

Pupil premium strategy statement

Year 3: 2023-2024

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 RC Primary School
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	10%
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 2023
Date on which it will be reviewed	October 2024 (Third year review)
Statement authorised by	Mrs C. Kerrane (Headteacher)
Pupil premium lead	Mrs N. Bullough (Deputy Headteacher/SENDCo)
Governor	Mrs C. Thompson (SEND Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,960
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£1318
Total budget for this academic year	£42, 278

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
5	Rising numbers of SEND needs, particularly of those new to school

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 disadvantaged pupils' in Y2.	<p>For 83%+ of disadvantaged children in Year TWO to pass the phonics screening check in 2024-2025.</p> <p>Starting point information 21-22: Number of disadvantaged pupils: 4</p> <table><tr><th>December 2021</th><th>July 2022</th><td rowspan="2">5 pupils needing additional support in y3</td><td rowspan="2">Phonics scheme successful resulting in 92%.</td></tr><tr><td>85%</td><td>92%</td></tr></table> <table><tr><th>Number of disadvantaged pupils</th><th>December</th><th>July</th></tr><tr><td>Year 1 (3 – Dec) (4 – July)</td><td>0%</td><td>50%</td></tr><tr><td>Year 2 (3 – Dec) (8 – July)</td><td>67%</td><td>40% (of 5 who did not pass in Y1)</td></tr><tr><td>Year 3 (4 – Dec)</td><td>50%</td><td>-</td></tr></table>	December 2021	July 2022	5 pupils needing additional support in y3	Phonics scheme successful resulting in 92%.	85%	92%	Number of disadvantaged pupils	December	July	Year 1 (3 – Dec) (4 – July)	0%	50%	Year 2 (3 – Dec) (8 – July)	67%	40% (of 5 who did not pass in Y1)	Year 3 (4 – Dec)	50%	-
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3. Social, emotional and behavioural needs	<p>Ensure that children struggling with SEMH are receiving the support they need.</p> <ul style="list-style-type: none">• More children with SEMH having a Neurodevelopment Pathway referral where appropriate• Place2Be support identified for children• More children are supported with understanding their emotional dysregulation e.g. 5 point scale• Rising levels of SEND numbers <p>Rising numbers of SEND</p> <table><tr><td>2021</td><td>2022</td><td>2023</td></tr><tr><td>49 pupils</td><td>93 pupils</td><td>95 pupils</td></tr></table> <p>SEND and Disadvantaged</p> <table><tr><td>2021</td><td>2022</td><td>2023</td></tr><tr><td>8 pupils</td><td>12 pupils</td><td>17 pupils</td></tr></table> <p>SEND pupils with SEND category Social, Emotional and Mental Health Needs</p> <table><tr><td>2021</td><td>2022</td><td>2023</td></tr><tr><td>18</td><td>37 pupils</td><td>33 pupils</td></tr></table>	2021	2022	2023	49 pupils	93 pupils	95 pupils	2021	2022	2023	8 pupils	12 pupils	17 pupils	2021	2022	2023	18	37 pupils	33 pupils	
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4. Improve attendance of disadvantaged pupils throughout the school	<p>Ensure attendance of disadvantaged pupils is above 96%* (2024-25)</p> <p>*to be reviewed at the end of 2021-2022</p> <p><u>Starting point info:</u></p> <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>94.0%</td></tr><tr><td>D pupils Total in school: 37</td><td>92.7%</td><td>89.7%</td></tr></table> <p>Year 2 – 2022-23</p> <table><tr><td></td><td>End of Term 1 2022-23</td><td>End of Term 3 2022-23</td></tr><tr><td>All</td><td>94.6%</td><td>94.4%</td></tr><tr><td>D pupils</td><td>91.9%</td><td>91.7%</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%	94.0%	D pupils Total in school: 37	92.7%	89.7%		End of Term 1 2022-23	End of Term 3 2022-23	All	94.6%	94.4%	D pupils	91.9%	91.7%
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	Total in school: 33 – Term 1 40 – Term 2/3		
	Year 3 – 2023-24		
		End of Term 1 2023-24	End of Term 3 2023-24
	All	95.2%	
5. To ensure 'high need' SEND and disadvantaged pupils new to school will receive support in order for their needs to be met.	D pupils	88.5%	
	Total in school:		
	Term 1:		
	37		
	Term 3:		
	Sustained high levels of SEND + disadvantaged support from 2024-25 demonstrated by: <ul style="list-style-type: none"> • Increase of high need pupils gaining an EHCP. • KS2 outcomes in 2024/25 show that more than 50% of disadvantaged SEND pupils met the expected standard in reading and maths. 		
	Starting point information Sept 2022-23		
	KS2 Outcomes	Reading Exp+	Maths Exp+
	Year 6 (SEND)	71%	57%
	7 children		
	Year 6 D and SEND	100%	100%
	1 child		
	End of term 1 2022-23		
	KS2 Outcomes	Reading Exp+	Maths Exp+
	Year 6 (SEND)	40%	0%
	10 children		
	Year 6 D and SEND	100%	0%
	1 child		
	End of term 3 2022-23		

	KS2 Outcomes	Reading Exp+	Maths Exp+
	Year 6 (SEND) 10 children	60%	40%
	Year 6 D and SEND 1 child	100%	100%
	End of term 1 2023-24		
	KS2 Outcomes	Reading Exp+	Maths Exp+
	Year 6 (SEND) 18 children	44%	28%
	Year 6 D and SEND 3 children	33%	0%

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: £19,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils. Develop further on the accuracy of assessment in EYFS.	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. <p>The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'</p>	1, 2, 3, 5
Professional development on evidence-based	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches	1, 5

<p>approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning.</p> <p>To include:</p> <ul style="list-style-type: none"> - CPD for all staff for maths and phonics. <p>Cost: £3,242</p>	<p>is important to develop the practice of teachers in your setting.</p> <p>The content of PD should be based on the best available evidence.</p> <p>Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p> <p>The EEF Toolkit and guidance reports.</p> <p>The EEF's 'Effective Professional Development' guidance report</p> <p>'Considering a balanced design' - EEF Support tools</p>	
<p>Additional TA appointed within the EYFS to support high need SEND and disadvantaged pupils.</p> <p>Cost: £19,190</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>EEF - Making the Best Use of Teaching Assistants</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £350

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELS intervention to support phonics development. Yearly subscription fee: £250	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. EEF - 'Selecting Interventions' tool	1, 2, 5
IDL – Maths and Literacy intervention. Yearly subscription fee: £100		
Wellcomm		

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

Budgeted cost: £19,496

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: <ul style="list-style-type: none"> • Behaviour • Wellbeing • Bereavement • Home issues L4 TA – Remainder of salary Cost: £18,496	<p>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 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</p>	3, 4, 5

	<p>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: £ 1,000</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>	4

Total budgeted cost: £ 42,278

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.

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1a. Improved phonics attainment for all disadvantaged pupils' in Y2.	<p>For 83%+ of disadvantaged children in Year TWO to pass the phonics screening check in 2024-2025.</p> <p>Starting point information 21-22: Number of disadvantaged pupils: 4</p> <table><tr><td>December 2021</td><td>July 2022</td><td rowspan="2">5 pupils needing additional support in Y3</td><td rowspan="2">Phonics scheme successful resulting in 92%.</td></tr><tr><td>85%</td><td>92%</td></tr></table> <p>The data shows an increase in phonics outcomes for children by the end of Year 2.</p> <p>Year 2 – 22-23</p> <table><tr><td>Number of disadvantaged pupils</td><td>December</td><td>July</td></tr><tr><td>Year 1 (3 – Dec) (4 – July)</td><td>0%</td><td>50%</td></tr><tr><td>Year 2 (3 – Dec) (8 – July)</td><td>67%</td><td>40% (of 5 who did not pass in Y1)</td></tr></table> <p>During 22-23, many new children to the country and new to school started which affected this data. Children received ELS phonics interventions and support from EMTAS where appropriate and interventions in place in Year 3.</p>	December 2021	July 2022	5 pupils needing additional support in Y3	Phonics scheme successful resulting in 92%.	85%	92%	Number of disadvantaged pupils	December	July	Year 1 (3 – Dec) (4 – July)	0%	50%	Year 2 (3 – Dec) (8 – July)	67%	40% (of 5 who did not pass in Y1)
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<div>2.</div> <div>Improved oral language skills and vocabulary among disadvantaged pupils.</div>	<div>Children to pass the Wellcomm assessment in the EYFS and to achieve the ELG's in communication and language (2024-25)</div> <div>Starting point information 2021-22:</div> <div>Number of disadvantaged pupils: 3</div> <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> <div>Data shows a need to continue Wellcomm in reception this year.</div> <div>Year 2 – 2022-23:</div> <div>Number of disadvantaged pupils: 3</div> <table><tr><td></td><td>September 2022</td><td>July 2023</td></tr><tr><td>Nursery Wellcomm</td><td>N/A</td><td>N/A</td></tr><tr><td>Reception Wellcomm</td><td>0%</td><td>100%</td></tr></table> <div>All disadvantaged children in EYFS passed their Wellcomm assessment and are working at age related expectations.</div>		September 2021	July 2022	Nursery Wellcomm	57%	70%	Reception Neli	49%	68%		September 2022	July 2023	Nursery Wellcomm	N/A	N/A	Reception Wellcomm	0%	100%
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3. Social, emotional and behavioural needs	<div><div>Rising numbers of SEND.</div><table><tr><td>2021</td><td>2022</td><td>2023</td></tr><tr><td>49 pupils</td><td>93 pupils</td><td>95 pupils</td></tr></table><div>SEND and Disadvantaged</div><table><tr><td>2021</td><td>2022</td><td>2023</td></tr><tr><td>8 pupils</td><td>12 pupils</td><td>17 pupils</td></tr></table><div>SEND pupils with SEND category Social, Emotional and Mental Health Needs</div><table><tr><td>2021</td><td>2022</td><td>2023</td></tr><tr><td>18</td><td>37 pupils</td><td>33 pupils</td></tr></table><div>Better identification of SEND and support in place for children with additional needs. Place 2 Be are supporting our families.</div></div>	2021	2022	2023	49 pupils	93 pupils	95 pupils	2021	2022	2023	8 pupils	12 pupils	17 pupils	2021	2022	2023	18	37 pupils	33 pupils	
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4. Improve attendance of disadvantaged pupils throughout the school	<div><div>Ensure attendance of disadvantaged pupils is above 96%* (2024-25) *to be reviewed at the end of 2021-2022</div><div><div>Starting point info:</div><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- need to explore further</td></tr><tr><td>All</td><td>93.9%</td><td>94.0%</td></tr><tr><td>D pupils Total in school: 37</td><td>92.7%</td><td>89.7%</td></tr></table></div><div>Data shows that attendance for disadvantaged pupils dropped over the year. Further support from wellbeing co-ordinator and EWO next year. Attendance to be monitored more closely.</div><div><div>Year 2 – 2022-23</div><table><tr><td></td><td>End of Term 1 2022-23</td><td>End of Term 3 2022-23</td></tr><tr><td>All</td><td>94.6%</td><td>94.4%</td></tr><tr><td>D pupils Total in school: 33 – Term 1 40 – Term 2/3</td><td>91.9%</td><td>91.7%</td></tr></table></div></div>		End of Term 1 2021-22	End of Term 3 2021-22	D pupils attendance affected by Covid and other illnesses- need to explore further	All	93.9%	94.0%	D pupils Total in school: 37	92.7%	89.7%		End of Term 1 2022-23	End of Term 3 2022-23	All	94.6%	94.4%	D pupils Total in school: 33 – Term 1 40 – Term 2/3	91.9%	91.7%
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	<p>Data shows that attendance from disadvantaged pupils has risen from 21-22. It is still below that of the whole school. Continue to monitor and provide appropriate support for families following the EBSA pathway where necessary.</p>									
5. To ensure ‘high need’ SEND and disadvantaged pupils new to school will receive support in order for their needs to be met.	<p>Year 2 End of term 3 2022-23</p> <table><tr><th>KS2 Outcomes</th><th>Reading Exp+</th><th>Maths Exp+</th></tr><tr><td>Year 6 (SEND) 10 children</td><td>60%</td><td>40%</td></tr><tr><td>Year 6 D and SEND 1 child</td><td>100%</td><td>100%</td></tr></table> <p>Data shows that children with SEND do not perform as well in Maths as well as reading. On track maths now in place. Continue with support in EYFS and KS1 for high need SEND children</p>	KS2 Outcomes	Reading Exp+	Maths Exp+	Year 6 (SEND) 10 children	60%	40%	Year 6 D and SEND 1 child	100%	100%
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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 and Maths Intervention	EdCuration
TT Rockstars and Numbots	Maths Circle
Spelling Shed	Ed Shed
Essential Letters and Sounds	Oxford Owl
Oddizzi	Little Travel Bug
Digimaps for Schools	Digimaps
Third Space Learning Maths Intervention	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.