

## Pupil premium strategy statement – The St Lawrence Academy 2024/25

This statement details our school's use of pupil 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	814
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2021-2022 to 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Michael McCluskie
Pupil premium lead	Joanna Kock
Governor / Trustee lead	Mark Fowle

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 356,475
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£356,475

## Part A: Pupil premium strategy plan

### Statement of intent

At The St Lawrence Academy we recognise the importance of ensuring all students are provided with a quality first teaching experience in education resulting in achieving high attainment across the curriculum, no matter their background, circumstances or challenges they may face. This will ensure that they are equipped for their learning, developing wisdom, knowledge and skills for 21st century Britain.

At The St Lawrence Academy, supporting the disadvantaged student is an integral part of every high quality lesson as well as in all extracurricular areas of the school. There is a clear focus on narrowing the achievement gap between groups and individuals through well planned lessons and adaptive teaching which provides challenge and stretch to all students. Our approach is rooted in robust diagnostic assessment and is data led.

Due to an extremely diverse cohort that includes large and varied ethnic groups as well as students who are new to the country with little or no English, we tailor our approach to help them make progress. We have acknowledged the need for bespoke learning routes for our most disadvantaged students in order to improve literacy across not only that cohort but across the school using the mentor reading programme and whole school literacy strategy.

This is supported through our teaching and learning principles and incremental coaching of our staff. Our CPD programme allows teachers to continuously expand their teaching strategies and techniques to ensure that the achievement gap is closed using timely and appropriate interventions.

Further to our focus this year will be increasing attendance of our disadvantaged learners through an improving students' experience outside the classroom as part of the curriculum: educational visits and a vast and varied extra curricular programme, supporting the quality first teaching in an inclusive classroom. Building aspirations outside of our local community allows for better understanding of the need for high aspirations and high achievement leading to becoming more confident and responsible members of society.

## Challenges

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

Challenge number	Detail of challenge
1	Consistent high quality teaching for all learners especially in English and Maths
2	Barriers pertaining to individual students in relation to attendance and behaviour
3	To ensure that disadvantaged students are prepared and equipped for further education training and employment.
4	Low levels of literacy, vocabulary and comprehension on entry.
5	Many students arrive with limited levels of English proficiency

## 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
Attainment 8	<ul style="list-style-type: none"> <li>• Attainment of disadvantaged pupils is in line or better than that of disadvantaged students nationally</li> <li>• Attainment at at least grade 4 + across at least 5 different subject areas with the exception of English and maths</li> </ul>
Improved literacy, vocabulary and comprehension	<ul style="list-style-type: none"> <li>• Disadvantaged students able to access materials that are age appropriate</li> <li>• Ensuring that disadvantaged have access to all areas of the curriculum</li> </ul>
Achievement of Grade 5+ in English and Maths	<ul style="list-style-type: none"> <li>• Attainment of disadvantaged pupils is above that of disadvantaged students nationally in English and maths</li> </ul>
Improved attendance and behaviour routines	<ul style="list-style-type: none"> <li>• Attendance in line with national average or above</li> <li>• Suspension rates for the disadvantaged students are below the local and national average. Evidenced in the LA reports and IDSR</li> <li>• Dedicated attendance officer to work with families to improve attendance, targeting vulnerable students for specific support</li> </ul>
Prepared for further education or the world of work and life in the 21st Century	<ul style="list-style-type: none"> <li>• All disadvantaged students leave with a planned exit route towards further education and employment and have experiences beyond the classroom</li> <li>• Access to vocational and A level taster courses with post 16 providers.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 178,176

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality first teaching through the incremental coaching programme of professional development across the school to improve teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Quality first teaching and a broad balanced curriculum that is based on knowledge and knowledge recall over time and is adaptive to the needs of the student.</li> <li>• The academies' five teaching and learning principles are evidence based to ensure quality first teaching is embedded across the curriculum</li> <li>• Quality assurance feedback from SLT monitoring and evaluation of lessons informs areas requiring further professional development sustain high quality teaching and learning.</li> <li>• Personalised CPD through coaching feedback supports staff actionable steps</li> <li>• Staff development research and reflection time is built into CPD meetings.</li> <li>• Development of an incremental coaching model to be developed and implemented in 2025.</li> </ul>	<p>1</p>
<p>Further increase the capacity of the LTAs in the school to support disadvantaged and SEND students in the classroom.</p>	<ul style="list-style-type: none"> <li>• LTAs actively work towards national standards in ensuring progress in learning.</li> <li>• Monitoring the impact support is having and celebrating successes</li> <li>• 2 day SEND Audit completed with actionable steps to enrich provision.</li> <li>• SEND context sheets ensure LTA support in lessons is well planned and focused.</li> <li>• Quality assurance of SEND support in lessons.</li> <li>• EAL Hub established to support new to English</li> <li>• Introduction of departmental LTAs in English, Maths and Science.</li> <li>• Additional LTA support assigned to EAL students</li> <li>• Every year group has dedicated LTAs</li> </ul>	<p>1,2,4,5</p>
<p>SPLs intervene on matters of SEMH improving engagement, academic progress and attendance</p>	<ul style="list-style-type: none"> <li>• Key staff assigned to each year group to identify students with SEMH needs</li> <li>• Planned programme of intervention offered with review</li> <li>• Behaviour/Learning plan which includes SEMH strategies and support programmes.</li> <li>• Boxall profile to further inform the support programme.</li> <li>• Early help and multi agency support.</li> <li>• Trained ELSA onsite delivering Emotional Literacy Support</li> <li>• Nurture Intervention with social skills programme</li> <li>• Daily check in with key worker</li> <li>• Wellbeing support - onsite counsellor</li> </ul>	<p>1, 2 &amp;3</p>

Literacy programs and interventions	<ul style="list-style-type: none"> <li>• Phonics programme</li> <li>• Tutor reading programme establishing at Yr7 &amp; 8</li> <li>• Bespoke Yr 7 English literacy reading intervention programme</li> <li>• NGRT/NGST testing</li> <li>• Literacy assessment online testing</li> <li>• Planned words count years 9+7 programme</li> <li>• English KS3 class reading programme</li> <li>• EAL Learning Village</li> <li>• EAL Flash Academy programme</li> <li>• EAL Starfall programme</li> </ul>	1, 4 & 5
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 127,730

Activity	Evidence that supports this approach -	Challenge number(s) addressed
Structured interventions	<ul style="list-style-type: none"> <li>• Handwriting workshops,</li> <li>• 1:1 reading interventions</li> <li>• Phonics intervention programmes: Read Write Inc Fresh Start</li> <li>• Immersive curriculum for new in year EAL students</li> <li>• Yr 11 breakfast, lunch and afternoon revision programme</li> <li>• Targeted subject specific intervention after school classes informed by data.</li> <li>• Strive study hub</li> </ul>	1, 3, 4 & 5
Develop a mentor time programme that improves literacy and vocabulary through reading	<ul style="list-style-type: none"> <li>• Tutor reading programme</li> <li>• Phonics intervention programme</li> <li>• Words Count programme</li> <li>• EAL Learning Village programme</li> <li>• EAL Flash Academy programme</li> <li>• EAL Starfall programme</li> </ul>	4 & 5
Develop an intervention and revision programme using an extended school day and booster programme in all subjects but with a specific focus on English and Maths	<ul style="list-style-type: none"> <li>• Breakfast GCSE English, maths and science targeted interventions informed by assessment data</li> <li>• Lunch revision clubs Yr 11</li> <li>• Strive study hub</li> <li>• Afternoon subjects specific targeted intervention programme with a focus on E/M/S</li> <li>• E/M/S small group intervention</li> </ul>	1 & 3
Literacy interventions across KS3 for low attaining disadvantaged students	<ul style="list-style-type: none"> <li>• Phonics intervention programme</li> <li>• Whole school literacy strategy</li> <li>• Word walls, Frayer models, vocabulary is explicitly taught in all lessons.</li> <li>• Read Write Inc Fresh Start programme</li> <li>• EAL Learning Village</li> <li>• EAL Flash Academy programme</li> <li>• EAL Starfall programme</li> </ul>	1, 4, & 5
Use of alternative provision	<ul style="list-style-type: none"> <li>• 10 Students accessing external AP are pupil premium.</li> </ul>	2 & 3

to reduce the risk of exclusion	<ul style="list-style-type: none"> <li>● 9 Students in our onsite AP are pupil premium. All families are offered Early Help support and have a bespoke offer to meet their needs.</li> <li>● Termly PLP reviews ensure that the provision is supporting the student to progress against both academic and pastoral needs.</li> <li>● Key link professional assigned to each student to ensure quality assurance.</li> </ul>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 50,569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase students' experience outside the classroom part of the curriculum: educational visits and improved extra curricular programme.	<ul style="list-style-type: none"> <li>● Extra curricular 50% of the students access extracurricular activities. 42.7% of students participating in extracurricular opportunities are disadvantaged.</li> <li>● Over 40 extra curricular clubs on offer, this programme has been developed and expanded to ensure that our offer is inclusive and appealing to all. The programme has taken into consideration our student voice.</li> <li>● Personal Development curriculum enables KS4 students to receive certification from SpringPod, START and Money Matters.</li> <li>● Students also enrol on a virtual work experience placement within a sector of their choice as well as undertake a weeks work experience at Yr 10</li> <li>● Participation in national events such as: Anti Bullying Week, Youth Mental Health Day, Men's Mental Health, National Bullying Prevention Month, Black History Month, Children in Need, Sponsored Christmas run, Summer Fayre (Lindsey Lodge Hospice), Interfaith Week, Peer Mentor Ambassador training, 'Hope Hack' community action group, Diversity Month and National School Sports Week.</li> <li>● Oxbridge sessions with JLC to raise aspirations of our most able.</li> <li>● 3 x Raising Attainment Days per year, sequenced so that students meet and exceed the requirements of post-16 encounters and experiences.</li> <li>● Futures curriculum embedded across all year groups with a focus on PiXL Edge (Year 7 &amp; 8) and 'Careers in the spotlight' for KS4.</li> <li>● House system provides extra curricular opportunities, sporting fixtures and personal development trips such as Lincoln Waterpark, Welton Waters adventure, UK Parliament Week and more.</li> <li>● All students attend taster days at JLC and NLC where they make a choice of which sector they wish to participate in.</li> </ul>	2 & 3

	<ul style="list-style-type: none"> <li>● Individual careers meeting with external careers provider, prioritising the most vulnerable / disadvantaged students.</li> <li>● Peripatetic music instruction. Of the 42% of students who access music lessons, 31% are disadvantaged students who then perform at various academy events.</li> <li>● Combined Cadet force which offers personal development opportunities so that students develop powers of leadership by means of training to promote qualities of responsibility, self-reliance, resourcefulness, endurance, and perseverance and a sense of service to their community. 24% of cadets are disadvantaged students</li> </ul>	
<p>Continue to work with families of students who find attendance at school a challenge through the attendance team and pastoral leaders.</p>	<ul style="list-style-type: none"> <li>● Attendance supervisor addresses and monitors persistent and severe absence</li> <li>● Persistent absence 22/23 40.4% nat. 43.8%</li> <li>● Home welfare visits</li> <li>● Written communication and phone calls ensuring healthy relationships are maintained with parents.</li> <li>● Meetings arranged with parents and student to discuss strategies to support and encourage good attendance</li> <li>● Informal conversations with students individually in the academy, or in identified groups offering pastoral support and also to emphasise the benefits of good attendance and punctuality</li> <li>● Completion of ATTEND paperwork to identify barriers to attendance</li> <li>● Introducing the Education Inclusion Officer to work with and support students who are struggling to attend regularly or who are consistently late to the academy</li> <li>● Rewards for good attendance</li> <li>● Parent communication and daily wellbeing checks within tutor time when required.</li> <li>● Motivational support trackers to incentivise attendance, behaviour and attainment.</li> <li>● Reasonable adjustments made at ATL/SLT discretion to support attendance (timings of the day)</li> </ul>	2
<p>Reduce recidivist suspensions</p>	<ul style="list-style-type: none"> <li>● Specialist alternative provision within TSLA</li> <li>● Access to external providers eg: Hackberry, Pledge to Learn, TAMNET, Read everywhere, Academy21</li> <li>● Suspensions 7.3% Nat 8.3%</li> <li>● Specialist nurture provision for vulnerable students</li> <li>● Enlist specialist support through referrals to educational psychologists, school nurse, behaviour support team, CAMHS, WMIM</li> <li>● This group of students are discussed weekly with the headteacher. Following discussions personalised interventions are implemented</li> <li>● Attendance at LA FAIP to discuss difficulties.</li> <li>● Consideration given to managed moves / respite</li> <li>● Mutual arrangements with local schools to avoid suspensions.</li> <li>● Early Helps offered</li> <li>● Recognition when improvements have been made</li> <li>● Reintegration meetings with parents following every suspension.</li> </ul>	1,2 & 3

	<ul style="list-style-type: none"> <li>• Proactive, supportive and restorative approaches that address underlying causes of negative behaviour.</li> <li>• Use of Boxhall profiling to identify triggers and patterns.</li> <li>• Behaviour support plans</li> <li>• Consideration given to applying for EHCPs</li> <li>• Pastoral support and interventions from SPLs</li> <li>• Restorative Justice meetings where appropriate</li> <li>• Staff CPD in de-escalation strategies</li> </ul>	
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**Total budgeted cost: £ 356,475**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Teaching											
<ul style="list-style-type: none"> <li>• Interventions to support disadvantaged students attend school have been successful and continue to improve with attendance above the national average and well above local authority average for disadvantaged students year on year.</li> <li>• The gap for GCSE outcomes for pupil premium students has reduced to -0.19 in 2023 compared to -0.31 in 2019 (against national) P8 scores.</li> <li>• The academy undertook the GL assessments across KS3 as a benchmark for progress in English, Maths and Science, conclusively showing progress of disadvantaged students, inline with the non disadvantaged in all cohorts.</li> </ul>											
Data taken from the IDSR 2022/23 (most recent available)											
Attainment 8 by pupil group 2022/3											
Breakdown	Cohort	Overall attainment 8		English element		Maths element		Science Baccalaureate element		Open element	
		School	National	School	National	School	National	School	National	School	National
Disadvantaged (like for like)	52	36.49	34.99	7.77	7.72	7.46	6.86	10.48	9.82	10.77	10.59
Grade 4 or above in English & maths GCSEs by pupil group 2022/3											
Breakdown		Cohort	No. of Ent	School %	National %						
Disadvantaged (like for like)		52	50	58	43						
Grade 5 or above in English & maths GCSEs by pupil group 2022/3											
Breakdown		Cohort	No. of Ent	School %	National %						
Disadvantaged (like for like)		52	50	29	25						
Measure	23/24	22/23	National ave 22/23								
P8	-0.76	-0.62	-0.57								
A8	30.94	36.49	34.99								
EM 4+	35.4%	58%	43%								
EM 5+	22.5	29%	25%								



	2022		2023		2024	
Ever 6 FMS	School	National	School	National	School	National
Comparator	38.2%	26.9%	40.2%	27.1%	42.2%	27.3%

#### Targeted academic support

- Progress “Strive for 5” group of 35 students, identified to strive to reach 4+/5+ in E/M/S are monitored lesson by lesson for effort in class. Discussions weekly led by the SLT progress team discuss, reward and mentor each student to support success in improved achievement. Specific tracking of disadvantaged students.
- Tutor time intervention targeted English, maths and science cohorts at year 11 to address gaps in learning. 41% of the cohort are disadvantaged which is in line with the whole school % of disadvantage.
- Phonics intervention through read write inc with a specific focus on disadvantaged and students new in year EAL
- All disadvantaged students have access to GCSEpod and Mathswatch.
- SMID data analysis system provides easy to access data to any staff member in the school enabling discussions regarding progress and attainment of disadvantaged students, in turn supporting in class intervention.

#### Wider strategies

- Onsite provision - onsite alternative provision and nurture are available for students who are struggling to engage in mainstream provision due to wellbeing, mental health or academic need.
- Attendance strategy - dedicated attendance officer and welfare officer who undertake home visits, well being phone calls continuing to build relationships with families.
- Parent consultation evenings which are well attended at 80%+ for each cohort. Specific evenings dedicated to year 11, Evening of Ingredients and Final Push with an additional focus on further education opportunities, study skills and supporting parents to support their child as they approach the final examinations
- Targeted careers advice through an external careers counsellor who meets with every disadvantaged student 1:1 and is available for further conversations.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Personal development	Humantutopia
Peripatetic music lessons	Local authority provision of music teachers. Participation has had a positive impact on engaging students in areas of the arts with

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*