

Pupil premium strategy statement – St Lawrence C of E Junior School

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 (2025-26)

Detail	Data
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	8% (24)
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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Grace Maclean
Pupil premium lead	Mrs Elizabeth Searle
Governor / Trustee lead	Mr George Cameron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240
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>	£24,240

Part A: Pupil premium strategy plan

Statement of intent

At St Lawrence C of E Junior School, children come first in everything we do. We recognise that in order to learn and make progress, children must first feel happy, safe and secure in school. We provide an engaging, meaningful and relevant curriculum where every child is provided with learning opportunities, experiences and environments to encourage exploration and discovery. All children should attain in line with their peers, regardless of their starting points, and it is our role to equip them with the knowledge, skills, experiences and disposition needed to be ready to succeed in secondary school and beyond.

As a St Lawrence pupil, you will experience an ambitious and rich curriculum offer that goes well beyond the every-day classroom. Our '12 Before 12 Guarantee' sets out our promise to provide every child with the life experiences they deserve to grow and flourish into confident young people. For us at St Lawrence, it is about building our children's character so that they are fearless to take on the next steps in their academic and personal lives. We have developed a list of 12 opportunities that our St Lawrence children will experience over their four years with us, before the age of 12.

We have high expectations and ambitions for all our pupils. We recognise the barriers that socio-economic disadvantage can present and aim to provide our pupil premium children with targeted support in order to make good progress socially, emotionally and academically and, in turn, achieve their full potential. Quality first teaching is at the heart of our approach. By providing individualised support for children and removing barriers to learning, we see the greatest impact to closing the disadvantage attainment gap. We ensure that teaching staff have professional development opportunities and are supported to continue improving their practice so that effective teaching and learning happens for all.

Where schools are successful in improving the outcomes for their disadvantaged learners, it has been through rooting their strategy in their school's specific context. Whilst national lessons are crucial to understand, our specific context as a Surrey school is fundamental in shaping our statement of intent. At St Lawrence we are aware that some of our most vulnerable and disadvantaged families are not entitled to Pupil Premium Funding, while other children who receive the funding are high achievers who exude confidence in all areas of school life. We are therefore careful to look at each child's needs individually and assess what additional provision could enable them to develop further as an individual. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage.

Upon leaving our school, our pupils from a disadvantaged background will be fluent readers who express themselves confidently and a solid foundation in numeracy, including multiplication. They will have the same aspirations as, or above, those of their peers. Pupils will be well-read, have experiences that have enhanced their cultural capital, form opinions on the world around them based on their own knowledge, and value education. We want all our pupils to strive to demonstrate our values in their daily life, becoming role models to others.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health needs: Ensuring that PPG pupils' emotional wellbeing is strong so they are ready to learn.
2	Gaps in reading and language: Many of our disadvantaged learners do not arrive at our school with reading skills that match their non-disadvantaged peers.
3	Local contextual barriers: the relative wealth of East Molesey as a community can mean that disadvantaged learners' barriers to learning are more hidden. Moreover, the danger of "getting it right" for the majority (and consequently widening the gap) is a specific challenge for our school in this local context. Many staff live locally and can therefore be a product of this context themselves.
4	Parental engagement: especially regarding attendance at information evenings and completion of homework. Poor attendance and engagement can also lead to social isolation, low self-esteem, and a lack of engagement. We know that there is a strong correlation between socio-economic background and attendance and engagement.
5	Less exposure to experiences which enhance cultural capital: where pupils have not had exposure to experiences which develop their cultural capital, their schema will not be rooted in the quantity or quality of knowledge of their peers who have had this access. Access to extra-curricular activities, such as trips and sports clubs, that other children take for granted can also provide barriers which impact both cultural capital and social interactions..
6	Ensuring the complex needs of PPG children, who have multiple barriers such as SEND, EAL or Young Carers, are met: Improved readiness for learning through teachers having an up to date awareness of how best to support disadvantaged children.

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
Pupils are feeling more confident and resilient and an improvement in their mental wellbeing is observed	To achieve and sustain improved wellbeing for our disadvantaged pupils. Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"> • Children leadership roles • ELSA support • Jigsaw PSHE schemes

	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in incidents on CPOMS regarding behaviour <p>Responses to the annual children's survey will also be monitored.</p>
Improved reading attainment among disadvantaged pupils from their starting points	The gap between the progress of Pupil Premium and Non-Pupil Premium pupils in reading will have reduced. This will be evidenced through internal assessment data and End of Y6 progress measures. Summative reading assessments will evidence disadvantaged pupils who are not SEND attaining at least national expectations over the period of this statement. Data will show that children are reading for enjoyment and making progress. Where children's attainment falls below KS2, interventions including Little Wandle, Literacy 4 All and Nesy reading will be used to enhance rapid catch up.
A child's whole school experience at St Lawrence C of E Junior School will be poverty proofed.	A child's socio-economic background will not prevent access to any aspect of the school offer at St Lawrence C of E Junior School
Home and School work together to ensure consistent support for the needs of the child , through improved 2-way relationships and transparency.	Positive communication between staff and parents or carers will help to develop transparent relationships and build trust, through active listening. These relationships will help to ensure meaningful conversations can be had, or support given, when needed
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.	Increase attendance of children who qualify for PPG funding at extra-curricular clubs, educational trips and residential journeys. Attendance will be monitored.
Improved readiness for learning with teachers having an up to date awareness of how best to support disadvantaged children.	Expectations are communicated clearly and consistently to parents. Reading books are available, monitored and used – both through stage books and the school library. Devices allocated and in use for those that require them. Teacher induction and training is part of termly PD planning and includes effective pedagogy (including metacognition), deeper subject knowledge, behaviour management and working effectively with parents and carers.

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: £33,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistency in Quality First Teaching and Behaviour across the school, ensures that all pupils' needs are met including whole school strategies to deepen children's long term memory and retrieval of curriculum knowledge	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF toolkit)	1,2, 4,,6
Training time and PD for staff to support their professional development including ECTs, TA, HLTAs and new subject leads	PD, which can include training courses, mentoring, seminars and peer review, can play a crucial role in improving teaching quality. Evidence provided by EEF highlights the importance of PD, as demonstrated in the case studies provided in their guide (EEF 2020). EEF quotes impact of +4 months for support staff training	1,2, 4,6
Subject specific resources (e.g. English class texts and concrete resources for teaching of mastery in mathematics)	Reading comprehension strategies +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Mastery approach has +5 month impact, EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Flexible grouping - used as one of five teaching strategies that the EEF's Evidence Review recommends as effective teaching practices for pupils with SEND. +2 months impact, EEF.	1,2, 3,4,6
Focus on development of the teaching of reading and the consistent intervention of phonics scheme (Little Wandle).	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF toolkit)	1,2,4,6
The re-launch of the school library will enthuse children and promote reading for	Research evidence on Reading for pleasure from GOV.UK. Disadvantaged children do not have the same opportunities to visit places of interest and	1,2,3,5,6

pleasure. Disadvantaged pupils to be given responsibilities to foster the love of reading and feel confident in their interaction with others.	may not have the same wide range of books to choose from at home than their peers who are non-disadvantaged. Therefore, it is important that at school we are able to provide children with reading opportunities to promote reading for pleasure. The CLPE Reading for Pleasure report also supports this activity. The research shows us that if you are a literate child who reads for pleasure then this has more impact on your future life chances than any other factor. Encouraging reading for pleasure is a social justice issue.	
Support staff - intervention and in class support to remove barriers to learning	EEF quotes impact of +4 months. Internal analysis shows that the impact is wider than just academic as TAs also offer pastoral support.	1, 3, 4, 6
Additional teacher for maths and English	Booster interventions for SATs (year 6 pupil premium, 24-25) resulted in higher SATs results.	

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

Budgeted cost: £ 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy Reading and Spelling Programme used to provide additional support for disadvantaged pupils with SEND displaying dyslexia traits.	Evidence indicates that the education system neglects those with SEND, who struggle to keep pace with their peers (Closing the Gap, Andrews, Robinson and Hutchinson) There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students: EEF Guide to PPG (2019)	1,2, 4, 6
Little Wandle Phonics Catch Up Programme	Need identified in pupil progress meetings and performance management evaluations. Targeted intervention for dyslexic children through the purchase of a 1-2-1 programme EEF Evidence +4 Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. This programme is also available at home, therefore promotes parental support and engagement	
Letter-Join (funded by PTA)		
Widgit (funded by PTA)		

Booster classes in English and Maths from spring 2024 (Year 6 – SATS preparation)	Overall, there is a relatively consistent finding that smaller classes are associated with slightly higher attainment (EEF toolkit)	
Training to enable Teaching Assistants to deliver targeted interventions.	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.	1,2,3,4,5,6
Use of a PP tracker and data analysis to monitor the impact of specific interventions, ensure clubs are being attended, attainment and sociogram results.	Targeted support leads to better outcomes. Ensuring that there is enough time available for teachers to deliver specific interventions. Ensuring that interventions are based on a forensic analysis of learning gaps for pupils who access them.	1,2,3,4,5,6

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

Budgeted cost: £ 7813

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding positive ethos around school attendance with children, staff and families	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities The DfE guidance shows that schools that embed principles of good practice have significantly reduced levels of absence and persistent absence.	1,4
Provide ELSA support sessions for disadvantaged pupils	Specific interventions to meet needs of pupils (including friendships, self-esteem, managing anger and working with others) encouraging development and increasing access to learning. Social and emotional skills support effective learning and are linked to positive outcomes later in life. Supporting resources: The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. Impact +4 months by EEF. Internal progress measures show that ESLA can have a positive impact on attendance and children’s emotional	1,3,4,5,6

	<p>wellbeing so that they are more ready for learning. As a result, children are able to make progress academically and against personalised targets. Self-regulation and Metacognition +7months impact, EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
SAATIS	Whole school training on trauma- informed approach to achieve SAATIS status	1,4,6
Community Support Worker	<p>Parental engagement has a +4 month impact, according to the EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,4,6
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. A large part of the development of these skills is the ability to increasingly manage one's own behaviour. 'The main area for improvement when addressing behaviour is most often consistency.'</p> <p>Supporting resources: The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</p>	1,4,5,6
Pupil voice and leadership opportunities	<p>Increasing the number of student leaders, enabling a wider mix of pupils across the school to acquire leadership skills and display role model attitudes.</p> <p>Pupil voice : Mentally Healthy Schools</p>	1,6
Fund or part-fund disadvantage pupil's participation in extra-curricular activities	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: The EEF Toolkit has a strand on arts participation.</p>	1,3,4,5,6
Uniforms / Equipment	Provision of appropriate uniform and / or stationary equipment to ensure all children are equal, regardless of background.	

Total budgeted cost: £ 43,859

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Monitoring of attainment is used to inform pupil progress and identify specific support needs to close the gap between disadvantaged children and their peers. The Senior Leadership Team regularly review the data and implement recommendations. The Governing Body oversees spending at each Finance Committee and Full Governing Body meeting.

Last year pupil premium funding helped 7 pupils take part in the year 6 residential and 17 for school trips, thereby extending their experiences and helping all our children to achieved the '12 by 12' school promise.

A range of intervention groups helped to close the gap between pupil premium children and their peers. In KS2 SATs, 62.5% of our pupil premium pupils met expectations or higher in reading, 87.5% in SPAG, and 62.5% of pupils passing maths. 37.5% of these children made greater depth in reading.

A range of targeted intervention programmes continues to support gap closure for our pupil premium children. This includes Little Wandle and the introduction of 'Nessy'.

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
Little Wandle	Wandle Learning Trust
Nessy	Nessy Learning
SAATIS	Surrey attachment aware trauma informed schools