Pupil premium strategy statement for 2025-26 with review of 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Lawrence CE Primary
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2025-28 (review of 2024-25)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs F Micklefield
Pupil premium lead	Mrs A Norgate
Governor / Trustee lead	Mr P Whitty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,897.81
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
LAC (1 child)	£2,255.19

Part A: Pupil premium strategy plan

Statement of intent

At St Lawrence CE Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to a high standard across all subject areas in our school. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our approach will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We take a "pupil-led, not a labelled-led approach at St Lawrence.

We identify the challenges and barriers that our pupil premium children face and the ways that these will be addressed, using research on the most effective strategies provided by the Education Endowment Foundation (EEF).

Our objectives are to:

- Remove barriers to learning created by social and economic background
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate (both written and verbally) effectively in a wide range of contexts
- Enable pupils to nurture their social and emotional wellbeing and to develop resilience
- Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Ensure disadvantaged pupils are challenged in the work that they are set
- Provide targeted support quickly to address identified gaps in learning
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations for them
- Target funding to ensure that all pupils have access to trips, residential visits and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide nurture to support pupils in their emotional and social development
- Support families and build up key relationships with them

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1
Attainment</td><td>Our data over time shows that pupils who are disadvantaged with SEND are not achieving in line with the academic attainment of our disadvantaged and not SEND pupils. This is shown in our 2025 data:

<u>Pupil Premium</u>
ARE Combined: County: 41% National: 47.6% <u>School: 66.7%</u>
ARE Reading: County: 60.1% National: 63.3% <u>School: 66.7%</u>
ARE Writing: County: 53.7% National: 59.6% <u>School: 83.3%</u>
ARE Maths: County: 56.6% National: 60.7% <u>School: 66.7%</u>

<u>Pupil Premium & SEN: (3 pupils)</u>
Reading: 0% Writing: 33% Maths: 0%

<u>Pupil Premium & not SEN (4 pupils)</u>
Reading: 100% Writing 100% Maths 100%</td></tr>
<tr><td>2
Independence of learners</td><td>Some pupils in our school demonstrate learned helplessness and rely on adult support and intervention before having considered how to approach the learning.
Through observations and pupil progress meetings with staff, children who are SEND or who have historically been Working Towards are being identified as needing to learn executive functioning and metacognitive skills.</td></tr>
<tr><td>3
Attendance</td><td>Attendance data shows that there is a persistent absence issue with many of our disadvantaged children and this has a negative impact on pupils' progress. This year, 48% of persistent absentees are disadvantaged pupils.
Following our latest DFE Attendance report it demonstrates that our Pupil Premium children do not attend school as much as similar schools and not in line with our non Pupil Premium children or children with SEND:
Graph alternative: table of attendance for different pupil groups from the start of the academic year 2025 to 2026, up to Tuesday 28 October 2025.
<table>
<tr><th>Pupil group</th><th>Your Attendance</th><th>Similar schools' median attendance</th></tr>
<tr><td>All pupils</td><td>96.7%</td><td>96.3%</td></tr>
<tr><td>Pupils with FSM</td><td>91.8%</td><td>92.4%</td></tr>
<tr><td>Pupils with no FSM</td><td>97.6%</td><td>96.9%</td></tr>
<tr><td>Pupils with SEN</td><td>93.9%</td><td>93.3%</td></tr>
<tr><td>Pupils with no SEN</td><td>97.2%</td><td>97%</td></tr>
</table></td></tr>
</table>

<table>
<tr><td></td><td>Our areas to focus on from our ABIE are:
We have identified three areas where similar schools have achieved a higher attendance rate.

If you can match their achievements in these three areas, then your overall attendance rate would increase from 96.7% to 97.4%. This means the proportion of your pupils who are persistently absent would drop from 11.7% to 9%.

1. Attendance of pupils eligible for free school meals was 91.8%, lower than at least a quarter of similar schools. If you increased it to 94.1%, overall attendance would increase by 0.3%. Your overall persistent absence percentage would drop by 2.1 percentage points.
2. Year 1 attendance was 96.2%, lower than at least a quarter of similar schools. If you increased it to 97.4%, then your overall attendance would go up by 0.2% percentage points. Your overall persistent absence percentage would drop by 0.5 percentage points.
3. Attendance of pupils with special educational needs support was 93.9%, lower than at least a quarter of similar schools. If you increased it to 94.8%, overall attendance would increase by 0.1%. Your overall persistent absence would stay the same.

So therefore, working together to improve the attendance of PP children by 2.3% will improve our overall attendance rate and improve the life chances of these children.</td></tr>
<tr><td>4
Access</td><td>It is important that our disadvantaged children have the same experiences and opportunities as our non-disadvantaged children and that we look for ways to create opportunities and positive experiences for our children. This is to include trips, residentials, music lessons and extra-curricular clubs. Access for pupil premium children having analysed Autumn 1 clubs is as follows:

<table>
<tr><th>ACTIVITY CLUB</th><th>% of children at the club who are Pupil Premium</th></tr>
<tr><td>KS1 Gymnastics</td><td>0%</td></tr>
<tr><td>KS1 Football</td><td>8%</td></tr>
<tr><td>KS1 Dance</td><td>5%</td></tr>
<tr><td>KS2 Drama</td><td>11%</td></tr>
<tr><td>KS2 Archery/fencing</td><td>25%</td></tr>
<tr><td>KS2 Jazz Band</td><td>0%</td></tr>
<tr><td>KS2 Football</td><td>19%</td></tr>
<tr><td>KS2 Dance</td><td>20%</td></tr>
</table>

KS1 PP = 9 children KS2 PP = 21 children</td></tr>
</table>

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 who are disadvantaged and SEND to achieve attainment in line with pupils who are disadvantaged and not SEND.	• An increase in % of disadvantaged with SEND pupils achieving ARE in one or more subjects

	• Improved outcomes for disadvantaged children with SEND at end of Key Stage 2 data • Priority discussions at pupil progress meetings • Continue robust end of unit assessments clearly showing next steps for all children in Maths • Ensure high quality inclusive teaching in the classroom for all children
Pupils become more independent with their learning	• Children to have a clear understanding of what metacognition means • Classroom culture of metacognition – children being able to help themselves in their learning • Pupils have a reduced need of adults to start tasks • Children accessing resources independently to enhance their learning • Children's independence is less of a barrier when children are discussed at pupil progress meetings • Children have a bank of support tools that they can use to encourage more independence • Use resources such as Widgit for writing and foundation subjects to ensure a greater independence within the lesson • Use of practical resources that children know they can independently access e.g. word books, numicon, place values counters, bead strings etc
Improved attendance for disadvantaged pupils	• Regular meetings between Attendance Lead and Attendance Governor • Attendance of disadvantaged pupils is closely monitored • Attendance aim – in line with or above national average • Use of FFT and Perspective Lite to analyse data showing increased attendance for disadvantaged pupils • Attendance Lead and HT work closely with parents and other external agencies to support improved attendance.

	• HT works collaboratively with external agencies to support families with attendance • Alton Cluster schools continue to work together to develop role of Family Support Worker • ELSA supervision and training continued
Children to have access to wider opportunities	• Children will take part in enrichment activities • Children will have ukulele lessons during their time at St Lawrence in KS2 • HMS Peripatetic lessons are subsidised • Children have experiences of school sleepover in Year 4 and a residential trip in Year 6 • Children have access to extra-curricular activities • There is an increased number of disadvantaged children taking up extra-curricular activities • Children have access to breakfast Club and After School Club • Children have access to all class trips • There is an increased number of disadvantaged children taking on pupil voice roles within the school

Activity in this academic year (2025-26)

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)

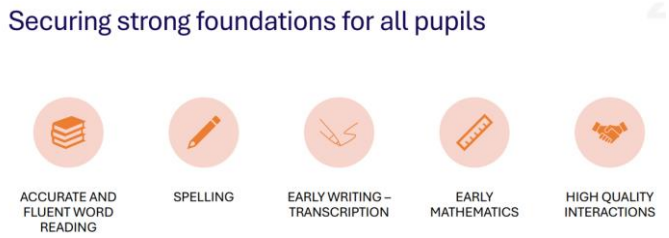
Budgeted cost: £32,552.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers planned and delivered regularly through the year: • Safeguarding • Phonics	High quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as	1,2

• Writing – Opening Doors • Maths Core Provision • Executive functioning skills • Metacognition • Subject leadership • Curriculum • SEND – scaffolding, independence Senior leaders design the schedule and plan delivery for the whole academic year. Leaders at all levels contribute to these sessions as subject managers including staff meetings and INSET days**.**	implementing performance-related pay for teachers or lengthening the school day. https://my.chartered.college/impact_article/an-evidence-based-approach-to-cpd/ We have become much more forensic as a school staff team and are always looking to improve our practice through high quality CPD. We want to ensure that early intervention addresses need and that work is accessible yet challenging for all pupils. We have pupil progress meetings where children are discussed with a team around a child including teachers and TAs. There are regular opportunities for all staff to discuss progress, attainment and ways to support children on both an individual and common needs basis; identify gaps and highlight specific next steps. **Changing Chances - What is the Empowerment Approach?**	
CPD for support staff All support staff will benefit from a regular schedule of training sessions run by the SENDCO. These are designed to meet support staff specific needs to support learning and ensure a consistent approach to teaching, learning.	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants (+4 months) Teaching assistants are trained to deliver interventions to small groups or individuals has a higher impact. **(EEF – Teaching and Learning Toolkit – Teaching Assistant interventions)** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
Feedback to pupils Teachers and support staff will spend lessons prioritising feedback to pupils through live marking sharing next steps, using feedback books. This is being monitored by SLT.	Providing feedback is well evidenced and has high impact on learning outcomes. Impact is highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+6 months) **(EEF – Teaching and Learning Toolkit – Feedback)** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2

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

Budgeted cost: £2,780.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics intervention for KS1, SEN programme & Rapid catch up for KS2 We are continuing to develop our reading and phonic strategy to ensure all children can learn to read so that no child is left behind. TAs will continue to receive training and coaching to follow a specific programme (Little Wandle). This includes new TAs that have joined us.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate. They will be on the Rapid catch up programme for KS2. **(EEF – Teaching and Learning Toolkit – Phonics)** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Prioritise the basics to ensure strong foundations in KS1 The focus for KS1 is accurate & fluent word reading, spelling, transcription, maths and high-quality interactions Teachers often use metacognitive talk to model strategies and use questioning to encourage pupils to apply them.	In KS1, we are focusing on picking up the smallest of misconceptions seeing them as non-negotiables for each year group. Focusing on the basics including letter & number formation; capital letters & full stops will ensure that misconceptions are picked up quickly and not become embedded.  Reading comprehension is one of these and the strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction. It is important to consider how pupils will move to independence. Many successful approaches develop pupils' metacognition so they can independently plan, monitor and evaluate their own understanding and apply relevant strategies.	1,2

	Strong foundations in the first years of school - GOV.UK	
TAs to provide targeted support in class including 1:1 tuition for: • SALT • Phonics • Handwriting • Social and emotional support TAs trained in specific areas such as Maths Sandwell, SALT. Targeted interventions to be carefully monitored and scheduled movement in groups We are looking into purchasing Dyscalculia screener to highlight pupils at risk and to be able to formulate planned interventions to plug the gaps	TAs can provide a large positive impact on learner outcomes, however, how they are deployed is key. Access to high quality teaching is the most important lever school shave to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a TA, this supplements teaching but does not reduce the amount of high quality interactions they have with their classroom teacher both in and out-of-class. **(EEF – Teaching and Learning Toolkit – Teaching Assistant interventions)** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
Tackling times tables Maths manager and Y4 teacher attending MTC county courses for CPD Additional time required for Maths manager and Y4 teacher to meet and plan a programme from Y2 Purchasing Numbots for all KS1, TTRS for KS2 and other maths resources recommended on the courses with	Repeated systematic practice of number bonds is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupils. **(Hasselbring, Lott & Zydney, 2005)** **See below:** Developing Automaticity in Multiplication Facts: Integrating Strategy Instruction with Timed Practice Drills on JSTOR **(Impact: Guy, Cragg & Gilmore May, 2025)** Learning, using and applying multiplication facts: Insights from research : My College	1

TTRS used to raise profile £424.40		
Developing metacognition and executive functioning skills ensuring more independence and an intrinsic desire to learn and self-improve. Develop independence; children knowing what resources they have available to them to help them be independent e.g. numicon, place value counters Consider use of resources such as Widgit in Writing and foundation subjects to aid independence Develop teachers' understanding of effective scaffolding The development of retrieval practice across the school will also support children's independence and metacognition.	To teach self-regulation and executive function, gradual adjustments to the intensity of adult scaffolding over time enables children to develop greater responsibility for applying strategies to regulate themselves. Five key approaches: 1. Creating and navigating challenge 2. Teaching self-monitoring and self-awareness 3. Creating a community of collaborative learners 4. Promoting physical activity 5. Promoting talk about learning Metacognition and Self-Regulated Learning | EEF EEF | Self-Regulation and Executive Function	2

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

Budgeted cost: £4,395.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social & emotional support • Family Support Worker (Alton cluster) • ELSA training / supervision • Listening Ear ELSA training and supervision for one TA this academic year to enable more support for children who require emotional support, social development; increasing confidence, expression and good mental health Employment of a member of staff who is trained in Play therapy Investigating opportunity to have a Family Link worker based at school	Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. **(EEF Teaching and Learning Toolkit – Social and Emotional Learning)** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Ensuring there are different levels to support children emotionally is vital: Listening Ear, ELSA, Family Support Worker (Alton cluster), Family Link worker (school) and looking for ways to support families with parenting is an increasing need. Supporting Parenting - Foundations Relationships are key, especially with hard-to-reach families. Establishing a link between home, school and the children means that we are all working towards the same goal. “Addressing Educational Disadvantage in Schools and Colleges: The Essex Way” – Marc Rowland	3, 4
Enrichment / extra curricular provision: Funding to support families with the cost of: After School Club (wraparound care) Breakfast Club After school Clubs e.g. multisports, hockey, football, drama, Lego etc Sleepover / Residential trips (Y4 & Y6)	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Giving all children the opportunity to learn a musical instrument by the time they leave St Lawrence (ukulele) and encouraging enthusiasm for music and drama ensuring they have opportunity to take part in productions (KS1 nativity, KS2 cantata, Y4 Night at the Musicals, Y5 production, St Lawrence Jazz Band)	4

HMS Peripatetic lessons are subsidised Refer children to external agencies for further support e.g. Kings Arms	**(EEF Teaching and Learning Toolkit – Physical activity/extending school time)** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	
Improving school attendance Embedding principles set out in DfE's Working together to Improve Attendance document. Ensure disadvantaged children have access to extra curricular activities and have opportunity to be involved in pupil voice Consider ABIE targets in DFE attendance report: focus on 94.1% for PP children Continue to work with families and support by using external agencies to support families as appropriate	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf **(EEF Teaching and Learning Toolkit – Physical activity/extending school time)** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time There is evidence that involvement with extra-curricular activities has a positive impact on attendance. Developing a feeling of belonging will encourage children to thrive and achieve.	3
Opportunity for arts participation • KS1 nativity • KS2 cantata • Y3/Y4 ukulele tuition • Y4 Night at the musicals • Y5 production	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Please see some of the opportunities we offer all children at St Lawrence.	3, 4

	Arts participation | EEF	

Total budgeted cost: £40,153.00

Part B: Review of outcomes in the previous academic year (2024-25)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

<table>
<tr><th>Intended outcome</th><th>Success criteria</th><th>Evaluation</th></tr>
<tr>
<td>Children to achieve national expectations in Maths at KS2 for ARE and increase % at Greater Depth in Maths at KS2</td>
<td>

Question level analysis shows greater increase of success in Papers 2 & 3
Children will attain above county and national expectations for ARE
Increase in GD % will be above national and county expectations
New maths scheme to be purchased to ensure increased opportunity for RPS leading to Greater Depth
More robust end of unit assessments clearly showing next steps for all children

</td>
<td>
KS2 Results 2025 (ARE+)
<table>
<tr><th></th><th>STL</th><th>County</th><th>National</th></tr>
<tr><td>Reading</td><td>79%</td><td>75%</td><td>75%</td></tr>
<tr><td>Writing</td><td>90%</td><td>72%</td><td>72%</td></tr>
<tr><td>Maths</td><td>79%</td><td>74%</td><td>74%</td></tr>
<tr><td>RWM</td><td>72%</td><td>61%</td><td>62%</td></tr>
<tr><td>GPS</td><td>66%</td><td>71%</td><td>73%</td></tr>
</table>
KS2 Results 2025 (GDS)
<table>
<tr><th></th><th>STL</th><th>County</th><th>National</th></tr>
<tr><td>Reading</td><td>48%</td><td>34%</td><td>33%</td></tr>
<tr><td>Writing</td><td>45%</td><td>14%</td><td>13%</td></tr>
<tr><td>Maths</td><td>21%</td><td>25%</td><td>26%</td></tr>
<tr><td>RWM</td><td>17%</td><td>8%</td><td>8%</td></tr>
<tr><td>GPS</td><td>17%</td><td>27%</td><td>30%</td></tr>
</table>
<table>
<tr><th colspan="5">SATS End of Year (% ARE+)</th></tr>
<tr><th>PUPIL GROUPS</th><th>R</th><th>W</th><th>M</th><th>RWM</th></tr>
<tr><td>Boys (15)</td><td>79%</td><td>86%</td><td>93%</td><td>64%</td></tr>
<tr><td>Girls (15)</td><td>80%</td><td>93%</td><td>67%</td><td>53%</td></tr>
<tr><td>PP (6)</td><td>71%</td><td>86%</td><td>71%</td><td>71%</td></tr>
<tr><td>SEND (7)</td><td>29%</td><td>57%</td><td>29%</td><td>14%</td></tr>
<tr><td>EAL (3)</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
</table>

ARE Maths results above County and National. There was a dip in Greater Depth this year but this looks to be cohort specific rather than a trend.
Question level analysis shows that all children scored lower on Paper 2 compared to the other two papers (one Arithmetic and one RPS)

</td>
</tr>
</table>

		• Clear evidence of impact of a consistent approach to using concrete, pictorial, abstract and how RPS is developed in every lesson. • Robust end of unit assessments show that teachers are clear of domains • Continued regular meetings with Year 2 and Year 6 class teachers to ensure all children are on track.
NEXT STEPS: • Develop use of White Rose Maths • Develop independence; children knowing what resources they have available to them to help them be independent e.g. numicon, place value counters • Consider use of resources such as Widgit in Writing and foundation subjects to aid independence • Develop use of data for class stories and ensure accelerated progress for PP children • Develop use of end of unit assessments for teachers to be very clear of gaps for PP children		
Gap between disadvantaged and non-disadvantaged particularly in phonics is narrowed.	• Little Wandle assessments continue to successfully highlight gaps • TAs carry out Little Wandle interventions	• Outstanding phonics results for 2025 with 97% reaching the pass mark and beyond • 100% Disadvantaged passed phonics test but this was only one child • The one child who didn't get phonics was SEND. • Little Wandle heat maps are used regularly by class teachers to identify gaps and complete bespoke LW interventions.
NEXT STEPS: • Continue with LW heat maps, interventions and catch-up programmes • Develop use of new Little Wandle SEN catch up programme as well as continuing with KS2 Rapid catch up with KS2 TA. • Continue to monitor and analyse performance of Disadvantaged children, particularly in Pupil Progress meetings with teachers being very knowledgeable about their pupils' gaps and needs. • Roll out Missie Bee KS2 spelling programme into Year 5 in 2026-27.		
Improved attendance for disadvantaged pupils	• Attendance Governor is appointed • Attendance Lead is appointed (part of SLT) • Regular meetings between Attendance	• Attendance Governor and Attendance Champion appointed • Headteacher meets regularly with the Attendance Champion • Termly meeting between Attendance Lead and Attendance Governor • Watchlist monitored and from that analysis of groups is clear • DFE attendance report is discussed and next steps identified

	Lead and Attendance Governor • Attendance of disadvantaged pupils is closely monitored • Attendance aim – in line with national average • Use of FFT and Perspective Lite to analyse data showing increased attendance for disadvantaged pupils • Attendance Lead and HT work closely with parents and other external agencies to support improved attendance.	• School attendance data has been in line or above National data • Some improvement seen with certain Disadvantaged families due to DHT and HT working closely to encourage better attendance: Breakfast Club offered, good relationships, support from FSW and also writing Attendance Support Plans with the parents. • Whole Governing Body training to completed in November 2024: Inclusion, Attendance and Wellbeing
NEXT STEPS: • Consider ABIE targets in DFE attendance report: focus on 94.1% for PP children • Identify families that are PP and SEN and have issues with attendance • Work with these families to discuss barriers with them and to create attendance support plans • Continue to work with external agencies to support families as appropriate • Analyse attendance data half termly using Arbor and FFT.		
Improved wellbeing linking to attendance	• ELSA and Family Link Worker role is developed • ELSA resources developed and courses attended e.g. Lego Therapy • Links with parents are developed through drop in afternoon once a week • Parenting courses are run by Family Link	• School has put money into training a TALA as well as an ELSA. • The school currently has a member of staff who has completed play therapy training and is able to meet and support individuals. • Alton Cluster schools work together to fund two Parent Support Workers who hold training and support sessions for parents. • Prioritising a member of staff who can support families at a school level with parenting will be included in 2026-27 SIP as we are currently seeing an increasing need for this. • Positive responses about the Alton Family Support Worker and this will be continued.

	worker e.g. Care for the Family • Positive feedback from parents • Alton Cluster schools continue to work together to develop role of Family Support Worker (Sarah Allen)	
NEXT STEPS: • Look at ways to develop a new Family Support Worker within the school • Look for opportunities to support parents in parenting particularly in regard to children's mental health and wellbeing, as well as their academic achievement. • Continue to develop our links with families • Continue to make attendance a priority and share the importance of being in school with all families • Send out attendance information and flyers termly		
Children to have access to wider opportunities	• Children will take part in enrichment activities • Children will have music lessons at KS2 from HMS (Ukulele Listen 2 Me) • HMS Peripatetic lessons are subsidised • Children have experiences of residential trips in Year 4 and Year 6 • Children have access to extra curricular activities • Children have access to breakfast Club and After School Club	• All children have opportunity to After School Activity Clubs free of charge • All children in Year 3 or Year 4 have the opportunity to learn the ukulele • HMS peripatetic lessons continue to be subsidised for PP children. • All PP children go on Year 4 and Year 6 residentials • All PP children have access to Breakfast Club and After School Club. • Young Carers are referred to the Kings Arms (youth project locally)
NEXT STEPS: • Give priority to PP children for after school clubs • Continue with ensuring there is no financial barrier to all opportunities		

- Refer children to external agencies for further support e.g. Kings Arms
- Giving all children the opportunity to learn a musical instrument by the time they leave St Lawrence (ukulele) and encourage enthusiasm for music and drama
- Give all children the opportunity to take part in productions (KS1 nativity, KS2 cantata, Y4 Night at the Musicals, Y5 production, St Lawrence Jazz Band)

Externally provided programmes

Programme	Provider
Times Tables recall and practice for KS2	Times Tables Rock Stars and Numbots
Read Theory	Read Theory
White Rose Maths	White Rose Education
CPOMS	Raptor Technologies
Little Wandle	Wandle Teaching School Alliance
Widgit	Widgit Software Limited
Dyscalculia screener	GL Ready