

Pupil premium strategy statement – St Lawrence School, Horncastle

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	179
Proportion (%) of pupil premium eligible pupils	31%
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)	
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lea Mason
Pupil premium lead	Tonya Stokes
Trustee lead	David Rhodes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,380
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>	£119,380

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is focused on closing gaps in outcomes and experience for pupils eligible for Pupil Premium, ensuring they make strong progress from their individual starting points and are well prepared for the next stage of their education and life beyond school.

At St Lawrence School, many pupils face multiple and overlapping barriers to learning, including communication and language difficulties, social, emotional and mental health needs, limited access to enrichment experiences, and complex family circumstances. While socio-economic disadvantage is not always the primary need identified, it can compound existing barriers, particularly in relation to attendance, engagement, emotional regulation and access to wider opportunities.

Our approach places high-quality teaching at the centre of our strategy, supported by targeted interventions and a strong pastoral offer. This is underpinned by evidence from the Education Endowment Foundation, which shows that quality first teaching has the greatest impact on improving outcomes for disadvantaged pupils.

Pupil premium funding is used to:

- ensure teaching and learning meet pupils' individual needs
- provide targeted academic, communication and wellbeing support
- remove barriers to attendance, engagement and readiness to learn
- increase access to enrichment, life skills and community experiences

The strategy is informed by robust assessment, EHCP outcomes, pupil progress reviews and ongoing evaluation, not assumptions or labels. Impact is monitored through progress data, behaviour and attendance information, and qualitative evidence such as pupil voice and case studies.

Through this approach, we aim to ensure that pupils eligible for Pupil Premium achieve well, feel supported, and develop the skills, confidence and resilience needed to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Many pupils eligible for Pupil Premium experience delayed communication and emotional literacy , affecting their ability to express needs, manage emotions and engage positively with learning and social interaction.
2	Pupils eligible for Pupil Premium often have fewer opportunities to access enriching experiences beyond school , limiting their ability to make connections across learning and develop independence and life skills.
3	Pupils eligible for Pupil Premium require additional support to develop personal, social and independence skills , impacting readiness for life beyond school.

4	Some pupils eligible for Pupil Premium experience complex home circumstances , which can negatively affect attendance, parental engagement, emotional wellbeing and sustained engagement in learning.
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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
Students eligible for Pupil Premium will make at least expected progress from their individual starting points in English and mathematics, in line with their personalised targets and EHCP outcomes.	- A clear majority of PP students meet or exceed their personalised progress targets in English and mathematics. - Progress is evidenced through: - phonics assessments - functional skills outcomes - work scrutiny - assessment data and learning journeys - Gaps between disadvantaged and non-disadvantaged pupils do not widen and diminish where appropriate. - Teaching, interventions and support are adapted in response to progress reviews and pupil progress meetings.
Pupils eligible for Pupil Premium will develop effective communication and language skills , enabling them to access learning, express their needs and engage positively in school life.	- Measurable progress in communication and language from individual starting points. - Improved engagement in learning and social interaction. - Reduced communication-related barriers to learning. - Consistent use of agreed communication strategies across the school.
Pupils eligible for Pupil Premium will demonstrate improved emotional regulation and wellbeing , supporting positive behaviour and readiness to learn.	- Reduction in behaviour incidents and dysregulation. - Improved engagement, persistence and time spent learning. - Positive impact of pastoral and wellbeing interventions is evidenced. - Pupils feel safe, supported and ready to learn.
Pupils eligible for Pupil Premium will attend school regularly and access a broad range of enrichment opportunities , supporting personal development and life skills.	Improved attendance and reduced persistent absence for PP pupils.

	• Increased participation in enrichment, trips and wider experiences. • Improved confidence, independence and engagement. • Effective family engagement supports attendance and participation.
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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. LSA costs are apportioned across strands to reflect their dual role in classroom delivery, intervention, and pastoral support."

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,737 (LSA), £10,000 (training & resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress of students eligible for Pupil Premium to be in line or higher than their peers in English, Maths through: To embed the accredited Phonics scheme / staff ongoing training, fluency, interventions. To embed maths mastery work. To develop phonics interventions across school, ensuring	- Consistency in the teaching of reading with high quality resources through our phonics programmes, including intervention at Key Stage 3. - CPD to upskill staff. - Consistency in the teaching of Maths utilising Maths mastery programmes and training & resources (NCETM) - EHCP outcomes - Curriculum overview - Work scrutiny - Lesson visits - Deep dives	1,3

consistency of approach through the Key Stages.	- Continued CPD through access to teaching hub/NPQs to enable high quality teaching.	
To lead, embed, support, review and build on the development of the curriculum pathways to ensure it is coherently planned, sequenced and provides challenge, across all Key Stage, in line with assessment systems to enable progress to be analysed in a meaningful way.	Release time planned in for staff to: - Review and evaluate the curriculum offer ensuring the planning is relevant and personalised. - Review intervention plans through a one team approach. - Review individual support plans. - Lead pupil progress meetings. - Review of assessment data so that it is impactful for those who are disadvantaged.	1,2,3
Staff accessing training and support around sensory regulation, Attention Autism and social communication to support the engagement of students with autism (of which we have a high percentage)	- Learning walks - EHCP outcomes - Feedback - Training materials and support - Shared practice	1,2

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

Budgeted cost: £22,737 (LSA), training & resources £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to quality first teaching.	- Lesson visits - Learning walks - Work scrutiny - Deep dives - Learning journeys - Parent surveys and feedback - Whole school SEND resources - Continued professional development and learning	1,3
Access to high quality communication interventions as well as phonics interventions.	- Speech and language interventions, in conjunction with advice from external agencies. - Communication baseline to support consistent practice across school which will impact on progress in communication for all.	1,3,4

Access to sensory processing activities to support readiness for learning. Access to Makaton across school	- Training in focussed communication strategies to support enhanced communication for students, reducing barriers. - OT programme and sensory activities timetables and added into support plans. - Makaton champions support staff and students with new signs and functional communication.	
Access to enrichment activities / clubs / life skills activities /music	- Planned activities support attention, independence, 'green areas' and increase their readiness to learn. - The use of sensory circuits, Rebound therapy and play-based approaches to support learning. - Individual & group music sessions.	1,2,3

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

Budgeted cost: £27,803 (LSA3 pastoral), £16, 103 (training & resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued staff training in Positive Behaviour Support (PBS) to support student well-being, self-regulation and their social skills.	- PBS trainer on site - Ongoing training for all staff and targeted training to support individuals. Personal planning. - Analysis of incident reports- continued reduction in incidents and physical interventions. - Individualised risk assessments. - Team debriefs to support learning.	1,3,4
High quality pastoral support through the school pastoral hub	- LSA3 pastoral lead in place who is fully ELSA trained. - Pastoral LSA, who is ELSA, trained and will access ongoing supervision. - Planned individual and small group interventions. - Bespoke work in response to mental health, wellbeing and safeguarding concerns/incidents. - Intervention training	3,4
Attendance strategy	- Improved attendance through a holistic approach with continued analysis of attendance data.	1,2,3,4

	- Staff supporting home visits, one team meetings.	
Breakfast provision	- Breakfast provision is accessible by all students to support a positive start to the day and ensures that they are ready to learn.	1,4
Planned activities throughout the terms to involve families in their child's learning and improve parental engagement	- A range of activities, events and workshops are planned to support with learning and well-being. - Staff responses to mental health, well-being and safeguarding concerns/incidents.	4
Welfare packs	- Providing these as required to support disadvantaged students.	4
Access to Mental Health Support	- Some disadvantaged students require bespoke support from external services-which is sourced at the point of need.	4

Total budgeted cost: £119,380

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of intended outcomes from the previous year:

Outcomes for disadvantaged pupils

During the previous academic year, the school's pupil premium strategy focused on improving academic progress, communication, emotional wellbeing, attendance, engagement and access to enrichment for pupils eligible for Pupil Premium.

Due to the complex needs of the cohort, progress is measured against individual starting points, personalised targets and EHCP outcomes, alongside qualitative evidence of engagement, behaviour and wellbeing.

Review of Intended Outcomes

Academic progress (English and Mathematics)

Pupils eligible for Pupil Premium made at least expected progress from their starting points in English and mathematics, in line with their personalised targets.

- Targeted phonics, communication and numeracy interventions supported pupils to access learning more effectively.
- Where pupils did not meet expected progress, this was often linked to attendance, medical needs or emotional regulation, and provision was adapted accordingly.
- Progress was evidenced through assessment data, work scrutiny, learning journeys and pupil progress meetings.

Overall, pupils eligible for Pupil Premium were well supported to sustain progress appropriate to their needs, with gaps between disadvantaged and non-disadvantaged pupils not widening.

Communication and language

Pupils eligible for Pupil Premium demonstrated improved communication skills, enabling increased engagement in learning and social interaction.

- Pupils showed progress against individual communication baselines, including the use of AAC and Makaton where appropriate.
- Staff training and consistent communication approaches reduced frustration and supported functional communication.
- Improved communication contributed to reduced incidents and improved readiness to learn for many pupils.

Emotional wellbeing, behaviour and self-regulation

Pupils eligible for Pupil Premium benefited from targeted pastoral and wellbeing support, resulting in improved emotional regulation and engagement.

- All PP pupils had Positive Behaviour Support plans in place, with progress monitored regularly.
- Behaviour incidents reduced over time for the majority of pupils, particularly where bespoke pastoral and therapeutic support was provided.
- Pupils accessed the pastoral hub through both planned interventions and responsive support, contributing to improved wellbeing and engagement.

Attendance and engagement

Attendance for pupils eligible for Pupil Premium was supported through a holistic and flexible approach, recognising the complexity of pupils' needs and family circumstances.

- Where attendance was below expected levels, targeted strategies were implemented, including home-school liaison, pastoral support and multi-agency working.
- Engagement in learning improved for many pupils as emotional regulation and readiness to learn increased.
- Attendance data and engagement were reviewed regularly and informed ongoing strategy adjustments.

Enrichment and wider experiences

Pupils eligible for Pupil Premium accessed a broad range of enrichment opportunities, supporting personal development, confidence and life skills.

- All PP pupils accessed enrichment as part of the curriculum and/or bespoke timetables.
- Opportunities included outdoor learning, community visits, creative and physical activities.
- Enrichment contributed positively to pupils' wellbeing, engagement and preparation for life beyond school, evidenced through pupil voice and staff observations.

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
Sensory integration support	Occupational therapist
Music support	Lincolnshire Music Service

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.