

# Pupil premium strategy statement

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 Catholic Primary School
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	25.32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date of first review	December 2022
Date on which it will be fully reviewed	December 2024
Statement authorised by	Louise Evans Headteacher
Pupil premium lead	Francesca Rovizzi Deputy Headteacher
Governor / Trustee lead	G Livesey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,345
Recovery premium funding allocation this academic year	£ 6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 64,725

## Part A: Pupil premium strategy plan

### Statement of intent

At St Luke's our intention is to provide a rich meaningful and motivating curriculum which links purposefully to real life for all children irrespective of their background or personal challenges. All children at St Luke's are supported to make good progress and achieve highly across all areas of the curriculum. The pupil premium strategy is to support disadvantaged children to reach their full potential, including those pupils who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the centre of our approach, with a focus on areas across the curriculum in which our disadvantaged pupils require the most support. Effective and targeted high-quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils within school. The aim of St Luke's pupil premium strategy is to ensure that the attainment and progress of all pupils is sustained and continues to improve.

Within our plan we have carefully considered the need for education recovery because of school closures and disruption during the pandemic. Within the strategy is a commitment to targeted support through 1:1 and small group tuition for pupils whose education has been worst effected, including non-disadvantaged pupils.

Our approach will be responsive to challenges and individual needs, rooted in timely and robust diagnostic assessment. The approaches adopted at St Luke's will complement each other and the school's curriculum to help all pupils excel and reach their full potential. To ensure that the school's plan is effective St Luke's will:

- Ensure disadvantaged pupils, of all abilities, are challenged in the work that they're set
- Act early to intervene at the point where need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations, and pupil voice highlight that many disadvantaged children in all year groups within school have underdeveloped oral language skills and vocabulary gaps.
2	Assessment, observations and pupil voice identify disadvantaged pupils generally have greater difficulties with phonics than their peers. This subsequently impacts negatively on their progress as readers.
3	Assessment, observations and pupil voice identify disadvantaged pupils often have lower levels of attainment in writing due to their limited experiences and exposure to language and English writing structures.
4	Internal and external assessments indicate that mathematics attainment and progress among disadvantaged pupils is often lower than their peers. Assessments identify disadvantaged pupils often lack the language and skills needed to reason and problem solve within mathematics.
5	Internal assessment strategies, observations and discussions with pupils and families has identified social and emotional difficulties for many pupils. Many disadvantaged peers have had a lack of enrichment opportunities due to school and bubble closures. This has had a negative impact on the disadvantaged children including on their attainment.
6	Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1-5% lower than for non-disadvantaged pupils. Assessments identify that attendance has a negative impact on disadvantaged pupils' progress.

## 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
Improved oral and language skills	Assessments, observations and moderation shows a significant improved oral language and vocabulary understanding for disadvantaged children. Children are able to articulate vocabulary meaning when reading and are using this learnt vocabulary within their independent writing.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. Disadvantaged pupils will make expected progress from starting points.

Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. Disadvantaged pupils will make expected progress from starting points.
Improved mathematics attainment among disadvantaged pupils	KS2 mathematic outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. Disadvantaged pupils will make expected progress from starting points.
To achieve and sustain improved well being for all pupils in school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• A significant increase in participation in extra-curricular activities</li> <li>• A significant increase in participation in enrichment activities including residential trips.</li> </ul>
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for disadvantaged pupils is inline with peers and at or above school attendance target.</li> <li>• Percentage of disadvantaged children who are persistently absent is inline with peers.</li> </ul>

## 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: £ 21,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil. This information is used to support teacher assessment to ensure that accurate, specific and focused interventions:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1, 2, 3, 4
<p>Purchase of CPD and up to date resources of Read, Write, Inc Phonics scheme which is a DFE validated systematic phonics programme to ensure high quality phonics teaching and intervention for all pupils.</p> <p>Purchase of new RWI Ditties reading books for consolidating sounds and fluency at home and in school.</p>	<p>Research into high quality phonics teaching shows that it has a positive impact on word reading fluency and vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2, 3
<p>Developing and consolidating dialogic and speech and language activities and intervention across the school. Including the purchase of necessary resources, training and staffing to plan, deliver and monitor the programmes.</p>	<p>Research has shown that oral language intervention, including dialogic activities such as high-quality classroom discussion are inexpensive to implement but <u>have high impact</u> on pupils' language acquisition and reading including their comprehension skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1, 2, 3

Continued development of the English curriculum in line with EEF guidance	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	
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Ensuring that all teachers have access to high quality CPD and resources using providers such as Click4teaching and English hubs.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
<p>Continued development of the mathematics curriculum with a focus on fluency and reasoning in line with DfE and EEF guidance</p> <p>Ensuring that all teachers have access to high quality CPD and resources using providers such as Click4teaching and maths hubs.</p> <p>Purchase of Numbersense ensuring all pupils have access to high quality resources to increase fluency and mathematical understanding.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="#">Maths guidance KS 1 and 2.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report">https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report</a></p>	4

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the National Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to	1,2,3,4



<p>Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment and after school clubs will be available for all children including disadvantaged children.</p>	<p>Aspirational intervention Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	5,6
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.            This will involve training and release time for staff to develop and implement new procedures and appointing</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

attendance/support officers to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 64,725**

## 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 2022 to 2023 academic year.

Our internal assessments during 2022/2023 show that progress and attainment of disadvantaged pupils was slightly lower than their peers in some year groups in reading, writing and mathematics. The continued focus for the pupil premium strategy for this plan continues to be attainment and progress of disadvantaged pupils including those who are higher attainers.

This year, schools are required to publish their key stage 2 results for the first time since 2019.

Our assessments of the reasons for these outcomes points primarily to continued COVID-19 impact. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had hoped. The impact was mitigated by our resolution to maintain a high-quality curriculum, which was adapted to meet the needs of all pupils including our disadvantaged pupils to ensure that children were being supported to catch up in all areas of the curriculum focusing on reading, writing and mathematics.

Internal assessments and moderation of work identifies that the impact of COVID-19 restrictions has disrupted most children's learning across the curriculum and the ability of the school and families to enrich the children's lives and experiences beyond the school day. The pupil premium strategy will continue to support all pupils including disadvantaged pupils to ensure that they are able to participate in a full and rich curriculum inside and outside of the classroom. Internal observations have also proven an increase in the pupil's mental health and well-being when the school is able to provide extra-curricular activities including after school clubs. This strategy will continue to support disadvantaged pupils accessing these.

Mobility within the year 6 cohort was identified as being a factor which contributed to a dip in those children achieving expected standard at the end of ks2. A third of these pupils were also on the SEND register. Pupil premium strategy will be used to ensure that pupils are assessed when entering the school in phonics and mathematics to understand how and if targeted support is required.

Attendance of all disadvantaged pupils was lower than their peers last academic year. At times when all pupils were expected to attend school, absence among

disadvantaged pupils was 2.45% (94.41) higher than their peers although it is still higher than national at 93.37% The pupil premium strategy continues to focus on attendance of all pupils including disadvantaged pupils to ensure

that all pupils attendance is at least in line with national to ensure the children obtain a sustained and sequenced curriculum without any attendance gaps.

Intervention programmes have been used in all year groups to ensure that children are supported to reduce gaps in their learning. Intervention programmes used include NELI, IDL, 1:1 phonics intervention and in an instant. Termly pupil progress meetings have been held to identify impact of interventions and to identify further pupils including disadvantaged pupils who need additional support within the curriculum.

The Numbersense Maths fluency programme was purchased in Autumn to help close gaps in mathematical knowledge and to help identify pupils who have not consolidated basic number facts.

RWI phonics books have also been acquired to continue to support and enhance early reading at home and in school.

As a school we continue to support disadvantaged pupils' access to a broad and balanced curriculum which is enriched through educational trips, visits and visitors such as Arthog and sports coaches.

## 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
Read, Write, Inc	Ruth Miskin
Purple Mash	Purple Mash
Cornerstones	
Numberssense	

## Further information (optional)

*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.*