

## 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	
School name	St Luke's CE Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	34.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022, September 2023, September 2024
Statement authorised by	Sam Ray, Gemma Whittingham and Kim Foy
Pupil premium lead	Sam Ray
Governor lead	Jan Phillips

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,080.00
Recovery premium funding allocation this academic year	£6630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£92,170</b>

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- Every child with his/her individual needs and gifts is unique and special.
- All members of staff, governors and teaching assistants accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need.

### Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6

### Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- 1 -2 -1 support
- Additional teaching and learning opportunities provided through trained TAs
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge			
1	The attendance of our pupil premium children as a group is lower than that of the whole schools so we will support our families through a Pupil and Parent Support Manager with targeted Attendance intervention. We will also be supported by subscribing to an officer who can do safe and well checks.			
2	Our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children. There is also a lack of parental engagement in a high majority of our PP children. So, we will improve phonics and reading to enhance reading skills and influence reading for pleasure.			
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need so we will ensure targeted interventions and we will continue to develop well-being opportunities to support Social, emotional and Mental Health needs. Demand for SEMH support is increasing in our disadvantaged cohort.			
		Number of PP	Number of SEND (%)	SEMH (%)
	2021/22	69	35 (50.7)	28 (40.6%)
4	There is an uneven picture across school in writing at length and confidence in this. This has further increased since the pandemic. We will develop literacy skills through the participation in music, art and drama to have a positive impact on academic outcomes in other areas of the curriculum and also developing self-esteem, well-being, confidence and creativity.			
5	There is an uneven picture across the school in basic maths skills in relation our Pupil Premium Children therefore a structured daily intervention will take place from Year 1-6 with additional interventions taking place.			
6	To develop communication and language skills and PSED as priority in EYFS due to 100% of our children with low CLL skills.			

## 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 Outcomes	Success criteria
Progress in Reading	<p>Performance Related:</p> <p>Achieve above national average progress scores in KS2 Reading (0)</p> <p>KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>Additional:</p> <p>Children engaged in reading at home, use of MYON, accelerated reader</p>

Progress in Writing	Performance Related: Achieve above national average progress scores in KS2 Writing (0) KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Progress in Mathematics	Performance Related: Achieve above national average progress scores in KS2 Maths (0) KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
For PPG children to achieve national expected standard in PSC Development of consistent approach to phonics. Whole staff training to support new SSP Programme	Achieve above national average expected standard in Phonic Spelling check PPG children will attain in PSC in line with non-PPG children. Other: Consistent approach to phonics across the school will continue to impact attainment improvement. Percentages of DA pupils achieve in line with non DA peers in phonic screening and in school milestone checks
Improved oral language skills and vocabulary amongst disadvantaged pupils	Assessments and observations indicate significantly improved oracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement with their peers and ongoing formative assessment.
Attend	Data related: Ensure attendance of disadvantaged pupils is above 95% Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment
To achieve and sustain improved wellbeing support for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: · qualitative data from pupil voice, parent voice/feedback a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

## 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: £ 10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of teaching by implementing a graduated response to support our LAP and SEN pupils and improve our quality first provision for these pupil	Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf</a>	3
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. £675	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: <a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a>	2, 5
Staff CPD: Literacy Lead £500 Accelerated Reader Programme £8,500 per annum	Reading comprehension strategies (EEF 6 months) Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves Children have access to High Quality books online, regularly assessed and able to access quizzes. Staff completed CPD	2

<p>Staff CPD: Teaching: Ongoing CPD to improve phonics teaching and reading</p> <p>Training for all teaching assistants £1000</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>EEF (+5 months)</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds.</p> <p>Staff equipped</p>	2
<p>Staff CPD Teaching Royal Shakespeare £800</p>	<p>EEF (+3 months)</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>All children from Reception to Year 6 to take part in partnership with a RSC accredited school.</p>	3,4

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

Budgeted cost: £ 33,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tutoring – Teaching Assistants 12 sessions (30 mins) £1,389.60	EEF (+5 months) One to one tuition involves a teaching assistant giving a pupil intensive individual support. It will happen outside of normal lessons as additional teaching – for example as part of extending school time.	2,3,5
One to one tutoring – Teacher  £12,660	EEF (+5 months) One to one tuition involves a teacher giving a pupil intensive individual support. It will happen outside of normal lessons as additional teaching – for example as part of extending school time.	2,3,5
One to one tutoring – Teacher in Y2 1.5 day a week per annum £11,382	EEF (+5 months) One to one tuition involves a teacher giving a pupil intensive individual support. It will happen outside of normal lessons as additional teaching as a replacement for other lessons.	2,5
Music Teacher – all children take part achieve Arts Award £1,179	EEF (+3 months) Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Music teacher employed to focus on drumming club.	4
Art Teacher – all children take part achieve Arts Award £1,179	EEF (+3 months) Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Art Teacher completes PP club	4
Times Table Rockstars (£176)	EEF (+5 months) Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. All children in Key Stage 2 to take part. Baselined in school and access through the use of laptops and Ipads.	5

	Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.	
Third Space Learning £379	Fluent in 5 resources for this for three days a week and rapid reasoning for two days. Supporting in class interventions	5
Phonics – daily 20 minutes support. Interventions group. 3 members of staff Focus on children not achieving phonics standard £2,700 Phonic resources £6,000	EEF (+5 months) Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. Phonic resources sourced and books to ensure books that are sent home relate to the phonics level.	2
NELI Interventions TA in reception class completing interventions £1,200	EEF (+ 6 months) Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. NELI Trained staff completing interventions for children (following the completion of Reception Baselines)	6

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

Budgeted cost: £ 48,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding Officer and Attendance Officer £35,000 per annum	EEF (4 months) Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. Full time member of staff who focuses on parental engagement for hard to reach parents.	1
Attend £2,140 per annum	Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils The DfE guidance <a href="#">Improving School Attendance</a> has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1



School Counsellor (5 hours a week) £8,190 per annum	EEF (4 months) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	3
ELSA Trained member of staff £800 for training Intervention time 2 hours per week £2,340	EEF (4 months) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <ul style="list-style-type: none"> <li>• Dedicated time/support (1:1 and group) to help build emotional development and resilience</li> <li>• Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</li> </ul>	3

**Total budgeted cost:**

<b>Teaching (for example, CPD, recruitment and retention)</b>	£11,025
<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>	£38,744
<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>	£48,470
<b>Total</b>	98,239

## 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 2020 to 2021 academic year.

See additional information on our school website. 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
Spelling Shed	The Literacy Shed
Little Wandle	Collins
Accelerated Reader and Myon	Renaissance Learning
Fluent in 5	Third Space Learning
TT Rockstars	Maths Circle