

St Luke's C.E. (Aided) Primary School



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

Pupil premium for this year is £156,800

Recovery premium is £3,500

Pupil premium numbers are 84

School overview





| Detail | Data |
|---|--|
| School name | St Luke's CE (Aided) Primary School |
| Number of pupils in school | 202 |
| Proportion (%) of pupil premium eligible pupils | 42% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Lee Bennett |
| Pupil premium lead | Joe Barnes-Moran |
| Governor lead | Margaret Hughes |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £156,800 |
| Recovery premium funding allocation this academic year | £3,500 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £160,300 |

Part A: Pupil premium strategy plan

Statement of intent

-  To close the gap for PP children in reading and writing.
-  To improve speech and language development in the younger years.
-  For all children to access mental health and wellbeing and individual targeted support when required.
-  Extend the opportunities for children and ensure they gain cultural capital through the experiences offered.

Challenges




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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Disadvantaged children are not performing as well as their peers in reading. |
| 2 | Disadvantaged children are not performing as well as their peers in maths. |
| 3 | Assessments and observations show that our youngest children, in particular, have under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. |
| 4 | A lack of enrichment opportunities outside of school particularly affects disadvantaged pupils which impacts directly on their attainment. |
| 5 | Children's mental health and wellbeing being continues to be a challenge and, with the ever-growing concerns in relation to the cost-of-living crisis for parents, this remains a priority. |

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 |
|--|--|
| Gaps in reading attainment closed between PP and non-PP. | At least 70% of PP children are meeting ARE for reading. |

| | |
|--|---|
| Gaps in maths attainment closed between PP and non-PP. | At least 70% of PP children are meeting ARE for maths. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Children will be meeting ARE for speech and language. |
| Improved enrichment opportunities will impact directly on the attainment of disadvantaged pupils. | Children will have the opportunity to experience enrichment activities which will ultimately lead to higher attainment and language development. |
| To achieve and sustain improved wellbeing for all children in school, particularly our disadvantaged pupils. | <p>Sustained levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none">  Qualitative data from pupil voice, parent surveys and teacher observations.  An increase in participation in enrichment activities, particularly among disadvantaged pupils.  Reduced number of dysregulations. |




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: £64,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase of standardised diagnostic reading and maths assessments: including Red Rose maths curriculum.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1, 2 |
| <p>Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> | <p>The DfE non-statutory guidance (The Reading Framework, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | 1 |
| <p>Collaboration with Maths and English Hubs to raise attainment.</p> | <p>https://www.archenglishhub.com/</p> <p>https://www.nw1mathshub.co.uk/</p> | 1, 2 |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will reinforce tiers of vocabulary to ensure children can articulate, through</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> | 1, 3 |

| | | |
|--|---|-----|
| spoken and written language, deep subject knowledge and make connections between concepts. | Oral language interventions Toolkit Strand Education Endowment Foundation EEF | |
| Replenishment of 'Little Wandle' - a DfE validated Systematic Synthetic Phonics programme - to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 1,3 |
| To purchase new banded reading books in KS2 to lead on from the children's phonetic development in Year 1. | The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1 |
| To develop children's oracy skills in the early years through: <ul style="list-style-type: none">  Specialist music tuition  Forest Play  WELCOMME | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 3 |
| Embedding our Mental Health and Emotional Wellbeing Policy through universal targeted approaches and work with the DBV project. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf educationendowmentfoundation.org.uk | 5 |

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

Budgeted cost: £23,191

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 1, 3 |
| To develop and enhance targeted interventions in the early years to promote oracy skills. | 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 | 3 |
| To close the gap in reading and maths for children in KS1&2 through targeted adult intervention. | The DfE non-statutory guidance (The Reading Framework, drawing on evidence-based approaches): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1, 2 |

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

Budgeted cost: £73,809

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To provide a trained TA to deliver emotional literacy support, counselling and time to talk (ELSA). | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 5 |
| To provide a trained mental health first aider to support children in crisis. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 5 |
| To provide pastoral care and support for children daily. | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 5 |
| To achieve Trauma Informed Status to provide high quality care to all children. | https://www.traumainformedschools.co.uk/ | 5 |
| To enhance cultural enrichment that is accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, uniforms etc. | The evidence in EEF Toolkit and literature review on non-cognitive skills suggest that character-related approaches can be most effective for improving attainment when they are specifically linked to learning. Life skills and enrichment EEF Toolkit | 4 |
| To ensure attendance for children in receipt of PPG to be in line with non-PPG. | The DFE Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE Improving School Attendance | 1-6 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £161,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our external assessments during 2023-2024 showed that, in KS2, disadvantaged children achieved lower than non-disadvantaged in reading, writing and maths. This will form part of our SDP priorities for 2024-25.

In KS1 attainment between disadvantaged and non-disadvantaged children in reading was lower than non-disadvantaged. Disadvantaged children did achieve higher than non-disadvantaged in writing and maths.

Attendance for disadvantaged children is broadly in line with that of non-disadvantaged but remains a focus of our plan.

We are also continuing to support pupil wellbeing and implement our universal and targeted offers, including the ELSA role and the pastoral offer which have had an impact on the mental health of our pupils. We are also continuing training a dedicated senior mental health first aider.

Externally provided programmes

| Programme | Provider |
|-----------|----------|
| N/A | |
| | |

Service pupil premium funding (optional)

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |