

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 (enter £0 if not applicable)	£ 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
Improved attainment 8	<ul style="list-style-type: none">• Attainment of disadvantaged pupils is in line or better than that of disadvantaged students nationally• Attainment at at least grade 4 + across at least 5 different subject areas with the exception of English and maths
Improved literacy, vocabulary and comprehension	<ul style="list-style-type: none">• Disadvantaged students able to access materials that are age appropriate• Ensuring that disadvantaged have access to all areas of the curriculum
Achievement of Grade 5+ in English and Maths	<ul style="list-style-type: none">• Attainment of disadvantaged pupils is above that of disadvantaged students nationally in English and maths
Improved attendance and behaviour routines	<ul style="list-style-type: none">• Attendance in line with national average or above• Suspension rates for the disadvantaged students are below the local and national average. Evidenced in the LA reports and IDSR

	<ul style="list-style-type: none"> Dedicated attendance officer to work with families to improve attendance, targeting vulnerable students for specific support
Prepared for further education or the world of work and life in the 21st Century	<ul style="list-style-type: none"> All disadvantaged students leave with a planned exit route towards further education and employment and have experiences beyond the classroom Access to vocational and A level taster courses with post 16 providers.

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
Ensure quality first teaching through the incremental coaching programme of professional development across the school to improve teaching and learning.	<ul style="list-style-type: none"> "Teaching and Learning" Handbook provides staff with key principles and routines to support our academic ethos and classroom practices. Quality Assurance cycle, Incremental coaching and research based CPD programme. Effective professional development	1
Further increase the capacity of the LTAs in the school to support disadvantaged and SEND students in the classroom.	<ul style="list-style-type: none"> EEF research that is well-evidenced shows assistant teacher deployment interventions targeted at students that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Teaching assistant interventions	1,2,4,5
SPLs intervene on matters of SEMH improving engagement, academic progress and attendance	<ul style="list-style-type: none"> SEMH interventions improve access to learning for disadvantaged students who understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment research based on EEF. Social and emotional learning	1, 2 &3

Literacy programs and interventions	<ul style="list-style-type: none"> • EEF research shows very high impact for very low cost based on extensive evidence. Phonics EEF • EEF research shows high impact for very low cost in Phonics teaching and very high impact for very low cost in terms of Reading comprehension strategies. Reading comprehension strategies 	1, 4 & 5
-------------------------------------	--	----------

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
Develop a programme that improves literacy and vocabulary through reading	<ul style="list-style-type: none"> • There is a growing need for students to be able to access academic language as they begin secondary school with the general skills and knowledge needed to read accurately, fluently and with comprehension. Improving literacy in schools • Limited cultural capital, reduced wider literacy, skills such as empathy, confidence and aptitude Reading for pleasure 	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"> • Short, regular sessions over a set period of time result in optimum impact One to one tuition • Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group intervention 	1 & 3
Literacy interventions across KS3 for low attaining disadvantaged students	<ul style="list-style-type: none"> • Literacy is fundamental. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects. Our strategic lead for literacy will be ensuring the guidance from the improving literacy in secondary schools report is embedded across the school. Improving literacy in secondary schools 	1, 4, & 5

Use of alternative provision to reduce the risk of exclusion	<ul style="list-style-type: none"> Persistent disruptive behaviour which teachers directly manage through classroom management or through more specialist support to help students manage their self-regulation or social and emotional skills, evidence in EEF Behaviour interventions <ul style="list-style-type: none"> ensure schools have the support and capability to set clear and high expectations of behaviour and outcomes for all children, as well as to put in place the support that individual children may need to meet these. Timpson review of school exclusion	2 & 3
--	---	-------

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"> wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Physical Activity	2 & 3
Continue to work with families of students who find attendance at school a challenge through the attendance team and pastoral leaders.	<ul style="list-style-type: none"> Missing school frequently leads to falling behind in studies and lower academic achievement, which can impact future opportunities for higher education and employment. Poor attendance has a detrimental effect on standards and attainment Supporting school attendance	2
Reduce recidivist suspensions	<ul style="list-style-type: none"> Children who are excluded from school face further adverse life experiences. Wider concerns about disproportionality in the criminal justice system. Improving behaviour in schools	1,2 & 3

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

- 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.
- 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.
- 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.

Data taken from the IDSR 2022/23

Attainment 8 by pupil group 2022/3											
Breakdown	Cohort	Overall attainment 8		English element		Maths element		English 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 Entrants	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 Entrants	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, Positively you
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)

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
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.