

Saint Lawrence Catholic Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Saint Lawrence Catholic Primary School
Number of pupils in school	458
Proportion (%) of pupil premium eligible pupils	12% (53 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Leo Duggan
Pupil premium lead	Jodi Gough
Governor / Trustee lead	T. Gallahue and C. Ugowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,855
Recovery premium funding allocation this academic year	£7,685
Pupil premium funding carried forward from previous years	£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	£62,540

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be exclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is excellent.
- Providing additional support staff thus improving opportunities for effective teaching and accelerating progress.
- To allocate two sessions a week of 'Catch Up-Build on ' teacher release time to each Year Group - providing small group work focussed on overcoming gaps identifies in learning.
- 1-1 support where appropriate.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Exceeding in Age Related Expectations
- Additional resources and quality intervention work spaces .
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Established Behaviour Systems and support as required.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths and Science
2	Some poor parental engagement in Pupils' learning, particularly Reading
3	Attainment gap in children achieving greater depth particularly in Writing and Maths
4	SEN – high numbers and low funding to support
5	Behaviour difficulties with some individual children

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, for our disadvantaged pupils and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth in Writing and Maths	Achieve national average for greater depth writing
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of red behavioural incidents on Integris system

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: Teacher- **£33,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All year groups to be supported by at least one Teaching assistant.</i>	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1,3,4,5.
<i>Extra Full time Qualified teacher employed to allow release for targeted</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority. We believe the class teacher knows the needs of their pupils will identify gaps in	1,3

<i>Interventions twice a week for all classes</i>	learning and provide effective teaching most effectively to address these.	
<i>Training for all Teaching and Support staff.</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Purchase of National College CPD subscription available to all staff to increase knowledge and teaching of interventions and classroom support. Continued subscription to Hounslow CPD site and enhanced CPD budget to allow release and course fees. Participation in Maths Mastery Project starting September 2021 (2 years) successfully applied for funding by Hounslow Borough. Extra staff Inset on Reading and Writing. Support from Hounslow's EY SEN team to support transitions into school and to provide training for our EYFS staff. EYFS training in Nuffield Early Literacy Intervention to support speech, language and communication needs.	1,3,4,5

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

Budgeted cost- **£22,540**

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Interventions	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to six pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used	1,3

	as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	
'Build on Interventions'	Due to COVID we have identified Writing and Maths as most affected and believe this would be most effectively addressed through small group interventions. These are to be planned for by class teachers and taught by teachers.	1,3
Identification and Resourcing to identify and support gaps in learning.	PIRA/PUMA assessments and SHINE intervention support packages purchased for Maths and Reading for individual pupil reports and identification of gaps. This has ensured quality and targeted interventions provided. NELI and WellComm assessment toolkits used in EYFS to provide early intervention with SLC needs.	1,2,3
Purchasing of updated and extended Reading scheme and class readers. Re launching of updated and resourced Library and McCormack Learning Centre	Reading as the core of all learning, the key to all subjects. Daily guided and reading sessions in all classes. Reading skills developed through to the end of Key stage 2.	1,2,3

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

Budgeted cost: **£6,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of School Hub – Food bank, clothing and IT support for families.	EEF (+3) We define parental engagement as the involvement of parents in supporting	1,2,3, 4

School Business Manager/Attendance Officer to analyse attendance and contact low attenders. Office staff to complete First Day Call and support families to raise attendance / punctuality.	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; • support for families in crisis.	
Clear Behaviour Policy and Procedures followed through school and shared with pupils and parents. Good to be Green Positive Behaviour Reinforcement in all classes. Behaviour advisory consultant working closely with identified families.	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	5

Total budgeted cost: £62,540