

St Luke's CE (A) Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Data
School name	St Luke's CE (A) Primary
Number of pupils in school	473 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	27% (128 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	22.12.2023
Date on which it will be reviewed	01.12.2024
Statement authorised by	Mrs A Grennan - Headteacher
Pupil premium lead	Mrs K Aldridge – Senior Leader
Governor / Trustee lead	Miss Y Fairclough Mr A Chhabra

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,525.00
Recovery premium funding allocation this academic year	£19720.00
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	£245245.00

Part A: Pupil premium strategy plan

Statement of intent

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that, '**we can do all things through Christ who strengthens us**' Philippians 4:13.

Our Motto

Aspire, Believe, Achieve

'We can do all things through Christ who strengthens us.'

Philippians 4:13

Our Core Values

Love and **Compassion**

Friendship and **Forgiveness**

Endurance and **Hope**

We strongly believe all children can be successful, confident and successful learners and there are no limits to what they can achieve with dedication and a commitment to learning. We know the 'barriers' for children, such as socio economic factors, low prior attainment, proficiency in English, social care involvement, stability and mental health and well-being and we are therefore determined to create a climate that does not limit a child's potential by providing a fun, stimulating learning environment where each new day brings fresh challenges and rewards, and inspiring our children with our creative balanced approach to the curriculum, providing a firm foundation for lifelong learning.

We believe character development, building strong relationships based on trust and respect and highly valued pupil voice by us all will guide us to listen, value and act on what is important to our children.

We treat all our children as individuals, carefully monitoring their progress and planning next steps on their learning journey to achieve the highest possible standards in everything they do so that no child is left behind.

School development plans for 2023/24 will continue to recognise that there are gaps in achievement between certain groups of pupils across school – these vary slightly from cohort to cohort. It is therefore necessary to raise the attainment and achievement of these groups. Raising the attainment and achievement of Pupil Premium children to reach at least national expected standard continues to be a school priority.

We take an evidence-informed approach that informs teachers and leaders by combining research (Education Endowment Foundation), professional expertise and the school context to make decisions regarding spending and deployment of resources.

The pupil premium is allocated:

- For any pupil registered as free school meals at any point in the last 6 years (Ever 6)
- For any pupil who has been looked after for 1 day or more
- For any child who has been adopted from care
- For any child who has left care under a special guardianship order, a residence order or a child agreement order
- For any child whose parents are currently serving in the armed forces

Our pupil premium money has been used to provide a range of additional support for our children to enable them to make progress and ensure the gap between disadvantaged and others is closed. Our Pupil Premium Strategy is rooted through our whole-school ethos.

Objectives in spending Pupil Premium:

- All pupils receiving PP or LAC to make expected progress at the end of KS2 in reading, writing and maths.
- Monitor progress termly from end of EYFS and provide intervention in KS1 if not on track to make expected progress
- Monitor progress termly from end of KS1 and provide intervention in KS2 if not on track to make expected progress
- Individual pupils are tracked for their progress using Pupil Premium
- Extra-curricular activities and lunch time clubs are provided to help to build enrichment opportunities and provide social, emotional and mental health and well being

Barriers to learning:

- Attendance – especially persistent absence for our most vulnerable children
- Standards on entry are significantly below national expectations
- Aspirations for the future for some of our disadvantaged families
- Language barriers for non- English speaking disadvantaged families
- Social, emotional and mental health and well-being – pastoral care
- Lack of enrichment activities in the home

Measuring the impact of Pupil Premium:

- This will be measured and evaluated through the SIP 2023-24 actions in the Pupil Premium and the Outcomes section.
- Pupils eligible for PPG will form part of the termly data reviews (half 3 termly for key year groups) where their provision and progress will be discussed and targets put in to place.
- PP children's data will be presented to governors at each FGB meeting where it is a regular agenda item.
- Records of extra-curricular activities which are attended by disadvantaged children are also tracked and analysed to ensure every child is provided for.
- Behaviour of PP children is analysed through Good to be Green to demonstrate the impact of emotional, health and well-being support.

Date of review of the school's PPG strategy: A full review of 2023/24 will be written at the end of the academic year with new or ongoing priorities established and planned for.

Challenges

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

Challenge number	Detail of challenge
1	English as an additional language and vocabulary gap on entry with their peers, with many more now speaking no English at all. In addition, many of our children are living in households where there is very little English spoken at all.
2	School Readiness: Children not being school ready on entering Reception/ Nursery
3	COVID19 school closures – loss of learning time. This continues to be an issue particularly with children in Years 2 to 4.
4	Children's retention skills, not being able to retain information.
5	Lack of access to experiences to develop cultural capital and knowledge of the world
6	Children can't access home learning due to lack of available technology.
7	Children needing support to manage emotions and behaviour.
8	Access to high quality reading materials and other teaching materials / online apps both in and out of school.
9	Spelling being a barrier to achieving writing objectives.
10	Poor speed recall of times table facts holding children back from accessing harder maths.
11	Parenting skills, routines and boundaries and also, parental understanding as we have an increase in parents not speaking or understanding English
12	Punctuality and Attendance issues – attendance particularly affected by concerns related to the pandemic

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
All Pupil Premium children are given opportunities to develop cultural capital across the curriculum to enrich their learning.	<ul style="list-style-type: none"> • Children are given experiences they may not receive elsewhere. • Children able to access the curriculum and related vocabulary.
The percentage of Pupil Premium children attending after school clubs to enrich the curriculum is in line with peers.	<ul style="list-style-type: none"> • Registers taken from all after school clubs show regular attendance of children who are eligible for Pupil Premium. • Children are given experiences to grow and develop talent they may not receive elsewhere.
The percentage of Pupil Premium children attending educational visits and experiences including residential is 100%.	<ul style="list-style-type: none"> • Children experience the learning opportunities of experiences and activities that cannot be provided at school as well as a range of residential visits overnight
Punctuality and Attendance of Pupil Premium children is at least in line with peers.	<ul style="list-style-type: none"> • Pupil Premium children's punctuality and attendance does not affect their learning.
Behaviour of Pupil Premium children is at least in line with peers.	<ul style="list-style-type: none"> • Pupil Premium children's behaviour and attitude does not affect their learning.
In Early Years, all children entitled to Pupil Premium make progress from baseline and the pupil premium gap narrows from baseline to percentage at GLD.	<ul style="list-style-type: none"> • Pupil Premium children have strong and secure foundations for learning. • Barriers to learning for Pupil Premium children and families are tackled. • Children are ready to learn more.
In Year 1, the percentage of children who are entitled to Pupil Premium passing the Phonics Check is at least in line with national.	<ul style="list-style-type: none"> • Pupil Premium children have a secure phonic understanding and use decoding and blending effectively as they start their reading journey.
In Year 2, the percentage of children who are entitled to Pupil Premium passing the Year 2 Phonics Check is at least in line with national.	<ul style="list-style-type: none"> • Pupil Premium children have a secure phonic understanding and use decoding and blending effectively as they start their reading journey.
In Year 2, the percentage of children who are entitled to Pupil Premium achieving EXS in reading, writing and maths combined shows a narrowing of the gap from %GLD in EYFS.	<ul style="list-style-type: none"> • Pupil Premium children have received support and challenge to allow them to succeed. • Barriers have been removed to allow children to achieve in line with national expectations.
In Year 4, the percentage of children who are entitled to Pupil Premium passing the Multiplication Check is at least in line with national.	<ul style="list-style-type: none"> • Pupil Premium children have a secure knowledge of times table recall facts and this is then not a barrier to deeper mathematical learning

<p>By the time children leave St Luke's in Year 6, the disadvantage gap has been closed. Children eligible for Pupil Premium achieve in line with their peers.</p>	<ul style="list-style-type: none"> • Pupil Premium children complete the full curriculum for KS2 and achieve in line with their peers at both EXS and GDS. • Barriers have been removed to allow children to achieve in line with national expectations.
<p>Children entitled to Pupil Premium grant are prepared to be successful in transition to next year groups or secondary school.</p>	<ul style="list-style-type: none"> • Pupil Premium children settle quickly into new classes and progress continues. • Year 6 children are supported with managing anxieties around secondary schools.

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: £158777.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusive Teaching</p> <ul style="list-style-type: none"> Phase managers /SENCO to support greater consistency in high quality teaching as well as monitoring the effectiveness of interventions: Percentage of salaries of KA, CB & EP (25%) Smaller groups for Reading, English and Maths in Years 1 and 2, and for Reading and Maths in Years 3, 4, 5 and 6 > Increase the teacher to pupil ratio for intensive support for pupils regardless of their starting point and to minimise disruption: Salary of EB (100%) Percentage of salaries for targeted support for year groups where there are a greater number of children with complex SEND needs SK, SG, IS (50%) 	<p>Quality First Teaching Wave 1: Waves of Intervention EEF.</p> <p>Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.</p> <p>EEF +4: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better</p> <p>EEF +4: This arrangement enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1 3 4 8 9 10</p>
<p>Reduced Teaching Groups in Early Years</p> <ul style="list-style-type: none"> Teacher and two L3 Teaching Assistants employed in Nursery to enable 2 Family groups each session and targeted support for children with SEND Higher number of staff employed to enable 3 Family Teaching groups in Reception Salary KM (100%) 	<p>EEF +5: Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families</p>	<p>1 2 3 4 5 7</p>
<p>Inclusive Teaching</p> <p>Targeted in house and external professional development for</p> <ul style="list-style-type: none"> Early Career Teachers Teaching staff Teaching assistants 	<p>Quality First Teaching Wave 1: Waves of Intervention EEF / Sutton Trust 2014 – What makes great teaching? (Pedagogical) content knowledge (Strong evidence of impact on student outcomes)</p> <p>Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.</p>	<p>1 3 4 8 9 10</p>

<p>Phonic Development Strategies</p> <ul style="list-style-type: none"> Review teaching strategies for targeted phonics for learners in Reception to Year 2 English team to provide CPD for all staff leading phonics Children taught in small targeted groups Staff identified to undertake RWI training 	<p>EEF +4: 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</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress</p>	<p>1 3 4 8 9</p>
<p>Staff Training</p> <ul style="list-style-type: none"> Early Career Teachers or Recently Qualified Teachers CPD for Teaching Assistants 'SEND & Maths CPD: Teaching & Learning, The impact of feedback 	<p>Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.</p> <p>EEF +8: Feedback studies tend to show very high effects on learning. Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning</p>	<p>1 3 4 8 9 10</p>
<p>Curriculum Development</p> <p>Embedding scaffolding of academic language and vocabulary across the curriculum to improve language acquisition</p>	<p>EEF: Develop Pupils' Language capabilities</p> <p>Purposeful speaking and listening activities to support children's language development</p>	<p>1 2 3 5</p>
<ul style="list-style-type: none"> Developing Oracy > the use of subject stems Collaborative Learning, Talk Less Teaching Strategies In house professional development 	<p>Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words</p> <p>Adaptations to the curriculum in order to recover foundation skills and build upon these – back stitch approach / non-negotiables</p>	<p>9</p>
<p>Termly Pupil Progress Meetings</p> <ul style="list-style-type: none"> Phase Leaders and teachers to track progress of all PP children SLT member with responsibility for PP (KA) > produce Venn diagrams for all staff 	<p>In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress</p>	<p>1 2 3 4 5 7</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £31024.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>English and Maths - Closing Gaps in Learning across the school.</p> <p>Teaching of gaps to reinforce and consolidate learning linked to the curriculum through afternoon interventions.</p>	<p>EEF Toolkit</p> <p>Teaching Assistant</p> <p>Summative and diagnostic assessments analysed to inform interventions for identified children</p>	<p>1 3</p> <p>4 8</p> <p>9</p> <p>10</p>
<p>National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils, i.e. targeted pupils for Y1 / Y2 phonics; children not on track in AREs including children expected to achieve GDS; all children in Year 6 (after school tuition)</p>	<p>EEF +4: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one tuition and in small groups</p> <p>EEF +4: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better</p> <p>EEF +4: Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1</p> <p>3</p> <p>4</p> <p>6</p> <p>8</p> <p>9</p> <p>10</p>
<p>Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>EEF +4: Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p>	<p>1</p> <p>3</p> <p>4</p> <p>6</p> <p>8</p> <p>9</p>
<p>Additional weekly sessions (afterschool) for Reading, Writing and Maths, Phonic Hero My Maths, TTRS, Education City</p>	<p>EEF +4: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p> <p>School Led Tutoring</p>	<p>1</p> <p>3</p> <p>4</p> <p>6</p> <p>8</p> <p>9</p> <p>10</p>

Subscriptions to online apps and sites: My Maths; TTRockstars; Phonics Hero	EEF +4: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	1 3 4 6 8 9 10
---	--	----------------------------------

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

Budgeted cost: £65842.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable disadvantaged pupils to access a wider curriculum attendance on visits, experiences and residential.	<p>EEF +4: Evidence suggests that enriching education has intrinsic benefits We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>EEF +4: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	3 5
Home School Link worker to work with targeted children and parents/carers, to improve issues around parenting, routines, punctuality and attendance (100% of Salary)	EEF +3: The association between parental involvement and a child's academic success is well-established.	2 3 5 7 11 12
Wider Opportunities – links with the Music School (Brass Tuition)	There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.	4 5

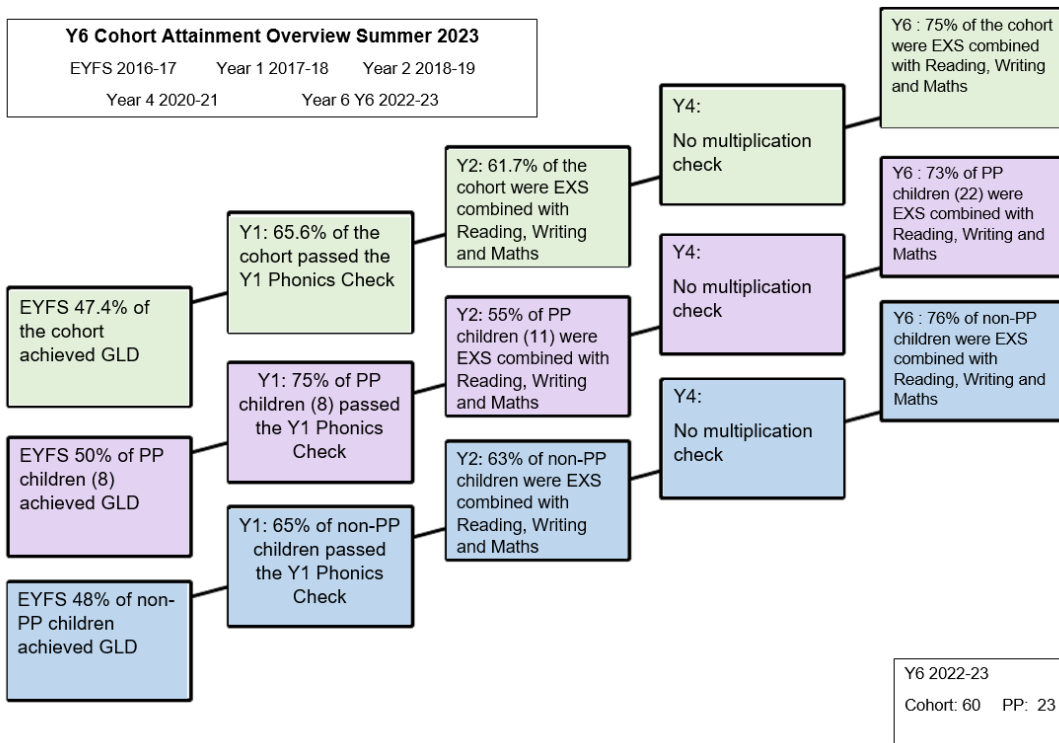
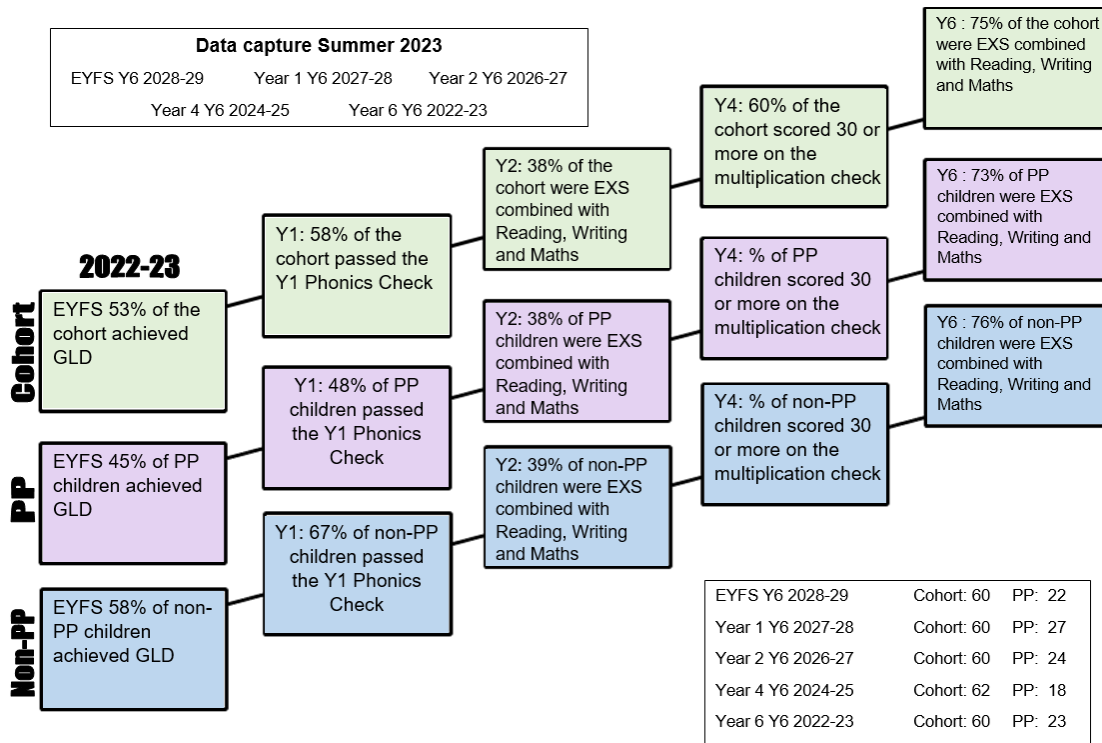
<p>National School Breakfast programme: all children are able to have a bagel every day (free of charge) and also, free fruit for all children</p>	<p>The National School Breakfast Programme: Research has shown a direct link between the breakfast habits of children and their educational attainment, with children in primary schools where breakfast is provided achieving on average up to two months' additional academic progress over the course of a year.</p>	<p>2 5 11</p>
<p>Rewards system and Golden Tickets</p>	<p>EEF +4: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>4 7 11 12</p>

Total budgeted cost: £255644.47

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 2021 to 2022, academic year.



Attainment and Achievement

- Every child at St Luke's receives at least good, and more frequently, outstanding quality first teaching, so that progress in Reading, Writing and Maths for disadvantaged pupils is at least in line with national by the end of the key stage; and, more disadvantaged pupils achieve greater depth in reading by the end of the key stage.
- St Luke's continue to be part of the LA Assessment 'Keep up, not Catch up' project. Children have completed baseline and mid-line assessments and data analysed.

Behavioural and Emotional Well-Being Support

- Targeted work from within school as well as in partnership with external partners has provided intensive social emotional support for vulnerable disadvantaged pupils and has resulted in an increased stability in pupil's mental health and sustained emotional well-being so that these vulnerable pupils were able to continue to access full time mainstream education.
- Large number of staff completed LA Mental Health Champions - Foundation programme
- Two members of staff completed the Leading Mental Health in Schools Award

Relationships with Parents/Carers

- Following review of practice during Covid-19, following parental feedback we have continued to offer a hybrid approach for Parents/Carers Consultations.
- We have Learning Together Sessions for Parents/Carers, this gives parents/carers the opportunity to come into school each term to join in learning with their children.
- Annual report provided for all children at the end of the academic year.
- Feedback from Parents/Carers was overwhelmingly positive:

- ✓ *Personally as a parent I don't think there's more to be improved as the school surpasses the normal standard.*
- ✓ *We love St. Lukes school and are proud to be part of the St. Lukes family. Thanks to all the teachers who work extremely hard to support the pupils in school and provide them with an enriched education.*
- ✓ *So grateful to God, that in the midst of challenging world for children there's the St. Luke who helps us parents moulding, equipping and preparing our children to be able to face the future with confidence. Thanks to all st lukes staffs. God bless!*
- ✓ *A 'standing ovation' to the management and staff of St.Luke's Primary School for the very inspiring, and ever selfless dedication to duty - extremely commendable. Thank you!*
- ✓ *The school is a very good school , which enable children to achieve their full potential.*
- ✓ *I am proud to my daughter join this school for bright future. Thankyou*
- ✓ *The school is a great place of education and the teachers there are very nice and respectful. I think this school is a school that every kid should go to.*
- ✓ *Over the last 6 years, my son *** has enjoyed school, and I have seen a massive improvement in his growth and development (education wise). Thank you to all the staff.*

- ✓ Thanks for everything. The girls have had a lovely year in school . I'm proud of the school and their achievements. They are very lucky to have had so many trips and clubs. Amazing school thanks all.
- ✓ Excellent from the way children are taught seen by the learning together sessions, school trips, after school activities and being kept informed via the weekly newsletter. I always look forward to reading that on a Friday.

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
National Tutoring Programme	School Based Tutors

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No children entitled to Service Pupil Premium.
What was the impact of that spending on service pupil premium eligible pupils?	No children entitled to Service Pupil Premium.