

St Laurence Church Infant School

Pupil Premium Strategy Statement 2025/26



Approved by: Full Governing Body

Last revised on: December 2025

Next review due by: December 2026

Pupil premium strategy statement – St Laurence Church Infant School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	27.6% (70 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	10.12.25
Date on which it will be reviewed	December 2026
Statement authorised by	Catherine Smith
Pupil premium lead	Catherine Smith
Governor / Trustee lead	XXXXXX

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£93,930

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 strong progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to remove barriers to learning and close attainment gaps for disadvantaged pupils, including sustained high progress for those who are already high attainers.

We recognise that disadvantaged pupils may face additional contextual and personal challenges, including vulnerability linked to social care involvement. These pupils form a key priority group within our strategy.

The activities outlined in this statement are also intended to support the needs of other vulnerable pupils, where appropriate, regardless of whether they are disadvantaged. Using an evidence-informed approach guided by the Education Endowment Foundation (EEF), our Pupil Premium Strategy 2025–2026 continues and builds upon the focus of previous strategies.

We focus on three key areas:

- High Quality Teaching
- Targeted Academic Support
- Wider Strategies

This approach is widely recognised as having the greatest impact in closing the disadvantage gap and, at the same time, will benefit non-disadvantaged pupils. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside accelerated progress for disadvantaged pupils.

We place high value on strong and meaningful relationships with all our children, particularly our most vulnerable. We aim to create a nurturing, aspirational environment where exemplary behaviour enables everyone to feel secure and respected, in keeping with our school's Christian Vision to "Do all things with love" so that we all can flourish by having a "love for learning, life and each other."

Our approach is responsive to both common barriers and individual needs. The strategies we have adopted work together to maximise impact. To ensure they are effective, we will:

- ensure disadvantaged pupils are appropriately challenged and supported in the work they are set
- identify need precisely and intervene early
- adopt a whole-school approach in which all staff take collective responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they

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	National and internal data indicates that attendance among disadvantaged pupils across school is significantly below that of non-disadvantaged pupils and is also below national averages for disadvantaged groups.
5	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.

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
Improve the academic outcomes for disadvantaged pupils	The attainment gap in GLD, phonics, reading, writing, maths between disadvantage pupils and their non-disadvantaged peers is narrowed over the course of the academic year and external data shows it is in line or smaller than gaps nationally.
Improve the attendance for disadvantaged pupils.	The attendance of disadvantage pupils moves towards the national average for this group of children

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£3,754**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and deliver high quality evidence based teaching and learning CPD using Teaching WalkThrus Teaching WalkThrus Subscription £250	Evidence suggests High Quality Teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. The EEF Guide to the Pupil Premium	1,2,3
Training, CPD and coaching/mentoring as part of the Professional Growth Model through the Enquiry Led Practice Project for teaching staff £500	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. EEF The tiered model and menu of approaches EEF EFFECTIVE PROFESSIONAL DEVELOPMENT The mechanisms of PD	1,2,3
Training for new role in school and new to role attendance and pastoral assistant £168	Evidence that parental engagement approaches and responsive interventions support improving attendance. EEF – Tailored Approach to Attendance	4,5

<p>On-going subscription to DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. 6</p> <p>Twinkl Phonics Scheme</p> <p>£1902</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>White Rose Maths Hub Subscription including Fluency Bee</p> <p>£184</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>EEF Mastery Approach</p>	3
<p>Purchase of teaching resources to ensure the teaching of writing is consistent. flipchart paper, lines books / boards etc.</p> <p>£750</p>	<p>EEF identifies transcription as one of the two core components of writing, If pupils struggle with transcription, this can limit their ability to compose high-quality writing.</p> <p>EEF Improving Literacy</p>	

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

Budgeted cost: **£55,524**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Proportion of L3 Teaching Assistant time to deliver targeted interventions, same day catch up and emotional well being interventions £55,524	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	1,2,3,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£34,652**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and deliver a programme of wider co-curricular activities on-top of our broad and balanced curriculum Well-being Wednesday TA allocation £18,500	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning and attendance, but it is important to consider how increased engagement will be translated into improved teaching and learning. EEF The tiered model and menu of approaches	1, 2, 3, 4 ,5

<p>Employ an attendance and pastoral support assistant</p> <p>£10,872</p>	<p>EEF and DfE evidence shows that disadvantaged pupils are more likely to experience persistent absence and SEMH needs, both of which strongly limit attainment. Targeted pastoral and attendance support is effective because it removes key barriers to learning, improves engagement, and enables pupils to access high-quality teaching more consistently, leading to improved progress and outcomes.</p> <p>EEF – Poor attendance is biggest challenge to disadvantaged pupils attainment</p>	<p>4,5 (and thus 1,2,3)</p>
<p>Online Eligibility Checks (FSM)</p> <p>£780</p>	<p>Easy, unobtrusive and confidential checking system that enables parents to know quickly if they are eligible.</p>	<p>1, 2, 3, 4 ,5</p>
<p>Milk Subsidy</p> <p>£2,000</p>	<p>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</p> <p>Why milk is great</p>	<p>1, 2, 3, 4 ,5</p>
<p>Extra-Curricular Club Subsidy</p> <p>£2,000</p>	<p>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.</p>	<p>1, 2, 3, 4, 5</p>
<p>Contingency fund for acute issues.</p> <p>£500</p>	<p>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.</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £93, 930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of Pupil Premium Spending

In 2024-25 our Pupil Premium Spending had a positive impact on the attainment of our disadvantaged pupils, who often achieve well above national averages for similar children:

Subject	School Results for pupils eligible for FSM	Most recent national figures for pupils eligible for FSM
Reading KS1	65%	54%
Writing KS1	46%	44%
Mathematics KS1	62%	56%
Phonics (Year 1)	53%*	68%
Phonics (Year 2 resits)	92%	82%
Reception (Good Level of Development)	54%	52%

** Cohort specific result due to 44% of FSM pupils also having SEND*