

# Pupil premium strategy statement – The St Lawrence Academy 2025/2026

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	812
Proportion (%) of pupil premium eligible pupils	49%
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)	2025/2026 - 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Dan Ellerby
Pupil premium lead	John Hancock
Governor / Trustee lead	Mark Fowle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£389,150
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>	£389,150

# 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.

The Academy is situated within an area characterised by high socioeconomic deprivation (the Local Super Output Area is ranked 4,101 out of 33,755, signifying greater deprivation than 88% of English neighbourhoods). Addressing a highly diverse cohort, including numerous varied ethnic groups and new students with limited English proficiency, the academy has developed a series of key strategies to support all learners but most impacting its most disadvantaged learners. Critically, the strategy mandates that the designation of Pupil Premium status is not to be treated as a homogenous group and similarly no one intervention strategy provides a complete solution.

Our universal offer has been designed to address the disadvantaged gap and has been informed by the best evidence from the Education Endowment Fund and Ofsted reviews on how schools most effectively spend their funding to maximise the impact. At the St Lawrence Academy, all of our students benefit from:

- A high quality ambitious curriculum that builds on knowledge, skills and understanding over time and helps students remember more.
- Quality First Teaching principles that are embedded in our Teaching and Learning Handbook
- Teach to the top philosophy that supports high expectation and challenge within the classroom
- Expert pastoral staff, mental health advocates and strong relationships with external agencies
- Formative and summative assessment strategies that allow for gaps to be quickly identified and tackled
- A dedicated attendance team that works to break down the barriers that exist for children accessing school
- A continued professional development offer that is both robust and dynamic to the needs of the academy
- ELSA trained staff
- A Nurture School culture

Our approach is to tackle long term the challenges that exist within our communities for the children we serve. These strategies will be reviewed in a timely manner and adapted accordingly.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils with low motivation and lack of independent learning skills result in poor performance at national examination level, resulting in lack of options at Post 16 level.
2	Barriers pertaining to individual students in relation to attendance and behaviour, resulting in lower academic success
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, 50% of students on entry below their chronological reading age.
5	Many students arrive with limited levels of English proficiency, 57% of the academy cohort classified as EAL

## 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"> <li>• Attainment of disadvantaged pupils is in line or better than that of disadvantaged students nationally</li> <li>• Attainment of at least grade 4 + across at least 5 different subject areas with the exception of English and maths</li> </ul>
Continue to close the gap between	<ul style="list-style-type: none"> <li>• Gap between pupil premium and non pupil premium nationally continues to close</li> <li>• Ensure strategies are reviewed systematically to ensure effectiveness</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
<b>Quality First Teaching</b> 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"> <li>• "Teaching and Learning" Handbook provides staff with key principles and routines to support our academic ethos and classroom practices.</li> <li>• Quality Assurance cycle, Incremental coaching and research based CPD programme.</li> </ul> <a href="#">Effective professional development</a>	1
<b>Student Pastoral Support</b>	<ul style="list-style-type: none"> <li>• EEF research that is well-evidenced shows assistant teacher deployment interventions targeted at students that require additional support and can help</li> </ul>	1,2,4,5

<p>Further increase the capacity of the AT's in the school to support disadvantaged and SEND students in the classroom.</p>	<p>previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.  <a href="#">Teaching assistant interventions</a></p>	
<p><b>Small Group Tuition</b>  Subject leaders for core subjects deliver small group tuition to allow students to keep up with peers</p>	<ul style="list-style-type: none"> <li>• EEF research states that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.  <a href="#">EEF Small Group Tuition</a></li> </ul>	<p>1,2&amp;4</p>
<p><b>SEMH Support</b>  SPLs intervene on matters of SEMH improving engagement, academic progress and attendance</p>	<ul style="list-style-type: none"> <li>• 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.  <a href="#">Social and emotional learning</a></li> </ul>	<p>1, 2 &amp;3</p>
<p><b>Literacy</b>  Literacy programs and interventions</p>	<ul style="list-style-type: none"> <li>• EEF research shows very high impact for very low cost based on extensive evidence.  <a href="#">Phonics EEF</a></li> <li>• 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.  <a href="#">Reading comprehension strategies</a></li> </ul>	<p>1, 4&amp; 5</p>

## 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
<p><b>Literacy Interventions</b> Develop a programme that improves literacy and vocabulary through the use of Read Write Inc supporting Systematic Synthetic Phonics and Thinking Reading to improve student reading ages</p>	<ul style="list-style-type: none"> <li>• 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. <a href="#">Improving literacy in schools</a></li> <li>• Limited cultural capital, reduced wider literacy, skills such as empathy, confidence and aptitude <a href="#">Reading for pleasure</a></li> </ul>	4 & 5
<p><b>Small Group Tuition</b> 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</p>	<ul style="list-style-type: none"> <li>• Short, regular sessions over a set period of time result in optimum impact <a href="#">One to one tuition</a></li> <li>• 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. <a href="#">Small group intervention</a></li> </ul>	1 & 3
<p><b>Literacy Through The Curriculum</b> Literacy interventions across KS3 for low attaining disadvantaged students</p>	<ul style="list-style-type: none"> <li>• 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. <a href="#">Improving literacy in secondary schools</a></li> </ul>	1, 4, &5
<p><b>Behavioural Interventions</b> Use of alternative provision to reduce the risk of exclusion</p>	<ul style="list-style-type: none"> <li>• 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 <a href="#">Behaviour interventions</a></li> <li>• 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.</li> </ul>	2 & 3

	<a href="#">Timpson review of school exclusion</a>	
<b>EAL Support</b> EAL hub to support literacy development	<ul style="list-style-type: none"> <li>Students who are new to English find accessing the curriculum difficult and this can inhibit their progress within the academy and further limit their opportunities in the wider community.</li> </ul> <a href="#">EAL and educational achievement</a>	4 & 5

**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 programmes.	<ul style="list-style-type: none"> <li>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.</li> </ul> <a href="#">Physical Activity</a>	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"> <li>Missing school frequently leads to falling behind in studies and lower academic achievement, which can impact future opportunities for higher education and employment.</li> <li>Increased capacity built within the attendance team to support this strategy</li> <li>Poor attendance has a detrimental effect on standards and attainment</li> </ul> <a href="#">Supporting school attendance</a>	2
Reduce recidivist suspensions	<ul style="list-style-type: none"> <li>Children who are excluded from school face further adverse life experiences. Wider concerns about disproportionality in the criminal justice system.</li> </ul> <a href="#">Improving behaviour in schools</a>	1,2 & 3
Funding for students who need additional equipment or school clothing	<ul style="list-style-type: none"> <li>Some families of pupil premium students may struggle with financial barriers that could impact on the wellbeing of their children and impact on their academic life. Funds can be made available to support where there is a need.</li> </ul>	2 & 3
Academy based mental health support	<ul style="list-style-type: none"> <li>Mental health causes barriers to children accessing education in both long term and short term timescales. Having a dedicated mental health lead, combined with a nurture resource and ELSA lead supports attendance and behaviour within the academy.</li> </ul> <a href="#">Link between wellbeing and attainment</a>	2 & 3
Reading for pleasure	<ul style="list-style-type: none"> <li>Reading for pleasure is more important to a child's cognitive development than their parents level of education and is a more powerful factor in life achievement than socio-economic factors. By the Y11 disadvantaged</li> </ul>	3, 4 & 5

students on average have lower reading ages than their counterparts from more affluent backgrounds.

[Closing the Reading Gap](#)  
[Reading for pleasure EEF](#)

**Total budgeted cost: £ 389,150**

## 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 2024 to 2025 academic year. The data is taken from the IDSR November 2025

#### Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	65	35.1	34.9	Close to average (non-sig)	50.3	-15.2	Narrowing	-
2024	60	28.8	34.6	Below (sig-)	50.0	-21.2	Widening	High - FSM, High - low prior attainers
2023	52	36.5	35.0	Close to average (non-sig)	50.3	-13.8	Not available	High - low prior attainers

#### Disadvantaged pupils - English and mathematics grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	65	41.5%	43.5%	Close to average (non-sig)	72.7%	-31.2	Narrowing	-
2024	60	31.7%	43.4%	Below (non-sig)	72.8%	-41.1	Widening	High - FSM, High - low prior attainers
2023	52	57.7%	43.4%	Above (sig+)	72.8%	-15.1	Not available	High - low prior attainers

### Disadvantaged pupils - English and mathematics grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	65	23.1%	25.6%	Close to average (non-sig)	52.8%	-29.8	Narrowing	-
2024	60	18.3%	25.8%	Close to average (non-sig)	53.1%	-34.8	Widening	High - FSM, High - low prior attainers
2023	52	28.8%	25.2%	Close to average (non-sig)	52.4%	-23.6	Not available	High - low prior attainers

### PP data over time

PP Attainment 8	2019	2022	2023	2024	2025
TSLA	37.91	41.83	36.58	31.06	35.31
National	36.7	37.6	35.0	34.06	34.9

### Teaching

- The final Attainment 8 score for PP students was 35.31. This is above the National PP average of 34.9.
- 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. Pupil premium attendance academy - 89.6%, National Average 88.9%
- 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.

### **Targeted academic support**

- Tutor time support for targeted English, maths and science cohorts at year 11 to address gaps in learning, supporting students to keep up with their peers. 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
- Thinking Reading intervention
- EAL Learning Village, Flash Academy and EAL hub
- 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.
- Attendance support - Pupil premium attendance academy - 89.6%, National Average 88.9%
- Attendance at clubs and extra curricular activities - 40% of students are pupil premium
- 60% of academy prefects are pupil premium

## **Results for 2025 Pupil Premium Pupils**

The academic performance of Disadvantaged (Pupil Premium or PP) students demonstrates effectiveness in ensuring their attainment is above the national average for their cohort of disadvantaged pupils, indicating that support strategies are successfully mitigating the impact of disadvantage compared to national performance trends. Historically, the academy's Attainment 8 (A8) for disadvantaged students has been consistently above National Averages, with 2024 being the only anomaly year.

Attainment 8 (A8) Comparison (2025): The final Attainment 8 score for PP students was 35.31. This is above the National PP average of 34.9. Basics (English & Maths Grade 4+): The percentage of PP students achieving a Grade 4 or above in English and Maths (Basics)

was 43.75%. This is above the national PP average of 43%. Basics (English & Maths Grade 5+): The strong pass rate (Grade 5 or above) for PP students was 23.44%, which is slightly below the national PP average of 25.6%.

## 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
Literacy support	Thinking Reading
EAL support	EAL Star Learning Village

## 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.*