

# Pupil premium strategy statement – St Luke’s RC Primary School YEAR 2 2025-26

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 (2025-26) and the outcomes for disadvantaged pupils last academic year (\*2024-25).

## School overview

Detail	Data
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers	2024-27 <b>Year Two 2025-26</b>
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Board
Pupil premium lead	Mrs N. Bullough (Deputy Headteacher/SENDCo)
Governor/ <i>trustee</i> lead	Mrs C. Thompson (SEND Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,292
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£50,292

# 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 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 <b>low language and communication skills</b> which impacts on their development and introduction to phonics. This means that children end up catching up rather than keeping up.
2	Difficulties with <b>phonics</b> 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 <b>maths attainment</b> 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 <b>behaviour</b> during unstructured times, including playtimes and lunchtimes.
5	Our observations and discussions with pupils and families have identified <b>social and emotional issues</b> 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
<b>1. To narrow the attainment gap between disadvantaged children and non-disadvantaged children in the Phonics Screening Check</b>	Year 1 PSC outcomes show disadvantaged pupils are in line with the expected national standard
<b>2. To improve the attainment of disadvantaged children in Reading by the end of Key Stage One</b>	KS1 reading outcomes show a rising trend of improvement disadvantaged pupils over time.
<b>3. To improve the attainment of disadvantaged children in Maths by the end of Key Stage Two</b>	KS2 Maths outcomes in 2026/27 show disadvantaged pupils are in line with the expected national standard

<p><b>4. To reduce behavioural incidents during unstructured times</b></p>	<p>Observations and pupil voice indicate that children are engaged during unstructured times.</p> <p>CPOMs audits show that there are less instances of negative behaviours during unstructured times.</p> <p>Observations of TA interventions and outside sporting agencies indicate that children are engaged and happy during play times.</p>
<p><b>5. To improve the Social, Emotional and Mental Health of disadvantaged children</b></p>	<p>Assessments using the Boxall profile indicate improvement in social and emotional difficulties.</p> <p>Pupil voice will indicate an improvement in SEMH difficulties.</p> <p>Children will attend school regularly and make progress.</p>

## 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: £34,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Subject leadership time to support &amp; monitor the implementation including pedagogical approaches and assessment.</p> <p>Cost: £21,156</p>	<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"> <li>• 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.</li> <li>• Evidence Based Education’s Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</li> <li>• Cognitive science approaches offer principles that hold promise for improving the quality of teaching.</li> </ul> <p><a href="#">The EEF ‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’</a></p> <p>Evidence Based Education’s Great Teaching Toolkit provides an accessible summary of high quality evidence on components and routes to teacher effectiveness.</p> <p><a href="https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2Fpupil-premium-strategy-part-three-2023-2024.pdf">https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2Fpupil-premium-strategy-part-three-2023-2024.pdf</a></p>	<p>1, 2, 3</p>
<p>Professional development on evidence-based</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting.</p>	<p>1, 2, 3</p>

<p>approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>- CPD for all staff for maths, phonics, spelling and colourful semantics.</li> </ul> <p>Cost: £800</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><a href="#">The EEF Toolkit and guidance reports.</a></p> <p><a href="#">The EEF's 'Effective Professional Development' guidance report</a></p> <p><a href="#">'Considering a balanced design' - EEF Support tools</a></p>	
<p>Boxall profile online tool purchased</p> <p>Cost: £325</p>	<p>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.</p> <p><a href="https://www.boxallprofile.org/">https://www.boxallprofile.org/</a></p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4,5
<p>Emotionally friendly school training</p> <p>Cost: £0 (delivered by EPS)</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4, 5
<p>Zones of regulation training – developing this approach across school</p> <p>Cost: £0 (delivered by EPS)</p>	<ul style="list-style-type: none"> <li>• Self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment.</li> <li>• 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.</li> </ul>	4, 5

	<ul style="list-style-type: none"> <li>• Successful approaches include structured programmes as well as more general approaches to develop self-regulation skills.</li> <li>• Staff are likely to benefit from training or professional development to use programmes and approaches successfully.</li> </ul> <p><a href="#">Self-regulation strategies   EEF</a></p>	
<p>Dyslexia friendly reaccréditation</p> <p>Cost: £12, 270</p>	<p>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.</p> <p><a href="#">Dyslexia - British Dyslexia Association</a></p> <p>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.</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p> <p>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.</p> <p><i>Chwen, C. J. and Keong, M. W.Y. (2017) Affording inclusive dyslexia-friendly online text reading, Inf Soc (2017) 16: 951–965</i></p> <p><a href="#">Microsoft Word - Scoping Review of the Evidence Base for Dyslexia-friendly classroom teaching.docx</a></p>	<p>1, 2, 5</p>

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

Budgeted cost: £5,649

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.  <a href="#">EEF - 'Selecting Interventions' tool</a>	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 4, 5 and 6.  Total:£5,000		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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing co-ordinator to support children and families with complex issues both in school and at home.</p> <p>To support with:</p> <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Wellbeing</li> <li>• Bereavement</li> <li>• Home issues</li> <li>• Attendance</li> <li>• Unstructured times in school (play/lunch)</li> </ul> <p>Cost: £28,000</p>	<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><a href="#">Social and Emotional Learning   EEF Toolkit</a></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"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children’s learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p><a href="#">Parental Engagement   EEF Toolkit</a></p>	<p>4, 5</p>
<p>Financial support for trips, clubs and the wider curriculum</p> <p>Cost: £ 2,000</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</p>	<p>1, 4, 5</p>

	subject to financial barriers for pupils from deprived backgrounds. <a href="#">Arts Participation   EEF Toolkit</a>	
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**Total budgeted cost: £70,200**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes (2024-25)

<b>Challenge 1: Improve phonics Skills by the end of Year 1 and Year 2</b>			
Percentage meeting the expected standard in phonics	Academic year 2024-25	Academic year 2025-26	Academic year 2026-27
Year 1 ALL	88%		
Year 1 ALL National	80%		
Year 1 D pupils	100%		
Year 2 ALL	88%		
Year 2 D pupils	100%		
<b><u>Comment (September 2025)</u></b>			
Interventions successful for the disadvantaged pupil for 2024-2025			
<b>Challenge 2: Improve attainment in reading by the end of KS1</b>			
	Academic year 2024-25	Academic year 2025-26	Academic year 2026-27
Reading All	67%		
D pupils	33%		
<b><u>Comment (September 2025)</u></b>			
Targeted interventions in place for the two disadvantaged pupils working towards standard in reading for the 2025-2026 academic year.			
<b>Challenge 3: Improve attainment in maths by the end of KS2</b>			
	Academic year 2024-25	Academic year 2025-26	Academic year 2026-27
Maths All	75%		
D pupils	50% expected + 25% GDS		
<b><u>Comment (September 2025)</u></b>			
Maths outcomes for disadvantaged pupils in 2024–2025 indicate that attainment remains below that of non-disadvantaged pupils, with 50% achieving the expected			

standard and 25% achieving greater depth, compared to 75% of pupils overall meeting the expected standard.

Targeted support has been implemented to address this gap, including the use of IDL Maths, Mastering Number, NCETM Ready to Progress interventions and 1:1 online tutoring through Third Space Learning. These interventions are closely linked to classroom teaching and focus on addressing specific gaps in understanding. Early indications from teacher assessments and pupil engagement suggest improved confidence and progress in maths for disadvantaged pupils, with continued support planned for the 2025–2026 academic year to further narrow the attainment gap.

**Challenge 4: To reduce behavioural incidents during unstructured times**

Over the 2024–2025 academic year, there has been a noticeable improvement in pupil engagement and behaviour during playtimes and lunchtimes. The introduction of a wellbeing coordinator has provided consistent support for pupils who previously struggled to regulate their behaviour in less structured environments, offering targeted interventions and adult guidance during these periods. Staff training in emotionally friendly school approaches and Zones of Regulation has increased pupils' understanding of emotions and self-regulation strategies, leading to fewer recorded negative incidents.

**Comment (September 2025)**

**Challenge 5: To improve the social, emotional and health of pupils.**

Targeted social and emotional support has led to positive outcomes for disadvantaged pupils over the past academic year. The use of the Boxall Profile has enabled staff to accurately identify individual SEMH needs and monitor progress over time, with assessments showing improvements in emotional regulation, confidence and social interaction for many pupils.

The wellbeing coordinator has played a key role in supporting pupils and families with complex needs, including behaviour, attendance, bereavement and home challenges. Alongside whole-school approaches such as emotionally friendly school training and Zones of Regulation, pupils are increasingly able to express their feelings appropriately and access learning more effectively. Pupil voice indicates that children feel more supported and secure in school, contributing to improved engagement and attendance.

**Comment (September 2025)**

## 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.*

<b>Programme</b>	<b>Provider</b>
IDL Literacy and Maths Intervention	EdCuration
TT Rockstars	Maths Circle
Essential Letters and Sounds	Oxford Owl
Digimaps for Schools	Digimaps
Third Space Learning Maths Intervention	Third Space Learning

