

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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. Luke's C of E Primary School
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	Headteacher Deputy Headteacher
Governor / Trustee lead	Mr Ian Moody Mrs Scarlett Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,000
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 37,000

Part A: Pupil premium strategy plan

Statement of intent

At St. Luke's Church of England Primary School, we have high aspirations and ambitions for our children. We strongly believe in developing the necessary skills and values required to succeed in life. Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome these. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	Retention difficulties and other learning difficulties; underdeveloped metacognition skills and difficulty understanding and retaining vocabulary. A group of children in receipt of pupil premium are not narrowing the gap and making accelerated progress.
2 Pastoral	Significant increase in children/families presenting with anxiety, low self-esteem and social and emotional difficulties. An increase in parents requesting support for in the home.
3 Attendance	The attendance of pupils in receipt of pupil premium is in line with the governor target of 97%.
4. Enriched Curriculum	Pupils from disadvantaged backgrounds are not able to fund/pay for curriculum enriching experiences.

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
<p>1 Outcomes</p> <p>To provide high quality support to pupils through focusing on consolidation of key skills and gaps in key skills, raising expectations and reinforcing high quality teaching.</p> <p>To enable children to narrow the gaps with peers and make accelerated progress.</p>	<p>Children feel confident in subjects and have a 'can do' attitude with pupils demonstrating that they can learn from mistakes and use learning characteristics.</p> <p>Children have opportunities to focus on key areas in English and gaps identified and addressed in phonics and writing.</p> <p>An increase in the number of children making accelerated progress specifically in writing and reading.</p> <p>Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p> <p>Interwoven metacognition strategies improve the retention of knowledge and skills, with children being able to articulate what they have learnt.</p>
<p>2. Pastoral</p> <p>To provide well-being / emotional support to pupils and families.</p> <p>To deliver specific therapeutic interventions to pupils as needed.</p> <p>Ensure effective transition into the school through engagement with preschool settings.</p>	<p>To provide pupils with the opportunity to access in school provision building self-esteem, resilience and developing social interaction skills.</p> <p>Teachers know how to refer a pupil for therapeutic support and liaise well with the Family, Safeguarding and Welfare Officer to organise support.</p> <p>Supported pupils feel more confident and self-esteem is growing across the school.</p> <p>Supported pupils and parents feel empowered to cope with difficulties they may face.</p>

Intended outcome	Success criteria
<p>3. Attendance</p> <p>PP children's attendance to be within 1% of the whole school figure.</p> <p>Equates to target for PP attendance being ± 2 days of whole school.</p>	<p>Attendance agenda item in safeguarding meetings to ensure discussion with the office on current and developing trends.</p> <p>Attendance data tracked and reviewed in safeguarding meeting.</p> <p>Ensure Teacher engagement with attendance issues through discussion at parents evening.</p> <p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance where there is a cross over with SEND and PP.</p>
<p>4. Enriched Curriculum</p> <p>Providing a safe and secure relationship with families so they can disclose financial concerns.</p> <p>To enable PP children the opportunity to participate in events or activities where learning is framed in a different context (financial contributions are required).</p>	<p>A fully inclusive curriculum on offer to all pupils which includes subsidised school trip payments and payments for school clubs if applicable to individual barriers.</p> <p>Increased aspirations for pupils regardless of income through engagement with a range of activities.</p> <p>Increase PP engagement with extracurricular activities/clubs – range of actives, subsidising</p>

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write Inc	<i>A systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. The EEF has a number of evidence-based resources that give schools valuable insight into the impact and implementation of phonics approaches. Full report of RWI is released in 2023. EEF 2022</i>	1
RWI Assessments	Individualised assessments carried out by trained member of staff 6 times a year to ensure accurate groupings.	1
RWI Coaching for staff teaching RWI and new staff	20 minutes per week of CPD for staff	1
Talk for Writing LSA Training	<i>Talk for Writing (T4W) is a curriculum programme for raising standards of writing. It makes extensive use of classroom talk to help children become familiar with a range of text genres. For each genre, this familiarisation is extended through ‘talking the text’, shared and guided teaching and pupils’ independent writing of the same type of text. Primary Writing Project 2019</i>	1
HLTA Training based on Developing Teacher Practice.	<i>TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. EEF Making best use of TA’s 2021.</i>	1
Small group maths (maths hub) and single year group teaching.	Small group teaching with the use of a trained HLTA to reduce class sizes and allow teachers to change their teaching approach from mixed year to single year group teaching as well as allowing teachers to have higher quality interactions with pupils and increased quality and quantity of feed-back. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Timetable of pupils receiving reading support focusing on reading and Accelerated Reader based on data analysis. Offering personalised guidance for individual lacking support and direction at home. Tailored support addresses specific needs, encompassing comprehension and phonics-based skills.</p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. EEF- moderate impact.</p> <p>Willingham D, 2017, The reading mind: A cognitive approach to understanding how the mind reads.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF</p>	<p>1 & 2</p>
<p>EPS Maths intervention</p>	<p>The EPS MI is a 12-week programme which will increase pupils' arithmetical skills. On average pupils make double the rate of progress on standardised assessments when compared to the progress made by pupils not using the intervention - see the peer reviewed research journal publication article: Ros Somerville, Kate Ayre, Daniel Tunbridge, Katy Cole, Richard Stollery & Mary Sanders (2015) Firm foundations: the effectiveness of an educational psychologist developed intervention targeting early numeracy skills, Educational Psychology in Practice, 31:3, 265-278 ECC</p>	<p>1</p>
<p>Pre- teaching intervention for groups of pupils in Y 3, 5 & 6</p>	<p>Pre-teaching enables children to have a “practice run at the skills required for the lesson”. Miller, 2006).</p>	<p>1 & 2</p>
<p>UKS2 English support with focus pupils in lessons.</p>	<p>They can help with lesson planning, preparation, and classroom management, allowing teachers to focus on delivering high-quality instruction and addressing the individual needs of students. With the presence of TAs, students can receive more personalised attention and support.</p> <p>2023 LMP Education</p>	<p>1</p>
<p>Y2 Maths LSA support for class of 30</p>	<p>As above.</p>	<p>1</p>
<p>1:1 writing intervention focusing on target pupils addressing gaps in their learning and editing their pieces.</p>	<p>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3) EEF 2021</p>	<p>1 & 2</p>

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Financial Assistance: Allocated to enrich the curriculum and enhance access to the school environment. Pupils eligible for PPG, especially those whose attendance, well-being, or mental health may impact their academic and social inclusion, will receive funding to cover wrap-around care, school outings, and extracurricular activities.</i></p>	<p><i>PPG pupils who otherwise would not have engaged or had the equal opportunity will have parity of experience with peers. This is on a case-by-case basis.</i></p> <p><i>Willingham D, 2010, Why Don't Students Like School? Jossey-Bass</i></p> <p><i>EEF, 2022, Using Pupil Premium.</i></p> <p><i>EEF, 2023, Magic Breakfast</i></p> <p><i>Out-of-school visits are one effective educational activity for students that helps facilitate fast and efficient learning. Coll 2018</i></p> <p><i>Independent evaluation of EEF-funded project, Magic Breakfast. This found that its model of a free, universal, before-school breakfast club delivered an average of +2 months' additional progress for pupils in reading, writing and maths.</i></p>	<p>1, 2, 3 & 4</p>
<p><i>1:1 support for emotional well-being from in-school Family, Welfare and Safeguarding Officer.</i></p>	<p><i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. EEF</i></p>	<p>2 and 3</p>
<p><i>Well-being and emotional support for parents and families from in-school Family, Welfare and Safeguarding Officer.</i></p>	<p><i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. EEF</i></p>	<p>2 and 3</p>
<p><i>To ensure that pupils can attend enrichment opportunities i.e. sports clubs to remove specific barriers.</i> (£1000)</p>	<p><i>Sport and physical activity positively impacts academic performance as it encourages the enhancement of brain function and cognition through increasing blood flow to the brain; National Health England</i></p> <p><i>Among early years children, research found that it is possible that active play may have a positive indirect effect on academic achievement; it showed that higher levels of active play positively predicted self-regulation scores and early maths and literacy; Youth Sports Trust Research</i></p>	<p>2 and 3</p>

Total budgeted cost: £ 37,000

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.

Wider Strategies I,e, Behaviour Approaches/Breakfast Clubs/Increasing attendance

Payment for Year 6 Leaver's Residential (50% per child)

Full payment for school curriculum trips.

Payment for extra curricular club attendance; basketball, football, ultimate games and KS1 football.

Payment for specific pupils to attend breakfast club.

Payment for Year 6 Leaver's Book

1:1 pupil support for vulnerable children; led by Family, Safeguarding and Welfare Officer (approximately 9 children for the duration of the year).

1:1 family support (virtual and in person) led by Family, Safeguarding and Welfare Officer (approximately 30 families receiving support for the duration of the academic year).

Attendance interrogation, phone calls, meetings and letters

Play Therapy

School Uniform Support- a large selection of good quality uniform available to pupils.

EPS RESULTS

1 group in the summer term

Entry Assessment	Mid Point Assessment	Exit Assessment	Progress
22	35	47	25
46	57	70	24
18	32	48	30
31	53	70	39

Read, Write, Inc

This is fully imbedded across EYFS and KS1, with staff all having weekly coaching sessions led by the RWI lead in school, as well as interim and 6 weekly 1:1 assessments for each child. Individual gap analyses are provided and these are used in the review part of each lesson to ensure pupils are 'keeping up.' The lowest 20% of phonic attainers in

EYFS, Year 1 and year 2 have 1:1 tutoring for 10 minutes, 4 times per week..

RWI Tracker

Sounds Tracker – Summer 2

EYFS 95% at or above number of sounds expected to know

Yr 1 – 85% at or above

Yr 2 – 100%

Storybook tracker –

EYFS – 100% at or above expected

Yr 1 – 76%

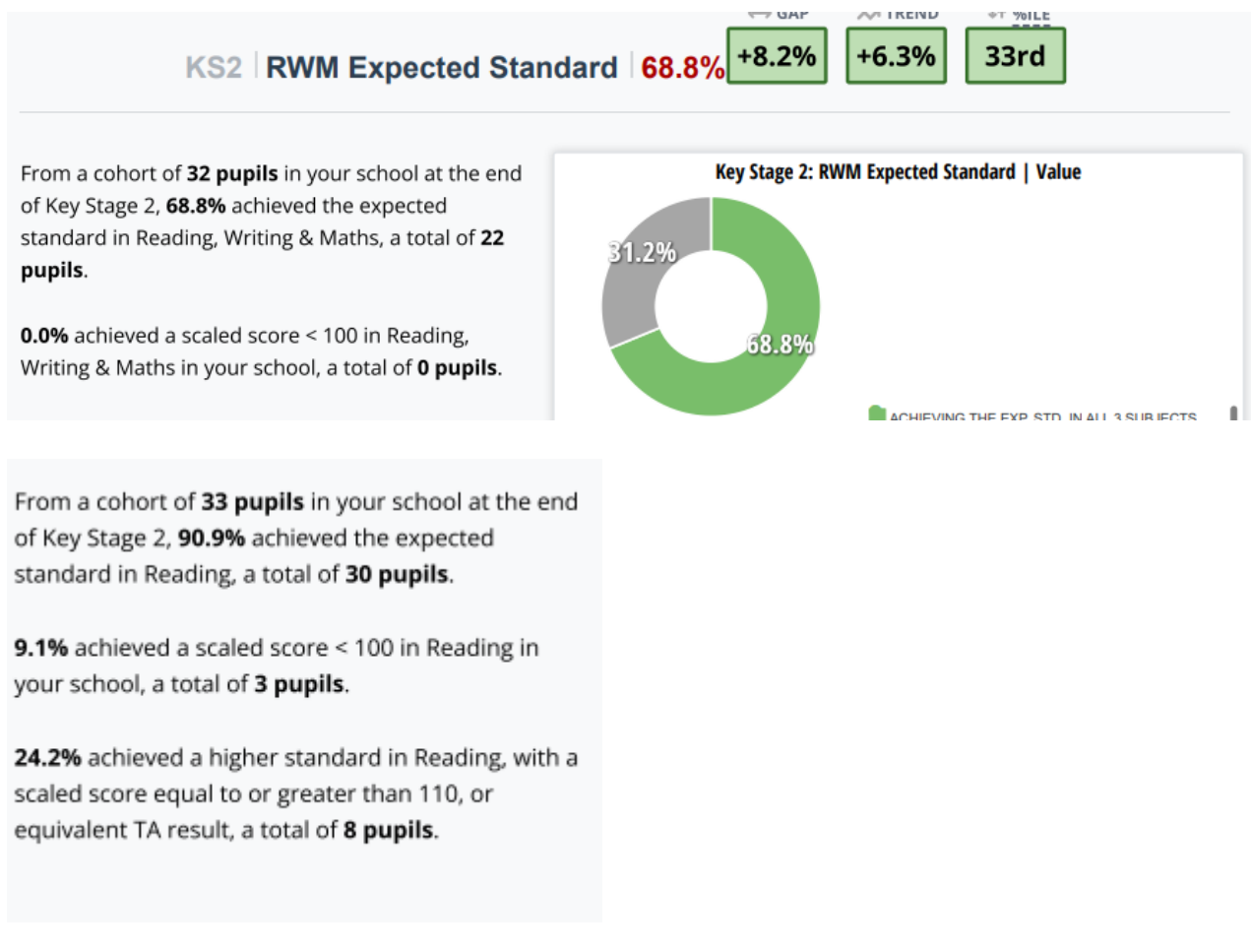
Yr 2 – 98%

Impact on phonics screening result:

Year 1- 95.6% pass rate; an increase of 7.4% on the previous year.

Year 2- 3 out of 4 pupil passed their phonics screening retake.

Year 6 Data



From a cohort of **32 pupils** in your school at the end of Key Stage 2, **81.3%** achieved the expected standard in Writing, a total of **26 pupils**.

0.0% achieved a TA Result below EXS in Writing in your school, a total of **0 pupils**.

28.1% achieved a greater depth in Writing, with a scaled score equal to or greater than 110, or equivalent TA result, a total of **9 pupils**.

From a cohort of **33 pupils** in your school at the end of Key Stage 2, **84.8%** achieved the expected standard in Maths, a total of **28 pupils**.

15.2% achieved a scaled score < 100 in Maths in your school, a total of **5 pupils**.

21.2% achieved a higher standard in Maths, with a scaled score equal to or greater than 110, or equivalent TA result, a total of **7 pupils**.

