

Pupil premium strategy statement

School overview

Detail	Data
School name	St Lawrence CE Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr Gordon Soutar
Pupil premium lead	Mrs Cerys Howard
Governor / Trustee lead	Mrs Pauline Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36, 658.12
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

- *Our objective that all children, regardless of their circumstances, make at least expected progress. Those children who have fallen behind ARE should make accelerated progress in order to close the gaps in their progress.*
- *Our current PP Strategy aims to support the whole child, in and out of the classroom. We recognise that often children who receive PP funding do not have access to wider opportunities and that is often these experience that develop a child's language and confidence. Some children may also require a more targeted approach to close learning gaps, this support may be through providing quality first teaching, resources, small group work or one to one intervention.*
- *We endeavour to ensure that no child is left behind, either academically or socially.*

Challenges

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

Challenge number	Detail of challenge
1	Some pupils may not working at an age-related level and have conceptual gaps or misconceptions.
2	Some pupils may have limited speech and language skills which can impact upon learning.
3	In some cases, learning skills may need developing, eg organisation, commitment, resilience.
4	In some cases, access to resources, such as books, libraries and life experiences.
5	In some cases, a lack of regular routines including home reading, homework, spellings.
6	Some pupils may have experienced difficulties in their home lives, causing trauma.

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
To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make	<ul style="list-style-type: none">• PP pupils reaching ARE has increased• Support staff will support learning effectively.

progress to close the gap on national age-related expectations.	<ul style="list-style-type: none"> Additional intervention sessions will take place, based on gaps/need.
To develop opportunities for oracy across the school.	<ul style="list-style-type: none"> Pupils read regularly outside of normal class reading. Pupils will complete reasoning activities in maths. Pupils provided with opportunities to perform New subject specific vocabulary introduced to pupils
Targeted phonics, reading and vocabulary teaching in small groups for pupils who are below age-related expectations.	<ul style="list-style-type: none"> Pupils read regularly outside of normal class reading. Pupils will be given support and opportunity to complete homework tasks in school where necessary. Targeted interventions take place Pupils making at least expected progress between assessment points
One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs	<ul style="list-style-type: none"> Progress is at least expected between assessment points
Pupils will be proactive, organised and enthusiastic learners.	<ul style="list-style-type: none"> Nurture provision provided as required, both in class and through withdrawn sessions. Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day
Targeted maths support in small groups for pupils who are below age-related expectations.	<ul style="list-style-type: none"> Pupils will be given support and opportunity to complete homework tasks in school where necessary. Targeted interventions take place Pupils making at least expected progress between assessment points Numbots and TT Rocks stars to support.

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: £5513

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress to close the gap on national age-related expectations.	The Sutton Trust's report states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.	1 2 3 5
To develop opportunities for oracy across the school.	The EEF states that: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year	2 4

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

Budgeted cost: £25,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics, reading and vocabulary teaching in small groups for pupils who are below age-related expectations.	The EEF states that: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	1 2 4 5
One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs and a Tutor	An EEF study showed that: On average, individualised instruction has a positive effect on learners	1 2 3 4 5

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

Budgeted cost: £5867.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils will be proactive, organised and enthusiastic learners. Nurture, school trips, whole class instrumental lessons, sporting events, residential.	EEF states that: On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment The overall impact of sports participation on academic achievement tends to be positive but low.	2 3 4 6

Total budgeted cost: £36658.12

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Internal progress data

Year Group	Average progress (Writing, Reading & Maths) 2024-25	Expected progress
1	66.7%	3
2	83.2%	3
3	40%	3
4	71.4%	3
5	75%	3
6	100%	3

Our internal progress data shows that most year groups made good progress across the year.

Phonics Interventions. Data shows that the phonics interventions across KS1 were extremely effective and the rate of progress was very good.

Year 1 Phonics assessment was 100% with no retakes in year 2 for the second year running.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Whole Class Instruments	Gloucestershire Music
SCARF PSHE	Coram Life
Wordshark	Wordshark
TT Rockstars / Numbots	TT Rockstars
Oxford Reading Tree	OUP
White Rose Maths	White Rose Maths

Literacy Shed Plus	Literacy Shed
Milk	Cool Milk

Service pupil premium funding

Measure	Details																					
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • TA/staff hours to provide interventions to support gaps in learning – phonics focus • Nurture support staff to provide nurture and emotional support • Instrumental hire for whole class lessons 																					
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children respond well to the support offered and the school has a good relationship with parents. All children could take part with instrumental lessons in school.</p> <p>Children are generally making at least expected progress. Those children making less than expected progress generally have an identified SEN need.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Average progress (Writing, Reading & Maths) 2024-25</th> <th>Expected progress</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>66.7%</td> <td>3</td> </tr> <tr> <td>2</td> <td>83.2%</td> <td>3</td> </tr> <tr> <td>3</td> <td>40%</td> <td>3</td> </tr> <tr> <td>4</td> <td>71.4%</td> <td>3</td> </tr> <tr> <td>5</td> <td>75%</td> <td>3</td> </tr> <tr> <td>6</td> <td>100%</td> <td>3</td> </tr> </tbody> </table>	Year Group	Average progress (Writing, Reading & Maths) 2024-25	Expected progress	1	66.7%	3	2	83.2%	3	3	40%	3	4	71.4%	3	5	75%	3	6	100%	3
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