

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	88/359 = 24.5% (Nov 23)
Academic year/years that our current pupil premium strategy plan covers	2023/26 with plans to develop a 3- year strategy
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Andy Murphy, Headteacher
Pupil premium lead	Julie Hemming
Governor / Trustee lead	Jill Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,645 (based on financial year April-March)
Recovery premium funding allocation this academic year	£13,050
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	£150,695

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
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1	Low attendance and punctuality of disadvantaged children. Attendance data over last academic year indicates that attendance among disadvantaged pupils was 5.18% lower than for non-disadvantaged pupils in the 2022-23 academic year (91.18% vs 96.26%). In the same academic year disadvantaged pupils showed 1.41% lateness compared to 0.49% 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.
2	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.
3	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.
4	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. Referrals for unwanted behaviours, wellbeing concerns and social and emotional needs, with a number of disadvantaged children receiving small group interventions. 40% of our disadvantaged children also have a SEND with over 20% of those having SEMH needs.

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 95%, a nearly 4% increase on the previous academic year with this rising into the following academic years. Weekly attendance reports given to PP Lead and monitored – pastoral

	<p>lead to chase up attendance and report to PP lead.</p> <ul style="list-style-type: none"> • 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>
Improved confidence, self-esteem and wellbeing of disadvantaged children.	<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>

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>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:</p> <p>Teach writing composition strategies through modelling and supported practice</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>Deliver Oracy training with all staff, to improve the literacy of children, through whole class teaching and interventions.</p> <p>Develop pupil's voice through feedback sessions, regarding Oracy lessons and interventions.</p>	2
Purchase of standardised diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each	2

<p>through Cornerstones and RWI.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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>	
<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> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2, 4
<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>Develop staff surveys to monitor the impact of Emotion Coaching.</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</p>	<p>EEF recommend the use of structured interventions to provide additional</p>	2, 3

mark for times tables assessments in Year 4 through intervention with maths lead.	support which are guided by pupil assessment. Purchase and monitor impact of TT Rick Stars.	
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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
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.	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	2
Disadvantaged children are given a range of individualised targeted interventions during the assembly time afternoons, with teachers and TAs. For example: Precision Teaching, boosters and a record of this is updated by the class teachers and monitored by the Pupil Premium Leader. National Tutoring Programme will support this through mentoring and use of external interventions such as Third Space Learning	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. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF 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	2, 4

	receive tutoring will be disadvantaged, including those who are high attainers.	
Use of EEF Approved Programme Reciprocal Reading – 1 TA	<p>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</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading Comprehension Strategies EEF</p>	2, 3

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Breakfast Club.</p> <p>Survey to be sent out to parents and club established.</p>	<p>Disadvantaged children are offered the chance to come to school for a free breakfast.</p> <p>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.</p>	1, 2
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training for staff to</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

develop and implement new procedures and supporting pastoral manager in improving attendance.		
Half price activities offered to disadvantaged children to ensure they access the same opportunities as non-disadvantaged children.	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.	3,4
Children offered the opportunity to read to an adult 1:1, each week with parent volunteers	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. One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 4
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.	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. Parental Engagement / EEF	3, 4
Premier recruited 3 afternoons a week to provide high quality PE lessons and lunchtime activities. We also have sports leaders at break and lunchtime to support positive play.	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. Mentoring EEF One to one tuition EEF (educationendowmentfoundation.org.uk)	4

<p>Singing Playgrounds workshops organized for children in order to influence others play at breaktime and lunchtimes.</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>	
<p>As part of our 3-year plan, parent workshops in reading, writing and Maths in order to support children's learning.</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 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>	4

Total budgeted cost: £152,000

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.

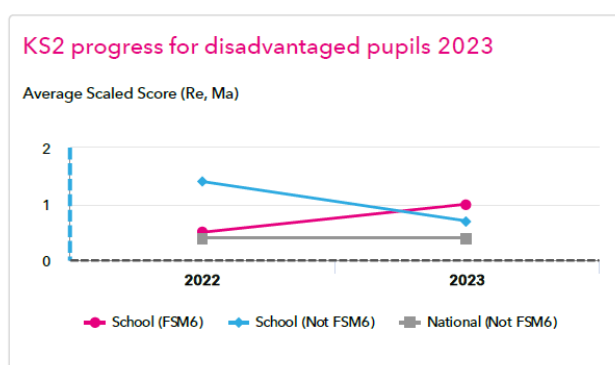
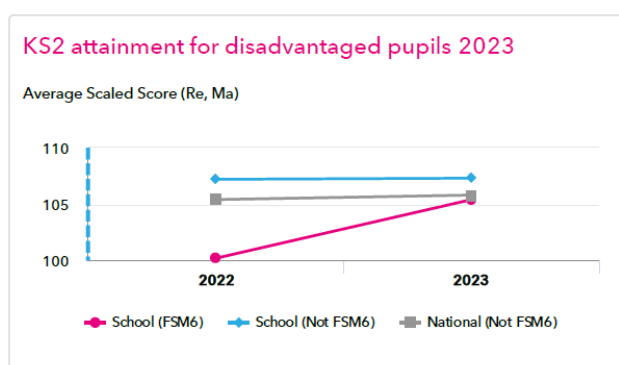
Progress

Internal data from the 22-23 academic year shows that across year groups and subjects, disadvantaged children make similar progress to all children from their baseline data. Year 3 maths and writing are exceptions to this, with deficits of 0.3 and 0.4 respectively. This gap is something that has been acknowledged and is prominent in the 2022-23 strategy (Maths – Times Tables focus and English writing learning journeys) as well as the school development plan.

Progress for academic year 2022-2023 (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	3.5	3.2	3.4	4.1	3.0	3.2	2.9	2.8
Reading	2.9	2.8	3.4	3.8	3.2	3.1	2.9	3.2
SPAG	3.2	3.1	3.0	3.4	3.6	3.7	2.7	2.8
Writing	2.9	2.5	3.3	3.9	3.6	3.8	3.2	3.0

KS2 Assessment



Pupils		Attainment			Progress					
		Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)					
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap			
Summary	All Pupils	16	76	105.4	↑	107.3	-1.9	1	0.7	0.3
Gender	Male	10	42	108.5		106.9	1.6	1.3	0.6	0.7
	Female	6	34	101.3		107.8	-6.5	0.5	0.9	-0.4

Attainment

The data below shows the continued deficit between PP children and the cohorts, with one progress point representing the equivalent of one term of learning. This is most concerning in the Year 5 cohort (Year 6 in 2023-24 academic year) and resources and interventions have been allocated accordingly within foundation subjects such as DHT used as an additional teacher within maths.

Attainment Difference (PP vs All)	Maths	Reading	GPS	Writing
Year 3 (22-23)	-0.7	-0.7	-0.4	-0.9
Year 4 (22-23)	-0.5	+0.1	-0.1	-0.2
Year 5 (22-23)	-1.5	-1.4	-1.6	-1.2
Year 6 (22-23)	-0.7	-0.8	-1.0	-1.0

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 25/25 rising by 25%.

Extracurricular Activities

We had a huge rise in disadvantaged pupils attending extracurricular activities in the 2022-23 as we offered a wider range of these – music, arts, sports, debating, languages. Over 60% of our disadvantaged pupils attended at least one of these clubs. We will continue to track across the 2023-24 academic year and hear pupil voice so we ensure these are offering the right opportunities for our disadvantaged children and their families.

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
Reciprocal Reading	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.