

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Luke's RC Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	7.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – August 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022 (first year review)
Statement authorised by	Mrs C. Kerrane (Headteacher)
Pupil premium lead	Mrs N. Bullough (Deputy Headteacher/SENDCo)
Governor / Trustee lead	Mrs C. Thompson (SEND Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,746
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£44,081

Part A: Pupil premium strategy plan

Statement of intent

We use the Pupil Premium funding for disadvantaged pupils based on current research around barriers that are faced by children and the most effective strategies used for overcoming these barriers.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our ultimate objectives are:

- To improve parental engagement and/or to support home life
- To support the wellbeing and social, emotional and behavioural needs to enable children to access learning at an appropriate level
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, especially in phonics, reading, writing and maths
- To develop social communication and support speech and language difficulties.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Ensuring that appropriate support is available for children and families.
- Using the National Tutoring Programme to provide specific interventions for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in phonics, reading, writing and maths
2	Social communication and speech and language difficulties, particularly in the EYFS
3	Social, emotional and behavioural needs
4	Complex home issues affecting attendance in some instances

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					
1a. Improved phonics attainment for all pupils including disadvantage at the end of Y2.	For 83%+ of children in Year TWO to pass the phonics screening check in 2024-2025. Interim starting point information: <table><tr><td>December 2021</td><td>July 2022</td><td rowspan="2">5 pupils needing additional support in y3</td></tr><tr><td>85%</td><td>92%</td></tr></table>	December 2021	July 2022	5 pupils needing additional support in y3	85%	92%
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85%	92%					
1b. Improved reading attainment among disadvantaged pupils throughout KS2	Achieve national average progress scores in KS2 reading (2024-25) Interim starting point information 2021-22: <table><tr><td>KS2 Attainment January 2022 24 D pupils</td><td>KS2 Attainment July 2022 24 D pupils</td></tr><tr><td>42%</td><td>67%</td></tr></table>	KS2 Attainment January 2022 24 D pupils	KS2 Attainment July 2022 24 D pupils	42%	67%	
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42%	67%					
1c. Improved writing attainment for disadvantaged pupils throughout KS2.	Achieve national average progress scores in KS2 writing (2024-25) Interim starting point information 2021-22: <table><tr><td>KS2 Attainment January 2022 24 D pupils</td><td>KS2 Attainment July 2022 24 D pupils</td></tr><tr><td>34%</td><td>58%</td></tr></table>	KS2 Attainment January 2022 24 D pupils	KS2 Attainment July 2022 24 D pupils	34%	58%	
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1d.	Achieve national average progress scores in KS2 maths (2024-25)					

Improved maths attainment for disadvantaged pupils throughout KS2.	Interim starting point information 2021-22: <table><tr><td>KS2 Attainment January 2022 24 D pupils</td><td>KS2 Attainment July 2022 24 D pupils</td><td rowspan="2">Maths a priority for 2022-23</td></tr><tr><td>50%</td><td>50%</td></tr></table>			KS2 Attainment January 2022 24 D pupils	KS2 Attainment July 2022 24 D pupils	Maths a priority for 2022-23	50%	50%					
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50%	50%												
2. Improved oral language skills and vocabulary among all pupils including disadvantaged pupils.	Children to pass the Wellcomm assessment in the EYFS and to achieve the ELG's in communication and language (2024-25) Interim starting point information 2021-22: <table><tr><td></td><td>September 2021</td><td>July 2022</td></tr><tr><td>Nursery Wellcomm</td><td>57%</td><td>70%</td></tr><tr><td>Reception Neli</td><td>49%</td><td>68%</td></tr></table>				September 2021	July 2022	Nursery Wellcomm	57%	70%	Reception Neli	49%	68%	
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4. Improve attendance of disadvantaged pupils throughout the school	Ensure attendance of disadvantaged pupils is above 96%* (2024-25) *to be reviewed at the end of 2021-2022 <u>Starting point info:</u> <table><tr><td></td><td>End of Term 1 2021-22</td><td>End of Term 3 2021-22</td><td rowspan="3">D pupils attendance affected by Covid and other illnesses- <u>need to explore further</u></td></tr><tr><td>All</td><td>93.9%</td><td>94.2%</td></tr><tr><td>D pupils Total in school: ?</td><td>92.7%</td><td>90.5%</td></tr></table>				End of Term 1 2021-22	End of Term 3 2021-22	D pupils attendance affected by Covid and other illnesses- <u>need to explore further</u>	All	93.9%	94.2%	D pupils Total in school: ?	92.7%	90.5%
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All	93.9%	94.2%											
D pupils Total in school: ?	92.7%	90.5%											

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. (Highlighted in green indicates completed actions)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELKLAN training Cost: £2,100	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Continuing Professional Development EEF	2
Additional TA appointed within the EYFS to allow trained TA 3 to deliver NELI intervention in small groups Cost: £17, 100	The EEF state that oral language interventions, supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers. Oral language interventions over a sustained period (3 times a week or more) appear to be most successful. Oral Language Interventions EEF Toolkit	2
Read to Write Whole School Staff Training Cost: £500	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at where attainment need improving the most and we feel that a new approach to teaching writing is needed to improve outcomes.	1

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

Budgeted cost: £5,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP Tuition Partners FFT Lightning Squad 44 children to receive 1:2 – reading Cost: £4,490	The EEF define small group tuition as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. 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. Having analysed our data we have identified that children need specific intervention to support them with reading and maths and to plug gaps in their learning These gaps could be effectively addressed through intensive tuition. Small Group Tuition EEF Toolkit	1
NTP Tuition Partners Third Space Learning Maths 20 children to receive 1:1 – maths Cost: £1,210		1
Attention Autism 1:1 intervention FREE		2, 3

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

Budgeted cost: £19,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing co-ordinator to support children and families with complex issues both in school and at home. To support with:	Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might	3, 4

<ul style="list-style-type: none"> • Behaviour • Wellbeing • Bereavement • Home issues <p>L4 TA – Remainder of salary Cost: £16, 801</p>	<p>focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>Social and Emotional Learning EEF Toolkit</p> <p>The EEF define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. <p>Parental Engagement EEF Toolkit</p>	
<p>Financial support for trips, clubs and the wider curriculum Cost: £3,100</p>	<p>The EEF state that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts Participation EEF Toolkit</p>	<p>4</p>

Total budgeted cost: £45,301

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
IDL Literacy Intervention	IDLS Group
Third Space Learning Maths Intervention Programme	Third Space Learning

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.