

Pupil premium strategy statement

St Laurence Church Junior School

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	359
Proportion (%) of pupil premium eligible pupils	109/359 = 30.4% (Nov 25)
Academic year/years that our current pupil premium strategy plan covers	2023/26 with plans to develop a further 3- year strategy
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andy Murphy, Headteacher
Pupil premium lead	Julie Hemming
Governor / Trustee lead	Jill Saunders

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£134,881
Post LAC / Service	£12,268
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£147,149

Part A: Pupil premium strategy plan

Statement of intent

At St Laurence Church Junior School, all members of staff and governors accept responsibility for supporting disadvantaged pupils and are committed to meeting their needs and enabling them to make good progress and achieve high attainment within the school environment.

Investing in quality first teaching underpins the focus of our strategy, but understanding our disadvantaged and vulnerable children and where they require most support allows for more focused teaching through intervention and small groups. These groups are not solely focused on disadvantaged pupils, as we are equally determined that non-disadvantaged pupils' attainment is sustained alongside their disadvantaged peers. Similarly, we ensure that our high achieving disadvantaged pupils will continue to make sustained progress across the curriculum.

At St Laurence Church Junior School, we endeavour to:

- Work with our disadvantaged families to ensure that we are aware of the individual needs and challenges that our families face.
- Raise expectations for disadvantaged children, championing their education and giving them the opportunities to succeed.
- Cultivate a reading culture where children choose to read for pleasure which gives them greater access into a wider curriculum.
- Ensuring children are engaged within English lessons and achieve their full potential.
- Improve social and emotional well-being by ensuring that disadvantaged children are supported financially with extra-curricular activities that enrich their learning experience – eg: sports, music, residentials, trips and breakfast clubs.
- Encourage children and their families to foster a positive approach and attitude to school, while promoting good attendance and punctuality. As well as, supporting the nurturing environment developing the emotion coaching provision.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low attendance and punctuality of disadvantaged children. Attendance data over last academic year indicates that attendance among disadvantaged pupils was 3.5% lower than for non-disadvantaged pupils in the 2024-25 academic year (93.2% vs 96.7%). This is a similar figure from last academic year.</p> <p>In the same academic year disadvantaged pupils showed 3.2% lateness compared to 0.06% lateness for non-disadvantaged children. Observations show that consistent lateness is negatively impacting not only the progress but also on the wellbeing of these pupils. The Family support worker will continue to focus on attendance and punctuality throughout the year.</p>
2	<p>Baseline assessments on entry to Year 3 show disadvantaged children have greater difficulties and understanding of phonics and have significant vocabulary gaps. Attainment, on entry to the school, for disadvantaged pupils is significantly lower than their non-disadvantaged peers and attainment across the board is significantly lower than in previous years.</p>
3	<p>Observations and anecdotal evidence show that disadvantaged parents have lower engagement with their child's school life and home learning. This is particularly evident in parents' evening attendance, home-school reading book communication and engagement in assemblies, pastoral meetings and informal coffee mornings.</p>
4	<p>Observations, assessments and work completed by SENDCo and Pastoral Manager indicate there is a huge impact on the Educational and SEMH needs of our disadvantaged pupils than for other pupils. Low levels of confidence and self-esteem coupled with low aspirations are causing pupils to fall further behind age-related expectations.</p> <p>Referrals for unwanted behaviours, wellbeing concerns and social and emotional needs, with a number of disadvantaged children receiving small group interventions. 21% of our disadvantaged children also have a SEND with 47% of those children who are disadvantaged and SEND having SEMH needs.</p>

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 attendance and punctuality of disadvantaged children.	<p>Sustained high attendance of disadvantaged children by end of the academic year.</p> <ul style="list-style-type: none"> • Attendance of PP children is at least 93.2%, which is similar to the last academic year (24-25) of the plan with this rising into the following academic years (93.6 at time of writing) • Weekly attendance reports given to PP Lead and monitored – pastoral lead to chase up attendance and report to PP lead. • Senior members of staff to be visible at the start and end of the day. <p>First day calls completed and low attendance followed up through the appropriate channels.</p>
Improved attainment of disadvantaged children so that more are achieving age related expectations in English.	<p>KS2 reading and writing outcomes show sustained progress from KS1 data for current disadvantaged Year 6 children.</p> <p>The attainment gap between disadvantaged and non-disadvantaged children is shown not to increase within reading from baseline entry data.</p> <p>Disadvantaged children shown to make a minimum of 3 steps progress on internal data system.</p>
Encourage more parental involvement with school activities to build better relationship and improve their engagement with their children's learning.	<p>A significant increase in disadvantaged parents attending workshops that allow them to see how reading, writing and maths is taught within school and given strategies and language to use at home when completing homework and home learning.</p> <p>Registers to be taken.</p> <p>Using Pathfinder and family support worker in order to engage some of our hard to reach families and support them with their ongoing needs.</p>

<p>Improved confidence, self-esteem and wellbeing of disadvantaged children.</p>	<p>Sustained high levels of wellbeing demonstrated by :</p> <ul style="list-style-type: none"> • Significant increase in participation of disadvantaged children in extra-curricular activities, i.e. sports, music and school trip residentials • Qualitative data from pupil voice, councillors, pupil and parent surveys showing an increase in wellbeing amongst children. <p>A reduction in referrals for disadvantaged children regarding social and emotional wellbeing.</p> <p>Using Pathfinder and family support worker in order to work closely with some of our identified disadvantaged children.</p>
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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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to teach and use Read Write Inc phonics and Read Write Inc Fresh Start to secure stronger phonics teaching for identified pupils across the school.</p> <p>Ensure all English learning journeys are relevant and engage our disadvantaged children.</p> <p>Literacy Gold and Reading Eggs have been introduced to engage our disadvantaged children.</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> <p>Quality first teaching is imperative in order to ensure children are reaching their full potential. In order to improve English within KS2, EEF suggest that schools need to: Teach writing composition strategies through modelling and supported practice</p>	<p>2</p>

<p>Debate Mate</p>	<p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <p>Develop pupils' language capabilities which our English Learning Journeys address. We also work with an external provider to ensure the learning journeys are high quality.</p> <p>Oracy training has been delivered to all staff, to improve the literacy of children, through whole class teaching and interventions.</p> <p>This is being developed through pupil's voice through feedback sessions, regarding Oracy lessons and interventions.</p> <p>Debate Mate: A debating afterschool club has begun through Birmingham University for Year 5 and 6 children.</p>	
<p>Purchase of standardised diagnostic assessments through NFER and RWI.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
<p>Whole Class Reading and Oracy training given to all teaching staff to ensure quality first teaching delivered to all children in reading.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>The rationale behind this is that a disadvantaged reader will benefit from working as a whole class to read, discuss, share ideas and answer questions about a text, even if it would have been beyond their fluency level of reading. With a common metalanguage across the whole school (VIPERS), there will be consistency from Y3 to Y6 and remove the barriers in confidence and access to a wide range of texts.</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>	2, 4

	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
<p>Improve the quality and capacity of pastoral support given. The behaviour policy has been enhanced in order to support the emotional regulation of children.</p> <p>Emotion Coaching and Zones of Regulation approaches have been adopted by staff and embedded into routine educational practices, supported by professional development and training for staff.</p> <p>Monitor behaviour referrals and behaviour logs.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF: Improving Social and Emotional Learning in Primary Schools</p> <p>Staff surveys have been completed to monitor the impact of Emotion Coaching and the behaviour policy. Feedback has been positive from staff, including use of the zones, 1:1 conversations, prompt cards, Praise in Public, Remand in Private.</p> <p>The SENCo and pastoral lead will look at developing the next steps, including more movement breaks, behaviour reports, parent resources. This will be discussed during staff meetings and training.</p> <p>Pastoral Lead leads behavioural interventions with pastoral room to support those with SEMH needs particularly.</p> <p>Behaviour Interventions EEF</p>	1,3,4
<p>Improve the % of pupils who achieve pass mark for times tables assessments in Year 4 through intervention with maths lead.</p>	<p>EEF recommend the use of structured interventions to provide additional support which are guided by pupil assessment.</p> <p>Purchase and monitor impact of TT Rock Stars.</p> <p>Results for last academic year are: 60% achieved 100% (national average 37%) Average score was 23.2 (national avg 21).</p> <p>This year, Year 4 have begun the interventions at the start of the academic year to be able to improve results further.</p>	2, 3

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Time of 3 TAs for 1 hour every morning to deliver comprehensive RWI and RWI Fresh Start approach to those children assessed as working below year group expectations.</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>	<p>2</p>
<p>Disadvantaged children are given a range of individualised targeted interventions during the assembly time afternoons, with teachers and TAs.</p> <p>For example: Precision Teaching, boosters and a record of this is updated by the class teachers and monitored by the Pupil Premium Leader.</p> <p>National Tutoring Programme will support this through mentoring and use of external interventions such as Third Space Learning.</p> <p>Literacy Gold and Reading Eggs have been introduced to develop targeted interventions for our disadvantaged children.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. Children working in smaller groups have more teacher time, a more focused approach and have the potential to make rapid progress in a small amount of time.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Third Space learning Results for last academic year are: 42% achieved ARE The previous year, 66% achieved ARE.</p>	<p>2, 4</p>

	Due to the impact on learning, it has been decided not to continue the programme due to the cost of the programme and the Year 6 team have implemented their own interventions, which will hopefully have a greater impact.	
Use of EEF Approved Programme Reciprocal Reading – 1 TA (Year one of the strategy)	EEF trial of reciprocal reading programme - Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension Small group tuition Toolkit Strand Education Endowment Foundation EEF Reading Comprehension Strategies EEF	2, 3

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Breakfast Club. Survey to be sent out to parents and club established. Spring 2026	Disadvantaged children are offered the chance to come to school for a free breakfast. The rationale behind this activity is that persistent hunger itself can provide a barrier to learning. It also gives them a better chance of attending regularly and encouraging better punctuality.	1, 2
Embedding principles of good practice set out in the DfE's Improving	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent	6

<p>School Attendance advice.</p> <p>This will involve training for staff to develop and implement new procedures and supporting pastoral manager in improving attendance.</p>	<p>absence. The attendance tracker is currently used daily to monitor attendance.</p> <p>Following the appointment of the Attendance Officer in the Spring term 2025, actions can be put in place even more swiftly, to reduce levels of absence and persistent absence.</p>	
<p>Half price activities offered to disadvantaged children to ensure they access the same opportunities as non-disadvantaged children.</p>	<p>In order for all children to feel that they are fully benefitting from all aspects of school life and not feeling left out, they are offered half price activities.</p>	3,4
<p>Children offered the opportunity to read to an adult 1:1, each week with parent volunteers</p>	<p>Quality time for themselves with an adult can improve self-esteem and enjoyment of reading. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. Children working in smaller groups have more teacher time, a more focused approach and have the potential to make rapid progress in a small amount of time.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
<p>As part of our 3-year plan, introduce a careers fair in school for Y5/6 children to widen their field of experience and improve their aspirations in the future.</p> <p>Summer 2026</p>	<p>Children with less access or exposure to the world of work are less likely to have higher aspirations for themselves in the future. Their experiences of the careers available to them may well be limited and a careers fair would open up more of the world and opportunities to them.</p> <p>Parental Engagement / EEF</p> <p>Following a Pupil Voice meeting in November 2025, the children have created a list of possible suggestions. This will be developed in the Spring term, with hopefully the possibility of visits from a range of professions in the summer term.</p>	3, 4

	Due to school commitments this has not taken place yet, but will due to be completed this academic year.	
<p>Premier recruited 3 afternoons a week to provide high quality PE lessons and lunchtime activities.</p> <p>We also have sports leaders at break and lunchtime to support positive play.</p> <p>Singing Playgrounds workshops organized for children in order to influence others play at breaktime and lunchtimes.</p>	<p>Mentoring aims to build confidence and relationships with our disadvantaged learners, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentoring EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>This has end at the end of Academic year of 2024-25, as Opal has had such an impact.</p> <p>Arts Participation EEF</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</p>	4
<p>As part of our 3-year plan, parent workshops in reading, writing and Maths in order to support children's learning.</p> <p>Summer 2026</p>	<p>The rationale behind having parents in for workshops based on reading, writing and maths is that, if parents can feel more confident about their own skills and what their children are doing in school, then they will potentially be able to support their children at home. They will also see how one skill can support another, reading in particular.</p> <p>Parental Engagement EEF</p>	3
<p>Whole staff training on TIAAS and behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Staff surveys to monitor impact.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Ongoing purchase of Beacon 360 Support to help with wider behaviour policies including lunchtime activities.</p> <p>Beacon School Support</p> <p>Following a health check visit in November 2024, the Beacon School have created a report including recommendations. For example, how to use praise to improve classroom behaviour, establishing routines and consistency.</p>	4

	<p>Staff surveys have been completed to monitor the impact of Emotion Coaching and the behaviour policy. Feedback has been positive from staff, including use of the zones, 1:1 conversations, prompt cards, Praise in Public, Remand in Private.</p> <p>The SENCo and pastoral lead will look at developing the next steps, including more movement breaks, behaviour reports, parent resources. This will be discussed during staff meetings and training.</p>	
<p>Opal Program (Outdoor play and learning)</p> <p>Opal is about revolutionising playtimes for our children. We will be implementing the OPAL program within school which will help improve playtimes and the well-being of children and staff in the spring term.</p>	<p>The Opal Program promotes:</p> <p>Benefits for children: Children at OPAL schools are happier, more creative, and more physically active. They also have fewer accidents and behavioral issues.</p> <p>Benefits for staff: Staff at OPAL schools report feeling happier and less stressed. They also have more teaching time, and spend less time dealing with playtime issues.</p> <p>OPEN AFTERNOONS</p> <p>An open afternoon was offered to parents in the summer of 2025, where they were able to experience Opal activities with their children. Seventy parents took part in the event.</p>	
<p>Debate Mate</p>	<p>A new programme from Birmingham University has begun this academic year (25-26) where 24 Year 5 and 6 pupils will have the opportunity to develop their debating skills, over a period of 14 weeks. They will explore the methodology of debating and debating activities across the curriculum. They will also be involved in debating competitions at the University and online.</p>	

Total budgeted cost: £147,149

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 assessment. A new data system was introduced during the Spring term last year.

Progress

New Insights tracker implemented from Spring 2024

Internal data from the 23-24 academic year shows that across year groups and subjects, disadvantaged children make similar progress to all children from their baseline data. The progress is similar for PP and non-PP across the board apart from in Y3 (Reading, SPAG and Writing) but nonetheless PP children have nearly all made the expected 3 points progress. Maths in Year 5 is the only other significant difference and this will be supported by implementing Third Space Learning for these children in Year 6.

Progress for academic year 2023-2024 (Y3 taken from Baseline)

PP data includes SEND

	Y3 All	Y3 PP	Y4 All	Y4 PP	Y5 All	Y5 PP	Y6 All	Y6 PP
Maths	3.2	3.3	3.5	3.4	3.0	2.6	3.1	3.2
Reading	3.2	2.6	3.2	3.3	3.3	3.1	3.5	4.3
SPAG	3.5	3.0	3.3	3.1	3.4	3.4	3.2	3.0
Writing	3.6	2.9	3.3	3.2	3.2	3.3	3.2	3.3

Attainment

The data taken from **Educator data at the end of the Autumn term (24-25)**, before the new Insights programme has been implemented, below shows the continued deficit between PP children and the cohorts for attainment, with one progress point representing the equivalent of one term of learning. This is similar data to the previous year. This was most concerning in the previous Year 6 cohort. Resources and interventions had been allocated accordingly, such as splitting the lower maths group into 3 classes, with the maths lead and DHT used as an additional teacher within maths and a TA in each class.

There is also TAs supporting our disadvantaged learners in each year group. The other group highlighted is the current Year 4 (Year 3 in 2024-25 academic year) relating to Reading, Writing and GPS. Interventions have been put into place, including Literacy Gold, Reading Eggs, spellings and individual reading. Also, we are developing the use of oracy

across the school with interventions and training, with a debate club being on offer. Along with a new spelling scheme that has been introduced this current academic year.

Attainment Difference (PP vs All)	Maths	Reading	GPS	Writing
Year 3 (24-25)	-0.7	-0.8	-1.2	-0.8
Year 4 (24-25)	-0.5	-0.8	-0.7	-1.0
Year 5 (24-25)	-0.7	-0.6	-0.8	-0.9
Year 6 (24-25)	-1.4	-0.8	-0.9	-0.6

MTC

A huge improvement on Year 4 multiplication tables check was seen across 2022-23 academic year, with those achieving over 20 raw score, rising by 27% and those scoring 24/25 rising by 25%. This has continued each academic year with results showing improvements, due to the interventions put in place.

Results for academic year (23-24) are: 78.5% achieved 23 points or more. Last academic year, 76% achieved 23 points or more, which is slightly below from the previous year. 60% of children achieved 25/25 (national average is 37%) However, interventions have already begun earlier in the current academic year.

Third Space Learning

A great impact on results for our disadvantaged children for the last academic year 2023-24. Results for previous academic year are: 66% achieved ARE as this was a targeted intervention for those key marginals. Last academic year, 42% of children achieved ARE in maths, following Third Space learning. This current academic year, Year 6 staff will be implementing their own intervention at the start of the academic year, to increase the impact of Pupil Premium children achieving ARE.

Extracurricular Activities

We had a huge rise in disadvantaged pupils attending extracurricular activities and interventions in the 2024-25 academic year as we offered a wider range of these – music, arts, sports, debating, languages, 1:1 reading, Reading Eggs, Literacy Gold, TT interventions, handwriting interventions. Following a robust tracking system in place, we offer 100% of our disadvantaged pupils attended at least one of these interventions or clubs throughout the academic year. We have continued to track across the 2025-26 academic year and regularly hear the ‘pupil voice’ throughout the year, so we ensure these are offering the right opportunities for our disadvantaged children and their families, including the new Debate Club.

The academic year of 2023-24, 81% of disadvantaged pupils took part in sports activities and 72% completed interventions. The academic year of 2024-25, 85% of disadvantaged pupils took part in sports activities and 43% completed interventions. The sport activities have been lower last year, due to Opal's impact and being open to all pupils. Also new play leaders have been employed throughout the lunch hour, including a free flow system being on offered every day to all children.

Beacon School-updates

Following a health check visit in November 2024, the Beacon School have created a report including recommendations. For example, how to use praise to improve classroom behaviour, establishing routines and consistency. This had been followed up with a well-being survey for staff, in the spring term, discussing different strategies and resources that have worked well. The findings have also been shared with the SENCo and pastoral lead, to develop next steps for the next academic year 2025-2026.

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
Individualised 1:1 tutoring	Third Space Learning (Finished 24-25)
Reciprocal Reading (Year 1)	EEF – Trained TA Delivering

Further Information (Optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a DfE grant to train a senior mental health lead. Through the Birmingham Education Partnership (BEP) we hope to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate. Also, a debate club will be offered over a 14 week period to support oracy.
- Walkthrus-we are developing the teacher's professional growth using Walkthrus, to strengthen the QFT. This includes learning walks, meta language, Think Pair Share, use of Whiteboards, 321 stop/show me. This will improve the QFT with consistency across the school. This will continue this academic year (2025-26) with coaching and learning walks, to develop the teacher's professional growth and continuous training, focusing on oracy throughout the school.