

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St Laurence School
Number of pupils in school	1402
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 – 2025/26
Date this statement was published	December 2022
Date on which it will be reviewed	August 2025
Statement authorised by	Tim Farrer, Headteacher
Pupil premium lead	Tom Hainsworth, Assistant Headteacher
Governor / Trustee lead	Sean Cooper, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,110
Recovery premium funding allocation this academic year	£44,979
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£169,089

Part A: Pupil premium strategy plan

Statement of intent

We are committed to giving all students the same chances and opportunities regardless of their background, fitting in with the School's belief that *People are our Treasure*. Through high quality teaching through which our disadvantaged students feel cared for and inspired, we believe they will be provided with the knowledge and skills to succeed. Through targeted intervention as well as wider strategies, we aim to support disadvantaged students in overcoming any barriers that they may face in realising their potential.

We want all students to achieve success in their examinations and make good progress during the time that they are at St Laurence School. We want disadvantaged students' Progress 8 score to be in line with that of the wider cohort and greater than the national context. We also want them to achieve GCSE results, particularly in English and Maths, in line/better than what their KS2 data would suggest.

We also want students to be supported at key points during their school time, particularly around GCSE option choices and post-16 learning and ensure that disadvantaged students receive enhanced opportunities for Careers Education, Information Advice and Guidance (CEIAG) so that the choices they make are appropriate and allow for further study at Sixth Form, college and beyond into further study, apprenticeships, university level courses and the world of work.

We ensure there are opportunities for all students, particularly disadvantaged students, to develop cultural capital within the curriculum and encourage all students to take part in extra-curriculum activities through the Learning Outside the Classroom provision (LOtC) and we will support disadvantaged students with the funding to take part. Due to COvId restrictions, we are aware that there has been a reduced offer in this is an area of school life.

Appropriate targeted intervention and additional pastoral and well-being support may be necessary to facilitate these outcomes. Disadvantaged students will always be considered first for any targeted interventions within departments. We also recognise that working alongside disadvantaged students' families is key to success and we seek to create opportunities to build effective working relationships once students have chosen St Laurence School in Year 6.

Training for staff is also critical and we will seek opportunities to learn from other schools and colleges and will take part in the Local Authorities network events. Within lessons, teachers deliver high quality teaching with excellent planning and preparation based on principles of great teaching and learning. Teaching staff will take responsibility for all students in their class and any first wave interventions needs to be provided in a timely and considered way at a department level. We also make use of current thinking and good practice by referring to research from organisations such as Education Endowment Foundation.

Challenges

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

Challenge number	Detail of challenge
1	<p>Ensure high quality teaching and learning for all students so that outcomes for disadvantaged students are in line with non-disadvantaged students' outcomes.</p> <p>In English, Pupil Premium students were 50% on or above target by comparison to their personal indicator grades from the Fischer Family Trust. (FFT20). This compares with 80.5% for non-PP students. For Maths, Pupil Premium students were 35.7% on or above target by comparison to their personal indicator grades (FFT20). This compares with 60.5% for non-PP students.</p> <p>In Key Stage 3, there is a similar pattern of underachievement of Pupil Premium students by comparison to their non-disadvantaged peers. In the Term 6 report of 2021-22, Y7 PP students were 88.7% on or above target across all subjects by comparison to 90.5% for their non-disadvantaged peers. In Y8, this was 81.4% compared to 79.7% and in Y9 was 60.4% compared to 66.8%.</p>
2	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged students has been between 1.8% - 4.9% lower than for non-disadvantaged students.</p> <p>28.2% - 41.0% of disadvantaged students have been 'persistently absent' compared to 15.9% - 28.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>This is based on position at 2019/20 and 2021/22 – both years were impacted by COVID Lockdowns</p>
3	<p>Our records show that engagement of parents/carers of disadvantaged students can be lower than the whole cohort.</p> <p>We have noticed that attendance at key events, such as at subject evenings/options evenings, is often lower, with some families missing multiple events across a number of years.</p> <p>For example, overall attendance was 88% for the Year 8 subject evening held in May 2022, with 77% of parents/carers of disadvantaged students attending. However, this discrepancy was starker with the Year 10 subject evening held in June 2022 when overall attendance was 90% for the, yet only 73% of parents/carers of disadvantaged students attended.</p>
4	<p>There are a large proportion of our disadvantaged cohort who also have an SEN need. This typically ranges from c.30% to 45% of the PP cohort in each year group. With these students there are concerns about the progress they are making. For example, in Y9, the current Y10 had 9 students who were below their EOY expected progress in 4 or more subjects.</p> <p>For example, in Y9, the current Y10 who are both PP and SEN were on average 5 grades below their EOY expectation. For the non-PP & SEN cohort this was 4 grades below. In the 2022 GCSE examination series, the Y11 PP and SEN were on average below in 50% of their subjects. This compares to just 25% for the non-PP & SEN cohort. This also correlates to the students</p>

	value added data where the Y11 PP and SEN were on average 5 grades below (Value Added) target by comparison to the non-PP & SEN cohort who were on average 4 grades above target (FFT20).
5	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. For example, ~30% of our students in need of peer mentoring are from disadvantaged backgrounds.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations in a range of subjects.</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
Disadvantaged students' outcomes are in line with non-disadvantaged students' outcomes including with reading where they can demonstrate greater inference and deduce meaning. Students with multiple disadvantage make equal progress as non-disadvantaged students.	<p>There is no gap in the progress and attainment of our disadvantaged students by comparison to the non-disadvantaged peers.</p> <p>Disadvantaged students at St Laurence will make greater progress towards their end of Key Stage 4 targets than nationally.</p> <p>Attainment in Maths and English at GCSE is in line with the students' personal Indicator Grades (FFT20).</p> <p>Disadvantaged students achieve their End of year expectations (at Key Stage 3) particularly in English, Maths and Science.</p> <p>Disadvantaged students are provided with additional resources / interventions and revision materials to support study for their examinations.</p> <p>Disadvantaged students will be supported by Progress Mentors (where appropriate) and there will be an improvement in their Learning Profiles and/or progress data.</p> <p>All disadvantaged students will receive targeted intervention in English/Maths where appropriate.</p>
Levels of attendance of disadvantaged students are at least in line with that of non-disadvantaged students & exclusions are lower than the school average.	Attendance is in line with non-disadvantaged students' attendance.
Levels of parental engagement of disadvantaged families is at least in line with that of non-disadvantaged families.	Attendance of parents / carers of students who are disadvantaged at school events (e.g. subject evenings) will be in line with or greater than the non-disadvantaged peers.

	<p>Effective working relationships are developed between school and home and families feel supported.</p> <p>Increased engagement by students in wider-school life, including clubs, activities and trips.</p>
Disadvantaged students leave St Laurence with a reading age in line with their non-disadvantaged peers.	There is a consistent approach to literacy across the curriculum.
There is large uptake of disadvantaged students with the St Laurence Extra programme to support wellbeing, personal development and a sense of belonging.	Students will feel empowered to engage with any LOfC opportunity available to them. This will directly help to improve attendance and drive up the academic outcomes.
There is successful transition for disadvantaged students between each key stage (KS2-5) and beyond.	<p>Disadvantaged students are supported in their transition:</p> <ul style="list-style-type: none"> • between primary and secondary school so that parents/carers feel welcomed and supported; students arrive prepared for learning; punctuality and attendance is high; • in making appropriate GCSE choices so that students receive individual CEIAG advice; understand where qualifications can take them after Year 11; are encouraged to choose EBacc subjects if the students are interested in those subjects • in making appropriate post-16 and 18 choices so that they do not become NEET; understand where qualifications can take them after Sixth Form/college; do not drop out of Sixth Form if they feel an A Level pathway is right for them
Disadvantaged students leave St Laurence with high levels of personal ambition having been socially and emotionally supported.	<p>All disadvantaged students are supported in securing work-experience in Year 10.</p> <p>All disadvantaged students receive appropriate CEIAG during KS3/KS4 to support them with their option choices.</p> <p>Student voice activities demonstrate that students have high levels of personal ambition.</p> <p>No Y11 student will leave St Laurence School as NEET.</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: £74742

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cognitive Ability Test (CATs) assessments for all Year 7 students	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction / lesson adaptation. Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)	1, 4
Relaunch Principles of Great Teaching & Learning	The Education Endowment Foundation (EEF) suggests a sequence of strategies, known as “the ‘five-a-day’ approach”, that act as a ‘best bet’ approach to teaching and learning (page 7). This along with the work from “Making Every Lesson Count” provides a range of key elements of Quality First Teaching that can be used by colleagues to ensure the outcomes for students are as high as possible. School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)	1, 4
Implement a literacy strategy across the curriculum	Acquiring disciplinary literacy (subject specific vocabulary) is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 4
Staff training on INSET day(s) focusing on SEND	There is evidence to suggest that alongside the “five-a-day” approach, there are other powerful ways to support the learning of our disadvantaged students with SEND including use of Teaching Assistants (TAs) and excellent practice with scaffolding/lesson adaptation. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1, 4
Facilitate a system of personalised	Evidence suggests that in order to develop high quality teaching in all classrooms, teachers need to	1

continued professional learning and development (CPLD) to allow teachers to develop an area of their practice relevant to them	<p>be able to build their own knowledge, be motivated to improve the practice through developing their teaching techniques in order to be able to embed new skills into their practice.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
As part of the coaching and partner teacher programme use evidence-based practice in teaching to support outcomes for disadvantaged pupils.	<p>EEF comment that quality first teaching is the most effective way to improve outcomes for disadvantaged students. The Sutton Trust research (2011) showed that high quality provision for disadvantaged students added an additional 6 months progress over a 1-year period.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1
Have a cycle of peer lesson visits to further improve the quality of teaching and learning through instructional coaching	<p>By using such an approach, a number of the EEFs key mechanisms of effective professional development are being used to develop high quality teaching in classrooms.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1
Staff wellbeing survey	<p>Finding out what our teachers find the most challenging about their work is important to formulating a strong retention strategy that ensures teachers have job satisfaction and clear sense of agency.</p> <p>Teacher Recruitment and Retention Strategy: Supporting teachers to make a difference (publishing.service.gov.uk)</p>	1
Devise and implement a high-quality recruitment strategy including greater promotion of vacant roles	<p>Ensuring that vacancies are available in a wide range of areas including through the active use of social media is key to attracting potential candidates. This as well as making sure that recruitment materials stand out, amongst other elements, is key to ensuring high calibre candidates are attracted to posts at St Laurence.</p> <p>Teacher Recruitment and Retention Strategy: Supporting teachers to make a difference (publishing.service.gov.uk)</p>	1

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

Budgeted cost: £33010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention in Year 7 (withdrawal from French for extra English/Maths)	<p>Internal data from 2021 suggests that of those students who received this intervention because of a need:</p> <ul style="list-style-type: none"> • 96% of students achieved their End of Year expectations in Maths and • 96% in English. <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
Intervention in year 7 (withdrawal from French for Passport Maths)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
Intervention in Years 8/9 (withdrawal from MFL for extra English/Maths)	<p>Internal data from 2021 suggests that of those students who received this intervention because of a need:</p> <ul style="list-style-type: none"> • 73% of students achieved their End of Year 9 expectations in Maths and 73% in English • 81% of students achieved their End of Year 8 expectations in Maths and 100% in English <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
Study + option at KS4 (with extra support in English, Maths and Science)	<p>Internal data from 2021 suggests that of those students who received this intervention because of a need:</p> <ul style="list-style-type: none"> • 67% of students achieved their FFT20 grade in Maths and • 93% in English. <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4

Additional English/Maths intervention	<p>Internal data from 2021 suggests that of those students who received this intervention because of a need:</p> <ul style="list-style-type: none"> • 62% of students achieved their FFT20 grade in Maths and • 59% in English <p>In KS3 / KS4 tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
Launch and train teachers about the use of the students' Pupil Passports and best practice to deploy these in lessons	<p>Providing clear and concise information for teachers to ensure that lessons are appropriately adapted for all learners is key to facilitating progress of PP / SEN students. Specifically, in accordance with recommendations 2 and 3 of the EEF's SEN guidance.</p> <p>Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)</p>	1, 4
Mentoring with key staff (e.g. Progress Coaches; teachers) to support progress in learning	<p>Using staff to support students with progress issues across a range of subjects / needs with tailored support to improve learning abilities.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4, 5

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

Budgeted cost: £61948

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional wider support from the pastoral, safeguarding and behaviour teams (e.g. increased safeguarding capacity; family & student support workers; ELSA support) – collaboration to ensure adaptations to disadvantage student-provision are made, if	<p>By furthering whole school approaches to positive behaviour management (e.g. Restorative Practice) and others, we can create an environment in which all students can thrive. This, as well as working with parents and the behaviour team will ensure that more learning is taking place within lessons.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5

necessary, to support behaviour.		
Deploy Sixth Form students as peer mentors to act as additional support for students with social and emotional needs.	Using older peers to act as an active role model can work to build confidence and relationships. This can help to build resilience and help to re-engage students with school as well as help to ensure attendance remains high. Mentoring EEF (educationendowmentfoundation.org.uk)	5
Contact on first day of absence with parents/carers of disadvantaged students	We know that there is a direct link between attendance and attainment from internal data and the national picture Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 3, 5
Challenge low attendance by ensuring that robust attendance processes are in place and adhered to and make use of EWO	We know that there is a direct link between attendance and attainment from internal data and the national picture Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 3
Ensure the number of disadvantaged students taking part in Bronze DofE in 2022 increases compared to 2021 as well as a greater participation of students with after school clubs	Whilst the impact of outdoor learning from the EEF is unclear, it is evident from case studies of our own students that the benefits for our disadvantaged students of LOTC are substantial for their wellbeing and attendance of school. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	2, 5
Deploy Family Support Advisor to work with students who have low levels of attendance	The teaching and learning toolkit outlines strategies that evidence impact and suggestions of work that can be undertaken centrally with families whose children have lower levels of attendance and parents who find it challenging to attend subject evenings. Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 3
Procedures in place to ensure parents/carers attend subject evenings and key events	Working with parents to understand their barriers in attending subject evenings and working on these to ensure parents are aware of how to support their child's learning. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3

<p>Launch and implement Breakfast Club for FSM students</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 5</p>
<p>Providing free school meals for all FSM students</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 5</p>

Total budgeted cost: £169700

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 2021 to 2022 academic year.

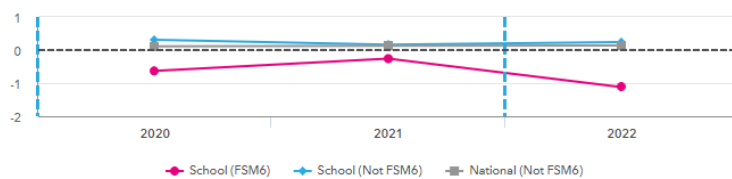
High Quality Teaching and Learning

In 2022, training was provided to all staff so that they have a clear understanding of the barriers and challenges that disadvantaged students might face and of their role and responsibilities in supporting the students to realise their potential.

The three-year trend and improvement can be seen in the graph below:

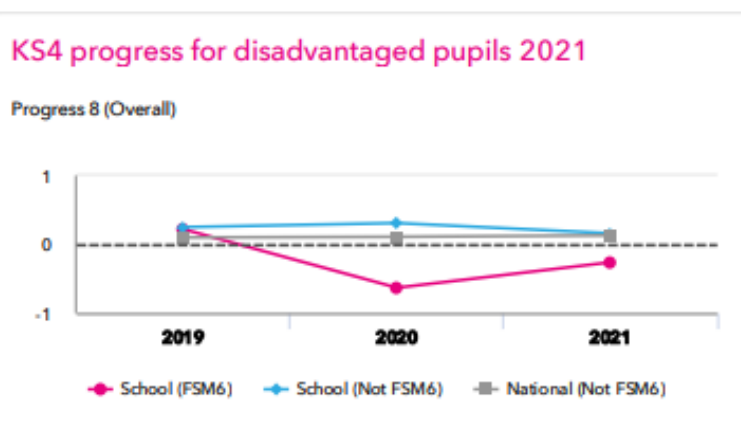
KS4 progress for disadvantaged pupils 2022

Progress 8 (Overall) 



When COVID closed the schools in March 2020, we were aware that the outcomes for disadvantaged students became less favourable and this was evident in the CAGs for this cohort in summer 2020. We put strategies in place in 2020/21 to address some of the issues that had arisen and the attainment gap between disadvantaged and non-disadvantaged students reduced.

This can be seen in the graph below:



In summer examinations 2022, 57% of Year 11 disadvantaged students attained grades 9-4 in GCSE English Language. For grades 9-5, the figure was 39% for disadvantaged students. 58%

of disadvantaged students attained TAGs 9-4 in GCSE English Literature. For grades 9-5 the figure was 46% for PP students. Average grades in both English Language and English Literature were 5+ for all students at St Laurence School. Non-disadvantaged students were in line with this, with average grades of 5+, however, disadvantaged students achieved average grades of 4- in both English Language and English Literature. This is lower than the FFT50 average for these students. In English Language, 15/28 disadvantaged students (54%) achieved greater than or equal to their FFT 50 GCSE indicator grade. In English Literature, 15/26 disadvantaged students (58%) achieved greater than or equal to their FFT 50 GCSE indicator grade. FFT Aspire shows FSM students had a progress score of -1.31 and -1.20 in English Language and English Literature respectively. All disadvantaged students had their revision workbooks and GCSE English Literature texts provided for them through the Pupil Premium funding.

In Maths, 54% of Year 11 disadvantaged students attained grades 9-4 in GCSE Mathematics. For grades 9-5, the figure was 25% for disadvantaged students. Average grades for disadvantaged students in Maths were 3+, lower than the FFT50 average for these students. In Maths, 14/28 disadvantaged students (50%) achieved greater than or equal to their FFT 50 GCSE indicator grade however were value negative (-19 across the 28 students). FFT Aspire shows that in Maths, FSM students had a progress score of -0.92. PP students were targeted for timetabled Maths intervention, and PP students were considered each time a half-termly cohort was selected and given the intervention where appropriate.

Literacy is in development as a whole-school strategy and shared with colleagues on training days. An INSET day in January with a focus on literacy and numeracy and a relaunch of expectations around literacy in whole school marking was completed by all teaching colleagues. This included examples of good practice shared across teams. This is to be developed further with the new Literacy Coordinator for 2022.

The gap between PP and non-PP students is one we are working hard to close.

Targeted Academic Support

As ever, in our attempt to close the gap between disadvantaged and non-disadvantaged students, our timetabled intervention targeted disadvantaged students for each tranche of lessons. 76% of all Y11 students who were disadvantaged received some form of intervention across the 2021-22 academic year. This ranged from after school catch up sessions within various subjects to our out of PE intervention groups. This is in line with their non-disadvantaged peers (also 76%). Of the after school catch up sessions, the Science sessions generated the greatest levels of impact with 91% of students who took part improving in their Science attainment following this intervention. However, from the out of PE intervention, only 40% of students improved their English grade and 27% in Maths.

In Years 7-10, between ~30 and 45% of pupil premium students were coached by the progress mentors due to needs arising in their learning profile. In Year 10 for example, 48% of these students' learning profiles improved over the year. For Year 11, 75% of PP students were seen with 35% of them improving their learning profile.

Wider strategies

As a school we aspire to 96% attendance for all of our students. For 2021-22, the attendance for the whole cohort was 91.6% with FSM attendance at 86.6%. Year 11 were approximately

5.8% below the national average but attendance in all other year groups was higher than nationally. This also correlates to our findings on parental engagement where the average attendance at all year group subject evenings for non-disadvantaged students was 87% by comparison to 69% for disadvantaged students. All disadvantaged students received a careers interview to support them with their next steps and 31% returned to our Sixth Form.

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
None	None