# Pupil premium strategy statement – St Luke’s C.E. Primary School

*Before completing this template, read the Education Endowment Foundation’s guidance on* [*using your pupil premium funding effectively*](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) *and DfE’s* [*using pupil premium guidance*](https://www.gov.uk/government/publications/pupil-premium)*, which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 379 |
| Proportion (%) of pupil premium eligible pupils | 43.27% (164) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-25 |
| Date this statement was published | Dec ‘23 |
| Date on which it will be reviewed | Dec ‘24 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Headteacher |
| Governor / Trustee lead | Joan Holt (Chair) |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £240,328.33 |
| Recovery premium funding allocation this academic year | £23,780 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £264,108.33 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The Pupil Premium at St Luke’s C.E. Primary School  **What are our ultimate objectives for our disadvantaged pupils?**  Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  **How does our current pupil premium strategy plan work towards achieving these objectives?**  The objectives for our disadvantage pupils:   * All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum * Progress by the end of each key stage is equitable for all children * The personal development of our children is strong and they demonstrate resilience through active participation in all learning and the wider curriculum. * All children are meeting our attendance target of 97%.   Our strategy is also integral to wider school plans for education recovery through School Led Tuition, ReachOut, DebateMate, school intervention programmes which include after school boosters to include all children who have limited opportunities which can impact negatively on their future life chances including non-disadvantaged pupils.  **What are the key principles of our strategy plan?**  High-quality teaching, high-quality well-designed sequential curriculum and wider school offer are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap in our school pre-pandemic and at the same time will benefit the non-disadvantaged pupils in our school. Many of whom are also disadvantaged that not yet eligible for FSM due to a variety of reasons such as change in community, refugee status, new to the UK…Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. |

## Challenges

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

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| **Year** | **2019**  **% achieving Expected Standard** | | **2022**  **% achieving Expected Standard** | | **2023**  **% achieving Expected Standard** | |
| **Outcome** | **All** | **Disad** | **All** | **Disad** | **All** | **Disad** |
| **Attendance**  **PA** | 96.13 (96.10)  10.41 (8.40) | 95.99  9.38 | 94.99  11.9 |  | 92.55  23.90 |  |
| **Phonics Yr 1** | 73.2 | 89.5 | 80.6 | 69.6 | 74.6 | 70.4 |
| **KS1:**  **Reading**  **Writing**  **Maths** | 77.6  63.8  81 | 88.2  76.5  94.2 | 69.4  57.1  71.4 | 66.7  46.7  80 | 71.2  61.0  69.5 | 68.0  60.0  60.0 |
| **KS2:**  **Reading**  **Writing**  **Maths** | 83.9  79  96.8 | 87.5  87.5  95.8 | 67.2  60.7  68.9 | 62.5  53.1  68.8 | 67.7  66.1  75.8 | 82.4  73.5  79.4 |

= National

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| Challenge number | Detail of challenge |
| 1 | As can be seen from the table, our attendance remains higher and our PA lower than the National in 2022. There is a decline in our own data from 2019. As our data shows, previous strategies worked effectively but the disproportionate impact of the pandemic on our area which has a high poverty index (See IDACI) has resulted in this decline. |
| 2 | Gaps in learning and curriculum content created by the COVID-19 pandemic and global events and the current ongoing after effects especially for younger children. As seen in the data above, our disadvantaged pupil’s pre-pandemic were doing as well and better than all pupils in all outcomes due to our successful onsite strategies. During the pandemic, in-line with the National our disadvantaged children as expected did less well in Reading and Writing. These 2 strands need greater interaction and modelling which was not available to most of our disadvantaged children other than on-line teaching. |
| 3 | Reluctance of some parents to allow children to take up all the opportunities to engage in the wider curriculum and enrichment activities which impact on pupil’s attainment especially communication and vocabulary and their personal development, particularly resilience. Many of our younger children (current Nursery) were born during the pandemic and had very limited opportunities to meet and interact with others. Parents and children’s anxiety increased as a result of the pandemic. |
| 4 | Delayed language and limited vocabulary impact on pupils full understanding and access to their learning. In our context, children enter our school with a very low baseline and have had very limited opportunities to practice and extend vocabulary. This was further exacerbated by the pandemic. Opportunities, interactions and modelling of language were greatly affected by isolation. |
| 5 | Lack of some parental engagement/value of education; (further exacerbated by the COVID-19 pandemic and its aftermath) leading to an impact on persistent absence especially in EYFS and KS1. |
| 6 | Schools context:   * High mobility due to social and economic issues and barriers as well as ongoing INA, refugees, rehousing. * High FSM. * High percentage of pupils with significant additional needs particularly early years and KS1. * Poor/over-crowded housing and lack of online IT equipment. Families that have fallen in to significant poverty; a) further poverty as a direct ongoing impact of COVID-19 and global events i.e. losing jobs, self-employed unable to work, interrupted support networks, b) attendance fears exacerbated due to the pandemic, c) immigration status and difficulty accessing support in the current climate. |

## 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.

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| Intended outcome | Success criteria |
| To narrow the gap between all pupil groups, especially the gap created for all pupils particularly the disadvantaged as a direct impact of COVID-19. (Due to the pandemic, all pupils have become at risk of disadvantage with some pupils becoming recently disadvantaged.) | All groups to be close to the National Average with a diminished difference between disadvantaged and non-disadvantaged at school in all school outcomes including attendance. |
| Ensure all pupils make at least good progress towards closing the gap created by COVID-19. | 100% of pupils make at least good progress from their individual starting points in order to meet at least the expected standard by the end of each phase. |
| Level of attainment between FSM and non-FSM to be equitable. | All groups to be close to the National Average within a diminished difference between disad and non disad at school. |
| To accelerate progress on entry where attainment is low. | 100% of pupils make at least good progress from their individual starting points including accelerated progress of pupils with very low starting points. |
| To overcome mobility barriers which are a contextual feature of the school. | Targeted interventions and strategies in school enable all pupils to enter school other than the normal entry time to make accelerated progress to meet at least age-related expectations. |
| To put in place diagnostic strategies (see catch up plan) to counteract the barriers for pupils at risk of underachievement. | Targeted interventions and strategies are employed and all pupils at risk of not meeting the expected standard/age related expectations meet the required standards. |
| To support pupil’s mental health and wellbeing (which has been further impacted on significantly by the COVID-19 pandemic.) | Targeted interventions and strategies are employed; counsellor and learning mentor timetables, forest schools, access to multi agencies (e.g. CAMHS, school health, S&L). Access to calming spaces created around school e.g. reflection garden and music. |

## 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: £ *185,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Having daily reading in class with daily planned reading aloud activities modelled by staff from Nursery to year 6 e.g. class books, storytelling...  Homework to incorporate daily reading homework, links to reading platforms and Apps, videos posted of teachers reading aloud (Nursery to year 6)  2 x Themed termly big read days (create scenes around the school) and World Book Day event.  Create communal reading corners around the school.  Writing Incident Days – 2 per year.  Weekly timetable of school library.  Local library visits from Reception to Year 6.  Ensure all classes have structured, guided reading sessions weekly in addition to all pupils reading one to one to an adult in school once a week.  Book club (when service resumes) for children to purchase a range of books.  EYFS/KS1/2 extracurricular reading clubs.  EYFS after school additional support to improve language and communication and phonics. | To develop a love of and raise standards in Reading, language and Writing for all pupils and to diminish differences between the School and the National in Phonics, GLD, KS1 and KS2 outcomes. | 1, 2, 4 |
| CPD – WellComm Training to identify early needs in EYFS | Baseline on entry | 1, 2, 4 |
| CPD and up-to-date training on attendance | Successful strategies pre-pandemic. Need to evaluate and update practices to ensure that decline in 2022 is reversed. | 1 |
| Quality First Teaching  Teacher and TA in every classroom to provide additional teaching support and meet the needs of all pupils. | This approach has been effective as evidenced by historic data | 1, 2, 4 |
| Weekly debate sessions in all year groups.  DebateMate after school for year 6.  Involvement in National DebateMate | Children find it difficult to carry out sustained conversations which are reasoned and well developed using a rich and diverse vocabulary.  School has already reached National finals twice, to ensure pupils attain the skills to continue to participate at National level. | 1, 2, 3, 4 |
| POST COVID  Enriched curriculum including the residentials to stimulate writing opportunities and hooks. | Most of pupils have a limited access to a wide range of opportunities from which to draw ideas to support creative and imaginative writing. | 1, 2, 3, 4, 6 |

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

Budgeted cost: £ *75,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Deploy phase leaders to provide additional support and interventions to raise attainment in RWM including extracurricular support.  Additional experienced practitioners to:  Accelerate phonics progress in Reception (0.5 additional teacher) and Year 1 (additional TA support).  Target borderline and most able pupils in year 2, 3, 5 and 6 to achieve expected levels by the end of KS.  Extend the school week by 2 hours from November for year 2, 5 and 6 to provide booster sessions after school for all pupils.  External catch up programmes:  15 hours catch up one to one/one to three provided by TutorTrust in year 6.  ReachOut programme for identified year 5 pupils.  DebateMate tutors for year 6 | Gaps that have arisen and further disadvantage caused by the COVID-19 pandemic as well as increase in PA and absence.  Due to lockdown, despite support from school, teaching and learning was significantly negatively impacted in terms of high-quality teaching, ongoing assessment and feedback and curriculum coverage.  Prior outcomes show this is successful and gives challenge and needs to be sustained. | 1, 2, 3, 4, 6 |
| Fulltime TA in each class to provide smaller group ratios and targeted support and increase the ratio of adults to pupils in EYFS to 1:10. | High mobility and very low baseline on entry for most pupils in school especially in EYFS and Key Stage1 with a high percentage of pupils entering Key Stage 1 with no prior education/lack of English. Higher percentage of SEND pupils especially Speech and Language and autism entering EYFS. Therefore, need smaller group support to accelerate learning especially language and communication for individuals in order to diminish gaps. | 1,2, 6 |
| Toe by toe intervention programme.  KS1/2 Reading boosters for identified pupils.  EYFS after school support for identified pupils (in addition to full time provision). | Very high mobility with high number of pupils who are PP and have limited opportunities to access reading outside of school.  Pupils arrive in school with a very low baseline at EYFS and also at other entry points especially in speaking and listening, communication skills and reading. | 2, 4, 6 |
| Wide range of extended school provision – in class support for identified children e.g. boosters for year 2 and 6, early morning one to one interventions for able (8:30 – 9:00)  EAL – team to support pupils in classes and one to one/small groups. INA, recent EAL and established EAL.  Language and communication – EYFS 1 teacher and 1 TA working with identified children from Nursery and Reception on key communication programmes.  ½ a day speech and language therapist work in school with children with significant language delays.  2 TAs trained to deliver speech and language programmes. | To continue to close the gap between vulnerable groups in School (including disadvantaged pupils with SEND) and National with regards to Reading, Writing, Maths and language and communication at the end of each phase (GLD, year 1 phonics, Key Stage 1 and 2)  Given the school context and the very low starting points most pupils enter school with to ensure raised attainment and achievement and close gaps between pupils and National.  Targeted intervention more effective in a small group setting with children of similar abilities.  Pupils at risk of underachievement.  Majority of EAL pupils are also eligible for Pupil Premium.  Due to increasing number of pupils especially disadvantaged with language and communication difficulties/delays particularly in EYFS. | 1, 2, 3, 4 |
| Accredited counsellor in school (1.5 days) with a caseload of identified pupils displaying anxiety and distress.  Learning mentor to support pupils displaying signs of disaffection.  Forest schools’ activities by accredited forest school teacher.  Access to peaceful areas in school. | Due to COVID pandemic there is increased number of pupils displaying stress and anxiety as well as pupils having lost routines, due to lockdown and school closure.  Improve absence and PA for some pupils. | 1, 3 |

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

Budgeted cost: £ *30,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Full and regular communication with parents/carers.  Attendance officer first day of absence call.  Full engagement in distance learning. Teachers contact parents/carers immediately for absence which is followed up by attendance officer. Any issues identified and addressed.  Support individual parents in extenuating circumstances.  Identify issues and concerns for vulnerable groups – attendance meetings with parents.  (In normal circumstances:  Provide transport for extenuating circumstances to ensure vulnerable pupils attend school.) | Due to COVID-19 high mobility, deprivation and often extenuating circumstances for families who are placed in temporary housing or new to England and parents who due to their own experiences do not always engage well in education. The school has to put in a lot of resources to continue to improve attendance, punctuality and engagement.  Attendance procedures and expectation are followed for distance learning as for in school.  Pupils struggling to access distance learning, supported with IT and learning packs/resources. Daily communication to ensure full access.  A range of duplicating communication systems in place so all parents have full knowledge and understanding of what is required to ensure that all parents can access the information required. | 1, 3 |
| Develop/foster and sustain ongoing independent learning skills.  Further develop transference of skills in a range of contexts especially Writing.  Home school projects 4 times a year – pack of resources provided to each child in school.  Parent forums/parents evening/open door policy to support parent with project.  Phonics – 12-week programme for reception and year 1 parents led and delivered by experienced teacher. | The DoJo system in place (back up email system also existent) – daily activities and lessons for homework, reading, catch up and wellbeing. All pupils expected to engage and attendance is monitored. In the case of lockdown or bubble isolation, school times will apply for home learning with online learning as well as a backup curriculum in the form of workbooks or packs.  Due to high mobility, deprivation and often extenuating circumstances for families who are placed in temporary housing or new to England and parents who due to their own experiences do not always engage well in education. The school has to put in a lot of resources and support to continue to raise the profile of learning and education and importance of developing independent learning skills to equip children beyond school life.  Develop pupil’s independence, resilience and stamina, research skills and being able to transfer learning in different contexts.  To have well informed engaged parents who support their children’s learning. | 1, 2, 3 |
| Outdoor Curriculum – overnight residential for every Key Stage 2 pupil (Sept-Oct) and a programme of outdoor activities for EYFS and Key Stage 1 e.g. Mobile Farm, City Walk, River Walks etc  Engineering project with Manchester University in order for our pupils to value and appreciate the facilities and achievements of their own city and increase their own aspirations.  Global citizen project (Manchester University)  Geography globe project – children design large globe to be displayed around Manchester | Develop a greater awareness of the pupils understanding of what is available in the local environment and to encourage and foster opportunities for pupils to access these. In our very diverse school community, to develop an affinity with Britain and British values. To give opportunities to the most able pupils to further develop talents.  To provide children with wider career opportunities.  To engage children in world class higher education establishments.  To provide children with a clear understanding of the wider world including possible countries of origin. | 2, 3 |
| Improve self-confidence, greater in depth understanding of collaborative work.  Opportunities available globally to interact both socially and economically. | International trips – Year 5 focus on most able. Visits to China (Youfu Xi Primary School) as ambassadors.  Correspondence with Tayyab Railway School and Frankston Primary School in Australia (Year 3 to 6). |  |
| An accredited Forest School using the school’s own grounds. | Focus for disadvantaged pupils to gain experiences and develop skills |  |
| Participation within the school ensuring a positive start and a healthy breakfast.  Breakfast club for all  Wakey Shakey morning club  After school late clubs | Due to high mobility, deprivation and often extenuating circumstances for families who are placed in temporary housing or new to England and parents who due to their own experiences do not always engage well in education. Many children come to school without having had an appropriate meal to start the school day leading to tiredness and lack of engagement. |  |

**Total budgeted cost: £** *290,000*

Additional cost is subsidised out of the main school budget.

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **2019**  **% achieving Expected Standard** | | **2022**  **% achieving Expected Standard** | | **2023**  **% achieving Expected Standard** | | | **Outcome** | **All** | **Disad** | **All** | **Disad** | **All** | **Disad** | | **Attendance**  **PA** | 96.13 (96.10)  10.41 (8.40) | 95.99  9.38 | 94.99  11.9 |  | 92.55  23.90 |  | | **Phonics Yr 1** | 73.2 | 89.5 | 80.6 | 69.6 | 74.6 | 70.4 | | **KS1:**  **Reading**  **Writing**  **Maths** | 77.6  63.8  81 | 88.2  76.5  94.2 | 69.4  57.1  71.4 | 66.7  46.7  80 | 71.2  61.0  69.5 | 68.0  60.0  60.0 | | **KS2:**  **Reading**  **Writing**  **Maths** | 83.9  79  96.8 | 87.5  87.5  95.8 | 67.2  60.7  68.9 | 62.5  53.1  68.8 | 67.7  66.1  75.8 | 82.4  73.5  79.4 |   = National  As can be seen in our data pre-pandemic outcomes showed little difference between disadvantaged and all pupils. We had closed the gap and, in some cases, our disadvantaged pupils were performing better due to the impact of all our interventions.  In 2022, our outcomes were not significant from the National. As expected, after the pandemic the disadvantaged pupils did less well in Writing in KS1 but were similar in Reading and did better in Maths. This pattern was repeated in KS2. This is due to the fact that many of our disadvantaged children during our online learning struggled to have a diverse range of writing opportunities. The intervention catch-up programmes ensured that Reading and Maths was closed. Further support is required to close the Writing gap.  The interventions put in place are supporting pupils to close any gaps that have risen during the pandemic and they need to be continued to ensure all gaps are eradicated and outcomes are strong for all disadvantaged pupils and at a similar level to all pupils and the National.  Our phonics outcomes were strong due to catch-up and interventions provided. We appreciate that 2022 data is not truly reflective of the performance of our school as our prior data overtime was strong and therefore our aim is to get outcomes for all pupils back to pre-pandemic levels.  Attendance is strong and similar for all pupils including disadvantaged with the school’s attendance around the National. Despite this, the aftermath of the pandemic has had an impact on attendance and PA in school as reflected Nationally. We need to focus on reducing increased levels of absence and persistent absence that have become evident.  Disadvantaged pupils engage as well in all the wider life of the school including residentials, after-school clubs, interventions including after-school boosters and there is no difference between disadvantaged pupil engagement and all pupils. In fact, school evidence suggests disadvantaged pupils engage even more actively in the wider life of school and take up opportunities school has to offer, for example of the 3 children that did not attend the KS2 residential, 1 of the 3 was a disadvantaged pupil. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| --- |
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |