

Pupil premium strategy statement St Lawrence's Primary School – 2022 - 2023



School overview

Metric	Data
School name	St Lawrence's CE Primary School
Pupils in school	144 main school & 10 in Nursery
Proportion of disadvantaged pupils	41%
Pupil premium allocation this academic year	£77,455
Academic year or years covered by statement	2022 - 23
Publish date	October 2022
Review date	October 2023
Statement authorised by	Helen Coles
Pupil premium lead	Helen Coles
Governor lead	

Disadvantaged pupil progress scores for 2022 academic year

Measure	Score
Reading	2.6
Writing	4.6
Maths	2.5
Measure	Score
Meeting expected standard at KS2	43%
Achieving high standard at KS2	0%

Disadvantaged pupil performance overview for the last academic year

Measure	Score	Achieving Higher score
Reading	57%	28%
Writing	71%	0
Maths	43%	0

Strategy aims for disadvantaged pupils

Measure	Activity
To continue to ensure that a larger percentage of disadvantaged children achieve the expected standard	<ul style="list-style-type: none"> • Ensure staff across school use the school's consistent approach to R, W and M so that it is embedded and new staff are confident and consistent in their teaching approach. • All staff are trained in delivery of the Phonics Programme – Little Wandle • R, W and M is assiduously monitored and where there are gaps in children's knowledge, there are planned interventions in place
For the progress of disadvantaged to remain positive	<ul style="list-style-type: none"> • Use of pupil progress meetings to target children at all prior attainment levels to accelerate learning • Support and encourage parent participation in children's learning and home activities
Barriers to learning these priorities address	<ul style="list-style-type: none"> • On entry data in each area is very low. PSED is particularly low with play and interaction between children a focus • Speech and language is poor • High mobility • Parental engagement and aspirations • Persistent Absences from particular learners • SEMH issues appear to be increasing especially in some of the younger year groups • High number of children displaying ASD traits
Projected spending	Pastoral Care Officer - £14k (75%) EYFS Teaching Assistant support - £8k Year 1 and 2 Teaching Assistant support - £15k ELSA support - £10k

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve positive progress scores	July 2023
Progress in Writing	Achieve positive progress scores	July 2023
Progress in Mathematics	Achieve positive progress scores	July 2023
Phonics	Achieve National average expected standard	July 2023
Other	Focus on working with families where attendance is poor Support for families where extra support is needed to help with SEMH issues	July 2023

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 Early Reading	<ul style="list-style-type: none"> • Ensure that the teaching of Little Wandle is monitored regularly for perfection and that it is consistent across EYFS and Y1 • Staff in Y2 and Y3 deliver Phonics and recap lessons for those children still impacted by lockdown or where there are gaps • All staff review Little Wandle training to ensure fidelity to the scheme • Phonics and fluency is tracked and gaps are quickly identified including across KS2 • Parent meetings and continued support is available • Enhance guided reading and home reading books so that they are matched with phonics scheme • Develop strategies for enjoyment of reading including book nooks, reading pods and library development • Support and encouragement for parents to help with reading at home
Priority 2 Early Writing	<ul style="list-style-type: none"> • Embed early writing programme that encourages use of appropriate graphemes, letter formation and handwriting stamina • Embed writing programme in Y1 that focuses on basic skills ensure that children have the necessary skills when they write • Support planning in KS1
Priority 3 Continue to improve KS2 outcomes	<ul style="list-style-type: none"> • Ensure consistency of approach across school • Focus on quality of teaching and learning – QFT and intervention groups – in all subjects • Gaps quickly identified and planned interventions or support put in place
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lost learning from Lockdown • High SEN needs including ASD • High EAL needs • Increased SEMH issues arising • Parental engagement and aspirations • High numbers of children with ASD diagnosis impacting on children’s learning
Projected spending	<p>Little Wandle additional resources – £2k Reading Project for Y5 and Y6 - £3k Staff development - £3k Interventions including boosters – included in EYFS/KS1 above Resources to develop reading areas and promote love of reading -</p>

	£1k
--	-----

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"> Proactive monitoring from Class Teacher, School Office and Pastoral Care officer with early intervention for when children are absent or late See attendance policy and action plan
Monitor and improve attendance at clubs after school, and provide wider opportunities and new experiences	<ul style="list-style-type: none"> Ensure that clubs are free to all children Continue to apply for grant for Y6 residential Support families with payment of trips or visits in to school 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) Speak Up Speak Out whole school topic focus Young Leaders award
To support children's emotional wellbeing and with increased poverty and deprivation in the area	<ul style="list-style-type: none"> ELSA support Wellbeing worker Zones of regulation Positive scripts
Barriers to learning these priorities address	<ul style="list-style-type: none"> Some year groups are still challenged by lockdown Staff absences are higher than usual due to COVID related symptoms Social and communication skills of children as they share and to play and work together Attendance in school
Projected spending	Pastoral Care officer - £13k ELSA - £7k Resources to support Zones of Regulation - £1k Subsidies for trips - £1k

Monitoring and Implementation

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

Review: last year's aims and outcomes

Aim	Outcome
To ensure that a larger percentage of disadvantage children achieve the expected standard	<p>We continue to increase the number of children achieving the expected standard. In maths in particular, the children were in line with national expectations.</p> <p>In reading and writing the percentage of non-disadvantaged and disadvantaged was the same</p> <p>In maths the percentage of disadvantaged children achieving the expected standard was lower than non-disadvantaged although their average scaled score was 100</p>
For the progress of disadvantaged to remain positive	In all 3 areas the progress of the disadvantage was positive. Progress for disadvantaged over non-disadvantaged was higher in reading and writing and the same in maths.
Early Reading	All staff have been trained in LW and attainment at the end of Year 1 increased from 50% in 2019 to 74% in 2022. Staff are more confident in delivering phonics across school and interventions for children in Y2 and above are consistently implemented
Early writing	At the end of Y1, children were confidently applying their grapheme knowledge and writing in sentences. They were beginning to know the parts of the sentence and to write in paragraphs
Continue to improve KS2 outcomes	See above
Improve attendance	We continue to work with parents and carers in order to improve PA. We have worked with the LA when needing to implement fines. The office team assiduously follow up on children who are late or absent.
Supporting children's emotional well-being after lockdown	Children were well supported. All staff had training on zones of regulation and were able to apply principles in class situations. Children who found school difficult were well supported through ELSA support and our pastoral care officer and parents were appreciative of the support the received too