

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Lawrence Primary School
Number of pupils in school	103 114 (including Nursery)
Proportion (%) of pupil premium eligible pupils	30% 27% (including Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 to 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Bush Headteacher
Pupil premium lead	Natalie Heathfield Pupil Premium Lead
Governor / Trustee lead	Laura Chance Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	April 25 – March 26 £47,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,315

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and

	in general, are more prevalent among our disadvantaged pupils than their peers.
2	Affordability of additional opportunities – low income families means that pupils have a poor knowledge and understanding of the world and do not have the experiences to draw on when communicating, reading and writing.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the current economic climate. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data for the previous academic year indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Pupil Premium children to be making good progress in line with non-PP children	At least 3 points progress in Reading, Writing, Maths and Science

More Pupil Premium children to achieve age-related expectations	As indicated by end of year attainment
Pupil Premium children to be accessing additional support, to build confidence and impact on their all-round attainment	At least one key strength and / or interest identified and supported by additional opportunity
More Pupil Premium pupils have the cultural capital to be able to access learning across the curriculum and achieve expected standards	As indicated by end of year attainment
More Pupil Premium pupils to achieve age related expectations in reading and comprehension	KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 5%, and there being no attendance gap between disadvantaged pupils and their non-disadvantaged peers.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training.</p> <p>School readers invited into school to support reading aloud to an adult regularly.</p> <p>Engage with Voice 21 to support the teaching of oracy skills and train teachers to implement strategies throughout the classroom.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Continue to teach Read, Write Inc to secure strong phonics teaching for all</p>	<p>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:</p>	3, 4

pupils. Update resources as necessary.	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Use The Writing Framework to structure the teaching of English and implement strategies throughout the curriculum such as:</p> <ul style="list-style-type: none"> • Specific handwriting teaching • Specific teaching of oracy techniques • Specific teaching of spelling 	<p>There is strong evidence to suggest that children should be taught the components of writing before asking them to complete composite tasks to ensure they have the skills to write.</p> <p>https://www.gov.uk/government/publications/the-writing-framework</p>	1, 3

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

Budgeted cost: £43,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with Voice 21 to support the teaching of oracy skills and train teachers to implement strategies throughout the classroom.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
Targeted Y6 Booster sessions for all subjects. (ALL PUPIL PREMIUM PUPILS WILL RECEIVE	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	1, 4

THESE BOOSTER SESSIONS).		
1:1 reading with specific PP pupils to ensure they are heard read every day	Involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 3, 4
Additional 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4
Support pupils' academic progress through small group work and targeted interventions	Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 3
Specific teaching of reading comprehension strategies using a guided scheme of work	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every PP child will have the opportunity to take part in a school trip each year to develop their life experiences	Some PP pupils have little experiences and therefore find it difficult to access reading papers due to lack of experience. Writing from real life experiences allows pupils to concentrate on composition rather than content	2
Activities to build resilience and expand opportunity using the 50 things to do before you leave St Lawrence list.	Contribute towards curriculum events Outdoor and Adventure Activity Residential All pupils observed to develop social skills, problem-solving, teamwork and leadership, as well as building resilience and taking on personal challenges	2
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Improve parental engagement through workshops and information sessions so they can support at home.	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 3

Total budgeted cost: £47,315

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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our internal assessments during 2024/25 suggested that the attainment of disadvantaged pupils was lower than in previous years in key areas of the curriculum however the progress they made in some year groups was above expected. This meant they closed the gap on their peers. At the end of KS2, 75% of Pupil Premium pupils in Year 6 achieved age-related expectations in all three subjects. Our overall outcomes in 2025 were the best the school has had. More pupils achieved aged related expectations in all three subjects than previous years and was above the national average.

Our evaluation of the approaches delivered last academic year indicates that targeted interventions for dis-advantaged pupils were effective. These included 1:1 reading, maths and writing. For writing, the school have been focusing on prioritising the components of writing: handwriting, vocabulary, oracy, spelling and punctuation. This will continue to be a target in the next academic year.

Overall attendance in 2024/25 was 94.1% and Pupil Premium was 92.22%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider