

# 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	The St Lawrence Academy
Number of pupils in school	801
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Matt Hire Tony Wood
Pupil premium lead	Dan Ellerby
Governor / Trustee lead	Phillip Brent

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318,780
Recovery premium funding allocation this academic year	£86,664
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£414,824

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure that there are high expectations of disadvantaged students and that there are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Barriers pertaining to individual students in relation to attendance
2	Barriers pertaining to individual students in relation to behaviour
3	Assessments, observations and discussions with students indicate that disadvantaged pupils generally have low levels of literacy and reading comprehension on entry. This impact their progress in all subjects.
4	<p>The progress of disadvantaged students through the curriculum, and their attainment in GCSE's is generally lower than that of their peers and staff assessments and predictions indicate that this trend will continue in future years.</p> <p>in 2022, disadvantaged students achieved a P8 score of -0.26 and an A8 score of 41.83, compared to non disadvantaged students who achieved a P8 score of +0.02, and an A8 of 49.05</p>
5	Barriers pertaining to individual students in relation SEMH support and a lack of support outside of school that may be available to others
6	Observations and discussions showed that many students have had limited access to cultural experiences and extra curricular opportunities (particularly in relation to creative/practical subjects), which has been exasperated as a result of Covid-19.
7	Disadvantaged students who join the academy with no, or very little understanding of the english language can not access the curriculum.

## 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
Reduce quantity of persistent absentees	Whole school attendance in line with national and local averages. Persistent absentees have a support plan in place and are reducing.
Reduce the number of suspensions and internal exclusions	Data shows we are better than local or national averages. Students have an educational offer that supports their individual needs.
Improve literacy and reading standards for students below national benchmarks	Literacy assessments show an improvement in reading standards of identified students
Close the attainment gap between disadvantaged students and their peers.	The gap in P8 attainment closes between disadvantaged students and their peers.
Identified students receive timely and effective support in relation to SEMH issues	Identified students have an increased emotional resilience and feel supported. Students on waiting lists for CAMHs are fully supported in interim periods.
No students are disadvantaged by financial hardship.	Increased number of disadvantaged students accessing additional opportunities, for example music lessons, and are also able to access any required resources to aid them to reach their full potential.
Create greater experiences and opportunities for students to develop their cultural capital and contribute to the wider life of the academy.	Disadvantaged students access trips and visits, extra curricular clubs, and leadership opportunities.
Students who join the academy with little or no english are well supported to access curriculum lessons	Intervention programmes are set up for individual students which show progress in english

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased teaching capacity	A reduction in class size can improve student progress by one month per academic year.	4
Curriculum planning	A well sequenced curriculum which is collaboratively planned and pays close attention to the building of knowledge can help to close the gap in teacher quality.	4
Staff CPD	High quality teaching can narrow the disadvantage gap (EEF), and effective professional development offers a crucial tool to improve teacher quality.	3 & 4
Subject based resources to improve the quality of teaching	High quality teaching can narrow the disadvantage gap (EEF), and effective professional development offers a crucial tool to improve teacher quality.	3 & 4
Online Apps/Resources	On average, GCSE Pod users achieved 1 grade higher per subject than non users.	4
Literacy Assessments	Reliably measures reading skills against the national average, allowing for monitoring of reading progress and benchmarking.	3 & 4
Tutor Reading Programme	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment	3 & 4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English, Maths and Science intervention	EEF research suggests that small group tuition is effective, and the smaller the group size the bigger the impact.	4
Lexia	Lexia is proven to develop literacy levels within groups or individuals and helps more students read, write and speak with confidence.	3
School Led Tutoring	Small group tuition has an average impact of four months' additional progress over the course of a year. <a href="#">Small Group Tuition</a>	4
IT resources provided to students to access digital technology platforms	Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use information from assessments, and how pupils act on feedback <a href="#">Digital Technology Summary</a>	6

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Human Utopia	<b>Human Utopia Claim that:</b> <b>87%</b> of students now feel more optimistic about the future. <b>83%</b> of students now feel more confident about their life and their future. <b>81%</b> of students feel they could now be proud of who they are. <b>87%</b> of students now take the time to understand people without judging them. <b>77%</b> now feel more determined to develop necessary workplace skills.	5

Alternative Provision	Where students are unable to access a traditional mainstream curriculum consideration will be given to appropriate Alternative Provision.	1 & 2
Additional inclusion staffing	To support student well being and mental health post covid we have engaged the services of 2 counsellors who spend 1 day a week each on site supporting.	1, 2 & 5
Transition support	The aim is to provide a full transition experience on site for Year 6 students this year. There will be additional opportunities for disadvantaged students.	5
Attendance support	Attendance is closely monitored on a daily basis. Home visits will be conducted. Parents will be invited in to be supported with strategies. This may include Early Help Plans and attendance contracts.	1
Nurture	We have re-established our Nurture programme to ensure our most vulnerable students always have a safe space to be supported. This area is always fully staffed.	1, 2 & 5
Music Lessons	Participation can have a positive impact on academic outcomes in other areas of the curriculum. Music may offer a route to re-engage students in learning.	5
Access to professionals	We will consider referrals to Educational Psychologists, Fair Access, School Nurse, ASD services, Behaviour Support Team, Children's Services when required.	5 & 6

**Total budgeted cost: £**

## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.64. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 36.3 See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2023 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. 2023 were the first set of examinations without adaptations following the pandemic and results nationally have dipped, including those at The St Lawrence Academy.

We have, however, compared our results to local and national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. 4+ for English and Maths for 2023 was 56% which was an improvement in 2022.

The gap between the Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has grown since the start of the pandemic, whilst the gap between the Progress 8 scores of disadvantaged and non-disadvantaged students has grown slightly compared to 2022. However, interventions to support disadvantaged students in attending school have proved extremely effective with pupil attendance for disadvantaged significantly above the national average and also compared to non-disadvantaged students.



## 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