

Pupil premium strategy statement

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	
School name	St Luke's CE Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	34.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023- September 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024, September 2025, September 2026
Statement authorised by	Sam Ray, Gemma Whittingham and Kim Foy
Pupil premium lead	Sam Ray
Governor lead	Jayne Leighton (from February 2025)

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
Total budget for this academic year	£92,170

Part A: Pupil premium strategy plan

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	<p>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.</p> <table border="1"> <thead> <tr> <th></th> <th>Number of PP</th> <th>Number of SEND (%)</th> <th>SEMH (%)</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>56</td> <td>25 (44.6%)</td> <td>19 (33.9%)</td> </tr> </tbody> </table>		Number of PP	Number of SEND (%)	SEMH (%)	2024/25	56	25 (44.6%)	19 (33.9%)
	Number of PP	Number of SEND (%)	SEMH (%)						
2024/25	56	25 (44.6%)	19 (33.9%)						
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	Performance Related: Achieve above national average progress scores in KS2 Reading (0) KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. Additional: Children engaged in reading at home, use of MYON, accelerated reader
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
<p>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</p>	<p>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.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf</p>	<p>3</p>
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. £675</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>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	<p>2, 5</p>

<p>Staff CPD: Literacy Lead £500 Accelerated Reader Programme £8,500 per annum</p>	<p>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</p> <p>Children have access to High Quality books online, regularly assessed and able to access quizzes.</p> <p>Staff completed CPD</p>	<p>2</p>
<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>	<p>2</p>
<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>	<p>3,4</p>

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 sessions (30 mins) £	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
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. 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.	5
Homework Club	Children identified for support during a weekly homework club. This runs weekly for one hour.	

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: £ 48,7300

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 Improving School Attendance 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
Purchase SLA for Ed Psychologist £3,400	Purchase of an SLA for an educational psychologist to be able to identify specific needs.	3

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.

Summary

- 1. Strong Commitment to Equity and Inclusion** St Luke's continues to demonstrate a deep-rooted commitment to supporting disadvantaged pupils through its inclusive ethos. The strategy reflects a clear understanding that "every child is unique and special," and this philosophy is consistently evident across their academic and pastoral provision.
- 2. Rich Cultural and Enrichment Experiences** The school has significantly enhanced pupils' cultural capital through a wide array of enrichment activities. From performing Shakespeare in Stratford-upon-Avon to attending **Young Voices in Manchester**, pupils have accessed opportunities that build confidence, creativity, and joy in learning. Importantly, **no child was excluded from trips due to cost or circumstances**, reinforcing the school's inclusive values.
- 3. Improved Engagement and Targeted Support** The provision of structured **academic interventions** such as **Accelerated Reader**, **TT Rockstars**, **NELI**, and small-group tuition has had a clear impact. Monitoring systems for interventions are now more robust, helping track progress and support planning for underachieving pupils more effectively.
- 4. Focus on Wellbeing and SEMH** The school continues to prioritise the mental health and wellbeing of its most vulnerable pupils. With **weekly counselling**, enhanced **SEMH interventions**, and a nurturing approach embedded in the school culture, children are being supported holistically. Feedback from pupil and parent voice confirms a sense of belonging and emotional security.
- 5. Strategic Attendance Monitoring** While attendance of disadvantaged pupils remains an area for improvement, the school is proactive in addressing this. The **employment of a full-time Safeguarding and Attendance Officer** and collaboration with the **VIP EWO service** reflects a strategic and compassionate approach to reducing barriers to attendance.
- 6. Participation in Wider Curriculum** Disadvantaged pupils were **fully included in all aspects of school life**, from sports to the arts, with equal access and targeted encouragement. This breadth of opportunity supports personal development and is helping close the engagement gap.
- 7. High-Quality Professional Development** A strong investment in **staff CPD**, especially in literacy, phonics, and SEND support, has empowered staff to deliver quality first teaching tailored to need. This builds capacity across the school and contributes to long-term improvement.

St Luke's CE Primary School has made significant strides in its pupil premium provision, with

targeted strategies showing measurable impact in areas such as phonics, enrichment, and SEMH. The school's commitment to inclusion, cultural enrichment, and high expectations ensures that disadvantaged pupils are given the best chance to thrive academically, socially, and emotionally. Continued focus on attendance and early language development will further strengthen these positive outcomes.

Further details

We have analysed the performance of our school's Pupil Premium pupils during the 2023/24 academic year using EYFS, Key Stage 1 and Key Stage 2 performance data, phonics check results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils, we have compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. Throughout the 2023-24 academic year, the pupils in school have been assessed and monitored in a variety of ways that support their ongoing needs. Great care has been given to ensure that the children on the SEND register, disadvantaged and PP children are identified and supported as needed. Our observations and assessments demonstrated that pupil behaviour was positive last year, but challenges in relation to wellbeing and mental health remain. As a school, we are planning on introducing a layer of in school support for the 24-25 academic year.

The attendance of Pupil Premium pupils of % is below that of the whole school. Attendance continues to be monitored rigorously and school will continue to liaise closely with families in the 24/25 academic year to support these families as well as working alongside our VIP EWO Service and the Local Authority. We continue to track all children individually. We continue to ensure we offer a range of rewards for attendance achievements and indeed a raft of rewards for other achievements, for those children who cannot achieve 100% attendance due to medical or other conditions beyond their control.

A range of high quality interventions and support is in place for the 24/25 academic year including a new system for monitoring intervention and provision mapping. Additional support will continue to be implemented for those children who did not meet the expected standard in phonics. This includes keep up phonics and also the use of Accelerated Reader and recently published fluency books, which all staff are trained in.

All disadvantaged children participate in wider aspects of the curriculum and school life.

It is important to us at St Luke's that we try to ensure that all children have a rich experience of learning beyond the classroom. As a school we know we need to add to the cultural capital of our children and external visits and learning activities that are brought into school greatly help us do this. We ensure that all children are able to access this important enrichment of our curriculum. No child has had to miss out on these experiences except through illness. Our experiences have ranged from taking being part of the Shakespeare Group to performing at the New Vic as well as curriculum linked visits to make the most of the experiences available in the local area such as Apedale Museum, Trentham Gardens, Chester, Peak Wildlife Park and National Adventure Farm. We have also ventured further afield; performing in Stratford upon Avon and Key Stage 2 had the opportunity to take part in Young Voices in Manchester. The children have also competed in many sporting events.

To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children

As a school we are proud at the wider support we can give to our most disadvantaged families, whether that is individual support, signposting them to the appropriate services, support with uniforms or practical things like our food bank where parents can help themselves without having to be referred.

Total budgeted cost:

Teaching (for example, CPD, recruitment and retention)	£11,025
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	£38,744
Wider strategies (for example, related to attendance, behaviour, wellbeing)	£48,730
Total	98,499

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