

St Laurence Church Infant School

Pupil Premium Strategy Statement 2024/25



Approved by: Full Governing Body

Last revised on: November 2024

Next review due by: December 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	268
Proportion (%) of pupil premium eligible pupils	26% (69 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	3.12.24
Date on which it will be reviewed	December 25
Statement authorised by	Catherine Smith
Pupil premium lead	Joe Staines
Governor / Trustee lead	Tom Blewitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,400
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£81,400

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 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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Using an evidence-informed approach from the Education Endowment Foundation (EEF) our Pupil Premium Strategy 2024/25 continues the focus from the previous strategy. We will focus on three key areas – High Quality Teaching, Targeted Academic Support and Wider Strategies. This approach 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.

We value the importance of strong and meaningful relationships with all our children, in particular, our most vulnerable. We aim to create a nurturing environment where exemplary behaviour enables everyone to feel secure and respected, in keeping with our School's theologically rooted Christian Vision; "Love for learning, life and one another."

Our approach will be responsive to common challenges and individual needs. 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	National and internal assessment data indicates that reading (including phonics) attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at the end of Key Stage 1. National and internal assessments indicates that this gap is also evident in the EYFS.
2	National and internal data indicates that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at the end of Key Stage 1. National and internal assessments indicates that this gap is also evident in the EYFS.
3	National and internal assessment data indicates that mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at the end of Key Stage 1. National and internal assessments indicates that this gap is also evident in the EYFS.
4	Our, observations and discussions with pupils and families have identified social and emotional issues for many pupils , notably due to home issues and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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: **£4,104**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and deliver high quality evidence based teaching and learning CPD using Teaching WalkThrus</p> <p>Teaching WalkThrus Subscription</p> <p>£250</p>	<p>Evidence suggests High Quality Teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>The EEF Guide to the Pupil Premium EEF Effective Professional Development Guidance Report</p>	1, 2, 3
<p>Training, CPD and coaching/mentoring as part of the Professional Growth Model through the Enquiry Led Practice Project for teaching staff</p> <p>£500</p>	<p>Coaching and mentoring are known to be important aspects of Professional Development. The evidence based EEF Tiered Approach highlights that high quality teaching is underpinned by mentoring and coaching.</p> <p>EEF The tiered model and menu of approaches EEF EFFECTIVE PROFESSIONAL DEVELOPMENT The mechanisms of PD</p>	1, 2, 3
<p>On-going subscription to DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Twinkl Ultimate subscription</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

<p>Twinkl Phonics Scheme</p> <p>£1309</p>		
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme resources to secure stronger phonics teaching and understanding for all pupils.</p> <p>Twinkl Phonics Resources</p> <p>£494</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> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Purchase of teaching resources to ensure the teaching of writing is consistent.</p> <p><i>flipchart paper, lines books / boards etc.</i></p> <p>.</p> <p>£1,393</p>	<p>The EEF guide on improving literacy recommends Promoting fluent written transcription skills by encouraging extensive and purposeful practice.</p> <p>Improving Literacy in KS1 a summary of recommendations</p>	2
<p>White Rose Maths Hub Subscription including Fluency Bee</p> <p>£158</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	3

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

Budgeted cost: £ 55,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
50% of L3 Teaching Assistant time to deliver targeted interventions and same day catch up £18,711	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4
Proportion of L2 and L3 Teaching Assistant time deliver targeted interventions, emotional well-being and same day catch up £37,047	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4

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

Budgeted cost: £21,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and deliver a programme of wider curriculum activities on-top of our broad and balanced curriculum.	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be	1, 2, 3, 4

Well-being Wednesday TA allocation £15,960	translated into improved teaching and learning. EEF The tiered model and menu of approaches	
Online Eligibility Checks (FSM) £780	Easy, unobtrusive and confidential checking system that enables parents to know quickly if they are eligible.	1, 2, 3, 4
Milk Subsidy £1,920	Ensures that the cost of milk does not have a detrimental effect on weekly expenditure for children from lower income families. Milk also provides children with many health benefits including bone and dental health and improved cognition. Early findings from intervention studies suggest milk consumption may have a beneficial effect on cognitive function and academic performance in children. Why Milk Is Great	1, 2, 3, 4
Extra-Curricular Club Subsidy £1,878	Ensures that the cost of school clubs is not a barrier for children to access enrichment opportunities. There is growing evidence that enrichment opportunities are important to children's later outcomes and children from disadvantaged backgrounds deserve a well-rounded, culturally rich, education. EEF Life skills and enrichment	1, 2, 3, 4
Contingency fund for acute issues. £1,000	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.	1, 2, 3, 4

Total budgeted cost: £81,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Evaluation
<p>1 Improved reading attainment outcomes from baseline assessments in November to end of year assessments in KS1 and Reception Baseline Assessments in September to end of year assessments in Reception among disadvantaged children.</p>	<p>Assessments and observations show improved reading attainment outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.</p>	<p><u>Reception</u></p> <p>Word reading - 23% at the expected standard - below the National Average from last 2022/23 and below last year's school data.</p> <p>Progress - from 0% in November 2023 to 23% in June 2024.</p> <p>This is in part due to 38% FSM children also having SEND. The Reception End of Year Data Analysis Report Summer 2024 goes into more details as well as giving actions for the next academic year including: Continue to prioritise WellComm Programme for FSM children and at first Pupil Progress meeting, identify the needs of each FSM child in new cohort and plan interventions across the year group to additionally support these children from the outset.</p> <p><u>Year One</u></p> <p>Reading 61% working at or above the expected standard – above 2022/23 FSM national average.</p> <p>Progress - from 49% in November 2023 to 61% in June 2024</p> <p>Of the 9 children working below the expected standard:</p> <ul style="list-style-type: none"> • 3 were on the SEN register • All children apart from 1 made expected progress from their Year One Autumn assessment. This child is now receiving targeted support for SEMH needs and working on an ITP <p><u>Year Two</u></p> <p>Reading 62% working at or above the expected standard - above 2022/23 FSM national average.</p> <p>Progress – 47% in November 2023 to 62% in June 2024</p> <p>Of the 8 children working below the expected standard:</p> <ul style="list-style-type: none"> • 6 were on the SEN register. • All children apart from 1 made expected progress from their Year Two Autumn assessment. This child was EAL and despite having targeted support, this support needed to continue to ensure they

			fully met the expected standard for reading into Year 3.
2	Improved phonics attainment outcomes from baseline assessments in November to end of year National Phonics Screening Check assessments in KS1 among disadvantaged children.	National assessment data, on-going internal assessments and observations show improved phonics attainment outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.	<p><u>Year One</u> 83% passed - above 2022/23 FSM national average. Progress - from 5% in June 2023 to 83% in June 2024 Of the 4 children who did not pass, 2 are on the SEN register and 1 is EAL.</p> <p><u>Year Two</u> 81% passed – there is no FSM national average for Year Two Phonics Screening Check. This is above the previous year's percentage. Progress - from 61% in June 2023 to 81% in June 2024 Of the 4 children who did not pass, 3 were on the SEN register and 1 had attendance below 40%</p>
3	Improved writing attainment outcomes from baseline assessments in November to end of year assessments in KS1 and Reception Baseline Assessments in September to end of year assessments in Reception among disadvantaged children.	Assessments and observations show improved writing attainment outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.	<p><u>Reception</u> Writing - 23% at the expected standard - below the National Average from last 2022/23 and below last year's school data. Progress - from 0% in November 2023 to 23% in June 2024. This is in part due to 38% FSM children also having SEND. The Reception End of Year Data Analysis Report Summer 2024 goes into more details as well as giving actions for the next academic year including: Continue to prioritise WellComm Programme for FSM children and at first Pupil Progress meeting, identify the needs of each FSM child in new cohort and plan interventions across the year group to additionally support these children from the outset.</p> <p><u>Year One</u> Writing 48% working at or above the expected standard – above 2022/23 FSM national average. Progress - from 44% in November 2023 to 48% in June 2024 Of the 13 children working below the expected standard:</p> <ul style="list-style-type: none"> • 4 of these are on the SEN register • All children made expected progress from their Year One Autumn assessment <p><u>Year Two</u> Writing 57% - working at or above the expected standard - above 2022/23 FSM national average. Progress - from 37% in November 2023 to 57% in June 2024.</p>

			<p>Of the 9 children working below the expected standard:</p> <p>7 children are on the SEN register. Of the remaining 2 children:</p> <ul style="list-style-type: none"> • 1 had attendance below 40% • 1 joined half way through the year on a fair access request with significant SEMH needs
4	<p>Improved mathematics attainment outcomes from baseline assessments in November to end of year assessments in KS1 and Reception Baseline Assessments in September to end of year assessments in Reception among disadvantaged children.</p>	<p>Assessments and observations show improved mathematics attainment outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.</p>	<p><u>Reception</u></p> <p>Numerical Patterns - 23% at the expected standard - below the National Average from last 2022/23 and below last year's school data.</p> <p>Progress - from 0% in November 2023 to 23% in June 2024.</p> <p>This is in part due to 38% FSM children also having SEND. The Reception End of Year Data Analysis Report Summer 2024 goes into more details as well as giving actions for the next academic year including: Continue to prioritise WellComm Programme for FSM children and at first Pupil Progress meeting, identify the needs of each FSM child in new cohort and plan interventions across the year group to additionally support these children from the outset.</p> <p><u>Year One</u></p> <p>Maths 48% working at or above the expected standard – below National Average and last Year's cohort.</p> <p>Progress - from 43% in November 2023 to 48% in June 2024</p> <p>Of the 13 children working below the expected standard:</p> <ul style="list-style-type: none"> • 4 are on the SEN register • All of these children made expected progress from their Year One Autumn assessment • The KS1 Autumn Data Analysis outlined the difficulties in comparing data from EYFS to KS1, particularly in maths <p><u>Year Two</u></p> <p>Maths 62% working at or above the expected standard - above 2022/23 FSM national average.</p> <p>Progress - from 47% in November 2023 to 62% in June 2024</p> <p>Of the 10 children working below the expected standard:</p> <ul style="list-style-type: none"> • 6 children are on the SEN register. • All of these children made expected progress from their Year Two Autumn assessment

5	To achieve and sustain improved wellbeing and opportunities in extra-curricular opportunities for all pupils in our school, particularly our disadvantaged pupils.	Improved levels of wellbeing particularly among disadvantaged pupils	<ul style="list-style-type: none"> Sustained opportunities for wider curriculum enrichment including – sports clubs, Well-being Wednesday, Panto trip, subsidising school trips Teaching assistant check ins and targeted well-being support.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
In school support from the Level 3 Teaching Assistant
The impact of that spending on service pupil premium eligible pupils
Continued pastoral support and emotional wellbeing to pupils entitled to Service Pupil Premium funding.