Pupil premium strategy statement – St Luke's RC Primary School

This statement details our school's use of pupil 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

Detail	Data
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers	2024-27 **Year One 2024-25**
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£55,820
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£55,820

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 support disadvantaged pupils who dysregulate and show challenging behaviour during unstructured times, including playtimes and lunchtimes.

- 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 a range of 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	Children begin school with **low language and communication skills** which impacts on their development and introduction to phonics. This means that children end up catching up rather than keeping up.
2	Difficulties with **phonics** negatively impacts children's reading skills along with low parental engagement with reading at home for disadvantaged children.
3	Internal and external assessment indicate that **maths attainment** among disadvantaged pupils is below that of none disadvantaged pupils
4	Our observations have identified that there are a number of disadvantaged pupils who dysregulate and show challenging **behaviour** during unstructured times, including playtimes and lunchtimes.
5	Our observations and discussions with pupils and families have identified **social and emotional issues** for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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
1. **To narrow the attainment gap between disadvantaged children and non-disadvantaged children in the Phonics Screening Check**	KS1 PSC outcomes in 2026/7 show disadvantaged pupils are in line with the expected national standard *(Y1 -79% & Y2 89% in 2024)*.

Starting Point 2024-25
Year 3 2026/27

Phonics	Dec '24	July '25	July '26	July '27
Year 1 (all) (38/56)	*68%*			
Year 1 (D pupils)	*25%*			
Year 2 (all) (5/14)	*36%*			
Year 2 (D pupils) (1/1)	*100%*			

2. To improve the attainment of disadvantaged children in Reading by the end of Key Stage One	KS1 reading outcomes in 2026/7 show disadvantaged pupils are in line with the expected national standard *(Y2 – ~71% in 2024)*.
	Starting Point 2024-25
	Year 3 2026/27

Reading	*Dec '24*	*July '25*	*July '26*	*July '27*
Y2 (all pupils)	*49%*			
Y2 (D pupils)	*0%*			

3. To improve the attainment of disadvantaged children in Maths by the end of Key Stage Two	KS2 maths outcomes in 2026/27 show disadvantaged pupils are in line with the expected national standard *(Y6 - 73% in 2024)*.
	Starting Point 2024-25
	Year 3 2026/27

Maths	*Dec '2024*	*July 2025*	*July '26*	*July '27*
Y6 (All pupils)	*55%*			
Y6 (D pupils)	*26%*			

4. To reduce behavioural incidents during unstructured times	Observations and pupil voice indicate that children are engaged during unstructured times.
	CPOMs audits show that there are less instances of negative behaviours during unstructured times.
	Observations of TA interventions and outside sporting agencies indicate that children are engaged and happy during play times.

5. To improve the Social, Emotional and Mental Health of disadvantaged children	Assessments using the Boxall profile indicate improvement in social and emotional difficulties.
	Pupil voice will indicate an improvement in SEMH difficulties.
	Children will attend school regularly and make progress.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,395

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. Subject leadership time to support & monitor the implementation including pedagogical approaches and assessment. Cost: £15,000	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. 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. Supporting resources: • 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. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high quality evidence on components and routes to teacher effectiveness. https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F pupil-premium-strategy-part-three-2023-2024.pdf	1, 2, 3
Professional development on evidence-based	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting.	1, 2, 3

approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning. To include: - CPD for all staff for maths, phonics, spelling and colourful semantics. Cost: £800	The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. The EEF Toolkit and guidance reports. The EEF's 'Effective Professional Development' guidance report 'Considering a balanced design' - EEF Support tools	
Boxall profile online tool purchased Cost: £325	Boxall Profile assessments are designed to help professionals understand and work more effectively with children and young people, in a way that's sensitive to the needs of the child or young person being assessed. https://www.boxallprofile.org/ Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5
Emotionally friendly school training Cost: £0 (delivered by EPS)	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
Zones of regulation training – developing this approach across school Cost: £0 (delivered by EPS)	• Self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment. • Helping young children to talk and think about their own actions and behaviours is likely to help them with not just their learning and social interactions in early years settings but may have a lasting positive impact on later learning at school.	4, 5

	• Successful approaches include structured programmes as well as more general approaches to develop self-regulation skills. • Staff are likely to benefit from training or professional development to use programmes and approaches successfully. Self-regulation strategies | EEF	
Dyslexia friendly reaccreditation Cost: £12, 270	Ten percent of the population are believed to be dyslexic, but it is still often poorly understood. With the right support, the strengths and talents of dyslexic people can really shine. Dyslexia - British Dyslexia Association An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should promote positive relationships, active engagement, and wellbeing for all pupils and ensure all pupils can access the best possible teaching. Special Educational Needs in Mainstream Schools | EEF Targeted adaptive coping programmes and environmental supports can give students with dyslexia more access to opportunities to use high abilities, to feel included and in control, and to lead productive and happy lives. *Chwen, C. J. and Keong, M. W.Y. (2017) Affording inclusive dyslexia-friendly online text reading, Inf Soc (2017) 16: 951–965* *Microsoft Word - Scoping Review of the Evidence Base for Dyslexia-friendly classroom teaching.docx*	1, 2, 5

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

Budgeted cost: £5,929

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, 3
IDL – Maths and Literacy intervention. Yearly subscription fee: £399		1, 2, 3
Third Space Learning 1:1 online Maths tutoring for Years 5 and 6. Fee per child: £660 Disadvantaged pupils – 8 Total: £5,280		1, 2, 3
NCETM Ready to Progress intervention - free		1, 2, 3
Mastering Number Maths intervention		1, 2, 3

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

Budgeted cost: £21,496

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: • Behaviour • Wellbeing • Bereavement • Home issues • Attendance • Unstructured times in school (play/lunch) L4 TA – Remainder of salary Cost: £19,496	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. Social and Emotional Learning | EEF Toolkit The EEF define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • 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. Parental Engagement | EEF Toolkit	4, 5
Financial support for trips, clubs and the wider curriculum Cost: £ 2,000	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 though extra-curricular or cultural trips which can be	1, 4, 5

	subject to financial barriers for pupils from deprived backgrounds. Arts Participation	EEF Toolkit	

Total budgeted cost: £55,820

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.

Intended outcome	Success criteria
1a. **Improved phonics attainment for all disadvantaged pupils' in Y2.**	For 83%+ of disadvantaged children in Year2 to pass the phonics screening check in 2023-24 <table><tr><td>**Number of disadvantaged pupils**</td><td>**December**</td><td>**July**</td></tr><tr><td>**Year 3 (4 – Dec 5 - July)**</td><td>50%</td><td>60% (3/5 children)</td></tr></table> 1 disadvantaged child that did not pass in Y2 has since left school. The other child has an EHCP and is receiving phonics support daily. **Improving phonics attainment will continue in 2024-25**
1b. **Improved reading attainment among disadvantaged pupils throughout KS2.**	Achieve national average progress scores in KS2 reading 2023-24 *(no progress scores)* **2023-24** <table><tr><td>**KS2 Attainment December 2023 26 D pupils**</td><td>**KS2 Attainment July 2024 25 D pupils**</td></tr><tr><td>38%</td><td>48% (12/25)</td></tr></table> This data is collective of 3 new to school LAC who are working at PKS level. 2 children have since left school - 1 child has gone to alternative provision after gaining an EHCP. Data shows a decline in children meeting the expected standard in reading. **The focus in 2024-25 will move to improving fluency in reading**.

1c. **Improved writing attainment for disadvantaged pupils throughout KS2.**	Achieve national average progress scores in KS2 writing (2023-24) *(no progress scores)*

Year 3 2023-24

KS2 Attainment December 2023 26 D pupils	KS2 Attainment July 2024 25 D pupils
35%	40%

Data shows that writing in KS2 has progressed by 5% this academic year.

2 children have since left school - 1 child has gone to alternative provision after gaining an EHCP.

There is a decline in writing attainment amongst disadvantaged children. Work on spelling and handwriting will continue across school.(subject leader priority)

1d. **Improved maths attainment for disadvantaged pupils throughout KS2.**	Achieve national average progress scores in KS2 maths (2023-24) *(no progress scores)*

Year 3 2023-24

KS2 Attainment December 2022 26 D pupils	KS2 Attainment July 2023 25 D pupils
23%	36%

Data shows that maths has improved by 13% in year. **Maths continues to be a priority for 2024 - 2025.**

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2. **Improved oral language skills and vocabulary among disadvantaged pupils.**	Children to pass the Wellcomm assessment in the EYFS and to achieve the ELG's in communication and language (2023-24) .

Year 3 – 2023-24

Number of disadvantaged pupils: 5

***Data in January due to Wellcomm not being accessible**

	January 2024*	July 2024
Reception Welcomm	0%	100%

	All disadvantaged children in EYFS passed their Wellcomm assessment and are working at age related expectations. **Improving children's CLL skills continues to be a priority in 2024-25**
3. Social, emotional and behavioural needs	Better identification of SEND and support in place for children with additional needs. Place 2 Be are supporting our families. **Rising numbers of SEND** 	2021-2022	2022-2023	2023-2024
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49 pupils	93 pupils	101 pupils | **SEND and Disadvantaged** | 2021-2022	2022-2023	2023-2024
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8 pupils	12 pupils	16 pupils | **SEND pupils with SEND category Social, Emotional and Mental Health Needs** | 2021-2022	2022-2023	2023-2024
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18	37 pupils	37 pupils	 **Continuing to support pupils with social and emotional needs continues to be a priority in 2024-25**
4. **Improve attendance of disadvantaged pupils throughout the school**	Ensure attendance of disadvantaged pupils is at national for D pupils (2023-24) 		End of Term 1 2023-24	End of Term 3 2023-24
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All	95.2%	95.1%
D pupils **Total in school:** **Term 1: 37** **Term 3:**	88.5%	92.6%	 Data shows that attendance from disadvantaged pupils has improved overtime

	EBSA support tools and guidance have supported this approach.
5. **To ensure 'high need' SEND and disadvantaged pupils new to school will receive support in order for their needs to be met.**	**End of term 3 2023-24** | KS2 Outcomes	Reading Exp+	Maths Exp+
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Year 6 **(SEND)** **18 children**	56%	44%
Year 6 D and SEND **3 children**	33%	33%	 Data shows that children with SEND do not perform as well in Maths as well as reading. Third Space Learning now in place for Maths 24-25. (see priority 3 2024-25)

Externally provided programmes

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

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
On Track Maths	Rising Stars