitoring</li> </ul>                  |
| Targeted support | <ul style="list-style-type: none"> <li>• Gaps to be addressed quickly through ongoing assessment</li> <li>• Precision teaching across Y1 and Y2 for phonics</li> <li>• Y3 and Y4 focus on phonic teaching for those children not meeting threshold</li> </ul>  | <ul style="list-style-type: none"> <li>• Effective use of available support staff for interventions</li> </ul>  |
| Wider strategies | <ul style="list-style-type: none"> <li>• Pastoral Care Officer to work with vulnerable families</li> <li>• PP check in to ensure readiness to learn and correct equipment in school</li> <li>• Supporting children when needs identified eg breakfast, PE kit, permission slips</li> </ul>   | <ul style="list-style-type: none"> <li>• Teachers implementing check ins on a daily basis – office staff to support</li> <li>• Spare kit available</li> <li>• Breakfast bars and fruit available</li> </ul> |

## Review: last year's aims and outcomes

| Aim  | Outcome   |
|--|---|
| PP check in, in place for Sept 2020  | Secure and embedded. Through lockdown this was further enhanced with visits to vulnerable children, food parcels and support from Pastoral Care Officer   |
| Support for families with additional learning activities   | Online activities in place.<br>Twice daily online check ins and weekly phone calls to all children and more regularly (often daily) with children and families struggling with online learning or lockdown<br>Children invited in to school when appropriate<br>Chrome books loaned to families |
| <p>Improve reading attainment and engagement in reading</p> <p>Improve writing attainment for PP children</p> <p>To ensure that the gap between PP and all others reduces</p> <p>Improve the number of children who could get to GD from their starting point and were expected to do so before Lockdown</p> | <p>End of KS assessments did not take place so deeper analysis of results has not happened. However, results across R and W and M improved with more children meeting expected standard according to 2019 assessment papers and Y1 phonics resulting in 74% of children meeting threshold.</p>  |