

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	11.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – August 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tim Farrer, Headteacher
Pupil premium lead	Chris Dutton, Deputy Head
Governor / Trustee lead	Ian Blagborough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,901
Recovery premium funding allocation this academic year	£18,559
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	£153,460

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*. With targeted support and appropriate intervention, 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. We want disadvantaged students' Progress 8 score to be in line with that of the wider cohort. 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 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 academic interventions 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 are delivering a *quality first education* with excellent planning and preparation; effective and regular marking and feedback and support such (such as TAs) are deployed effectively. 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>Our attendance data over the last 2 years indicates that attendance among disadvantaged students has been between 1.8% - 3.7% lower than for non-disadvantaged students.</p> <p>17.8% - 23.6% of disadvantaged students have been 'persistently absent' compared to 7.9% - 10.7% 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 Term 3 2019/20 and Term 6 2020/21.</p>
2	<p>In 2019, the Progress 8 score for disadvantaged students was +0.23 and for the whole cohort, the figure was +0.25.</p> <p>When CAGs were submitted in 2020, it was apparent that quality and quantity of disadvantaged students' work was less good and therefore we did not have the opportunity to award the grades that we felt they could have achieved in examinations. For 2020, the Progress 8 score was -0.36 and for the whole cohort, the figure was +0.26</p> <p>We reviewed our processes to ensure all non-attendance in exams was chased, thus disadvantaged students took every mock examination in November 2020. Heads of Department and classroom teachers were directed to ensure that every piece of homework was chased up. This ensured that there were no gaps in available data for disadvantaged students. For 2021, the Progress 8 score was -0.26 and for the whole cohort, the figure was +0.13</p> <p>We realise that a challenge remains in returning to the outcomes of 2019 when the gap between disadvantaged and non-disadvantaged students had closed significantly.</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. We currently have 13 disadvantaged students on the counselling waiting list. We have received referrals concerning 32 disadvantaged students via the Safeguarding/Pastoral team for low mood/mental health concerns.</p>
4	<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.</p> <p>For example, overall attendance was 94% for the Year 7 subject evening held in April 2021, with 85% of parents/carers of disadvantaged students attending. However, this discrepancy was starker with the Year 10 subject evening held in May 2021 when overall attendance was 88% for the, yet only 56% of parents/carers of disadvantaged students attended.</p>
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.</p>

	This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations in a range of subjects.
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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
Ensure disadvantaged students' outcomes are in line with non-disadvantaged students' outcomes	<p>Progress 8 score is in line with non-disadvantaged students' outcomes.</p> <p>Attainment in Maths and English at GCSE is in line with the students' personal Indicator Grades.</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 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>Literacy is developed as a whole-school strategy and shared with colleagues</p>
Ensure disadvantaged students' attendance and punctuality is in line with non-disadvantaged students	Attendance is in line with non-disadvantaged students' attendance.
Ensure engagement of disadvantaged students' parents/carers is in line with non-disadvantaged students' parents/carers	<p>Increased engagement from parents/carers, particularly by attending key events such as subject evening and option evenings.</p> <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> <p>Parent Support Advisor role created and appointment made by end of January 2022.</p>
Ensure a successful transition between each key stage	<p>Non-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

	<p>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</p> <ul style="list-style-type: none"> • in making appropriate post-16 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
<p>Ensure appropriate training is provided to all staff regarding disadvantaged students and the school's strategy</p>	<p>Participation at the Local Authority's network events by relevant staff.</p> <p>Training 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.</p>
<p>Ensure that no student is NEET by the end of Y11</p>	<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>All disadvantaged students will receive targeted intervention in English/Maths where appropriate.</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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attending Wiltshire Local Authority disadvantaged students update meetings	This is critical so that we are up-to-date with current issues and can share and learn from other schools/colleges	All
Staff training on INSET day(s) focusing on Quality First Teaching and how to support disadvantaged students	Feedback EEF (educationendowmentfoundation.org.uk) Mastery learning EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2 and 5
Recruitment of Parent Support Worker role	Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 3 and 4

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CATs assessments for all Year 7 students (in the absence of SATs)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2 and 5
Intervention in year 7 as transition activity	Tuition targeted at specific needs and knowledge gaps can be an effective method	2 and 5

for individual students each Friday	<p>to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
Intervention in Year 7 (withdrawal from French for extra English/Maths)	<p>Internal data from last year 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>	2 and 5
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>	2 and 5
Intervention in Years 8/9 (withdrawal from MFL for extra English/Maths)	<p>Internal data from last year 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>	2 and 5
Study + option at KS4 (with extra support in English, Maths and Science)	<p>Internal data from last year 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. • 58% in Science • 65% improved in their Learning Profile since Year 9 <p>Tuition targeted at specific needs and knowledge gaps can be an effective method</p>	2 and 5

	to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Removal from PE for additional English/Maths intervention	Internal data from last year suggests that of those students who received this intervention because of a need: <ul style="list-style-type: none"> • 62% of students achieved their FFT20 grade in Maths and • 59% in English 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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2 and 5
Extra catch-up sessions in a range of subjects in terms 3/4 for Year 11	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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2 and 5
Support with revision materials for internal and external examinations (e.g. revision guides; stationery; mentoring)	Strategies to support students in learning how they learn is proven as an effective way of facilitating progress. By embedding guidance on metacognition within assemblies, exam support materials and within progress coaching sessions, students are better equipped to self-regulate. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2, 3 and 5
Development of Literacy across the curriculum	Acquiring disciplinary literacy 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)	2 and 5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contact on first day of absence with	We know that there is a direct link between attendance and attainment from internal	1 and 4

parents/carers of disadvantaged students	data and the national picture Parental engagement EEF (educationendowmentfoundation.org.uk)	
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)	1 and 4
Procedures in place to ensure parents/carers attend subject evenings and key events	Parental engagement EEF (educationendowmentfoundation.org.uk)	4
KS2/Year 7 transition activities (e.g. additional support with paperwork; financial support with uniform/stationery; meetings for families and liaising with primary school)	Parental engagement EEF (educationendowmentfoundation.org.uk) Individualised instruction EEF (educationendowmentfoundation.org.uk)	1 and 4
KS3/KS4 transition activities (e.g. 1:1 careers appointment(s); mentoring 1:1 with key staff to discuss option choices)	Individualised instruction EEF (educationendowmentfoundation.org.uk) Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3 and 4
KS4/KS5 transition (e.g. 1:1 careers appointment(s); mentoring 1:1 with key staff to discuss post-16 option choices)	Individualised instruction EEF (educationendowmentfoundation.org.uk) Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3 and 4
Support with securing Work Experience placement in Year 10	Individualised instruction EEF (educationendowmentfoundation.org.uk) Aspiration interventions EEF (educationendowmentfoundation.org.uk)	3
Mentoring with key staff (e.g. Progress Coaches; teachers) to support progress in learning	One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 3 and 5
Additional pastoral support (e.g. Safeguarding; counselling; House Team)	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3

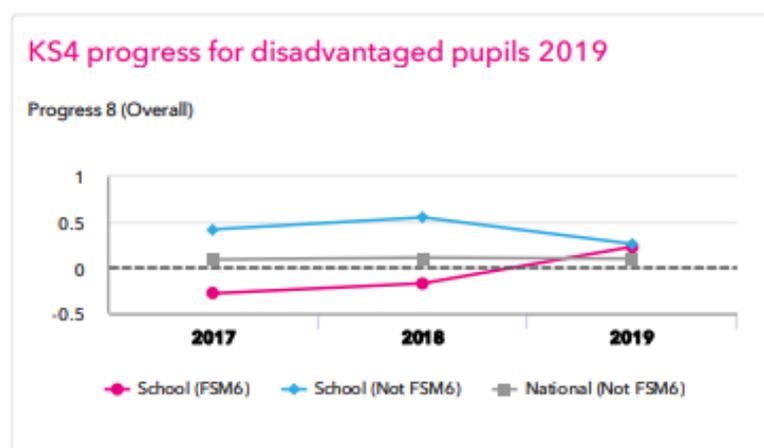
Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

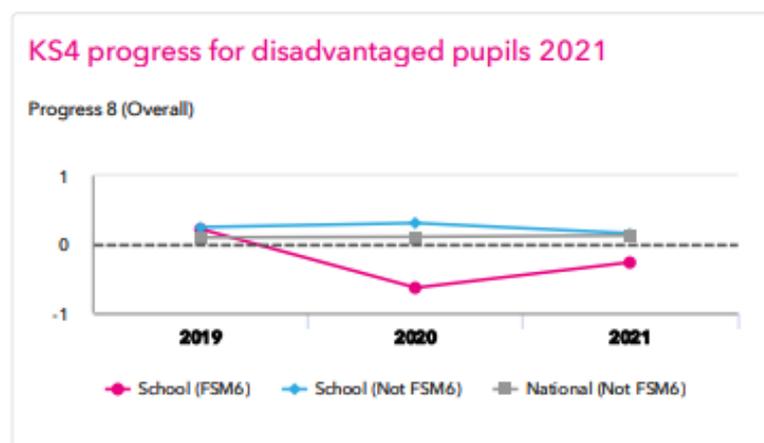
In 2018, the overall Progress 8 score for St Laurence School was +0.47 and +0.54 for non-disadvantaged students yet for disadvantaged students, this figure was -0.23. As a school, we worked hard to ensure that outcomes for disadvantaged students improved and in 2019, the overall Progress 8 score for St Laurence School was +0.24, +0.25 for non-disadvantaged students and +0.17 for disadvantaged students.

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



When COVID closed the schools in March 2020, we are aware that the outcomes for disadvantaged students became less favourable and this was evident in the CAGs for this cohort in summer 2020. We then 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:



English

In summer 2021, 88% of year 11 disadvantaged students attained TAGs 9-4 in GCSE English Language. For grades 9-5, the figure was 62% for disadvantaged students.

85% of disadvantaged students attained TAGs 9-4 in GCSE English Literature. For grades 9-5 the figure was 58% for PP students.

Average TAGs in both English Language and English Literature were 6- across the board. Disadvantaged students were in line with this, with average grades of 5+ in both English Language and English Literature.

In English Language, 25/33 disadvantaged students (76%) were awarded \geq their FFT 50 GCSE indicator grade. In English Literature, 22/33 disadvantaged students (67%) were awarded \geq their FFT 50 GCSE indicator grade.

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.

All disadvantaged students had their revision workbooks and GCSE English Literature texts provided for them through disadvantaged funding.

Maths

In summer 2021, 73% of year 11 disadvantaged students attained TAGs 9-4 in GCSE Mathematics. For grades 9-5, the figure was 58% for disadvantaged students. Both figures show a considerable improvement from 2020 CAGs and an improvement from 2019.

Average TAGs for disadvantaged students in Maths were 5-, higher than the FFT50 average for these students.

In Maths, 27/33 disadvantaged students (82%) were awarded \geq their FFT 50 GCSE indicator grade with a positive value added of 0.36 (+12 across the 33 students).

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

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
Catch-up using National Tutoring Programme in English and Maths	Tute
Catch-up in a variety of subjects	Tute