

# Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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 primary School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils (Reception to Year 6)	33.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24 (Year 3 of 3)
Date this statement was published	
Date on which it will be reviewed	Termly
Statement authorised by	A Crist
Pupil premium lead	
Governor / Trustee lead	E Scott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,100
Recovery premium funding allocation this academic year	£11,600
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	£136,700

# Part A: Pupil premium strategy plan

## Statement of intent

At St Luke's, our ultimate objective is to reduce, year on year, the disadvantage gap and to focus on equity. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We will support children to achieve their full potential academically, socially and emotionally in order to succeed at school and throughout their future lives. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will focus on utilising our pupil premium strategy to consider the challenges faced by vulnerable pupils and support our disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

When creating our pupil premium strategy, we recognise the importance of considering the context of our school and its' subsequent challenges. We will use research conducted by the EEF to support decisions made around the implementation and impact of different strategies.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We intend to focus on developing the quality of teaching through focused CPD of teachers, acknowledging that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' (EEF).

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We understand that disadvantaged pupils have been worst affected by partial school closures and National lockdowns and that the attainment gap has widened as a result of this (EEF 2021). Therefore, our strategy is also integral to wider school plans for education recovery, notably in its targeted support using the Covid Recovery Premium for pupils whose education has been worst affected, including non-disadvantaged pupils.

The key principles underpinning our strategy are:

\*Devising a pupil premium strategy that links to all aspects of our whole school strategic planning including CPD, SEF, SDP and Sports Premium

\*High quality teaching for all children

\*Clearly defined evidence-based challenges based on National research, that are measurable

\*Decisions based on data and response to evidence

\*To focus on early intervention, challenge and outcomes for individual pupils

- \*A whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- \* Monitoring and overcoming attendance issues of disadvantaged pupils and persistent absentees
- \*Identifying and addressing mental health and well-being needs and dispositions towards school and learning
- \*Ensure governors are fully informed of progress and are aware of their roles and responsibilities in relation to Pupil Premium planning and implementation.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments and observations of pupils indicate low level language skills. These are more prevalent amongst our disadvantaged pupils than their peers.</p> <p>More than 10% of all children and young people (1.4 million in the UK) have long-term speech, language and communication needs. Studies have shown that low vocabulary skills at school entry are associated with adult literacy at 34 years and also mental health and employability.</p> <p>Baseline data from Wellcomm shows that 72% of our 3-5 year olds are working below ARE on entry to school. 70% of disadvantaged students were working below ARE.</p> <p>Talk Boost assessments in KS1 indicate difficulties with spoken use of language, understanding and vocabulary. Children scored between 5 and 9 out of 15 at the start of the programme.</p>
2	<p>Assessments and internal data indicates that reading, writing and maths attainment of disadvantaged pupils is below that of their peers. Reading attainment in particular is below that of National other at -41%.</p> <p>To improve reading skills, pupils should consume as much quality reading content as possible. There is a whole school reading focus which is linked to teachers performance management targets. Disadvantaged students and bottom 20% of readers read to an adult on a regular basis each week and reading opportunities are planned across the whole curriculum .</p> <p>Disadvantaged pupils access extra 1-1 and small group phonics tuition using Catch Up Premium funding.</p>
3	<p>The Stirling Children's Wellbeing Scale has identified in KS2, reduced self-regard and dispositions towards learning in certain disadvantaged pupils, impacted by previous school closures and consequent lack of enrichment</p>

	opportunities and social occasions. These findings are supported by national studies.
4	Attendance data has indicated that attendance of disadvantaged pupils (91%) in 2021-22 was 2% lower than for non disadvantaged (93 %) pupils.  24% of disadvantaged pupils were persistent absentees.

## 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
<p>Improved oral language skills and vocabulary in all learners including disadvantaged pupils. Focusing on a vocabulary rich curriculum, ensuring that planning clearly outlines the vocabulary that should be acquired during each topic.</p> <p>Staff trained in teaching, interventions and strategies aimed at promoting speech, communication and language development.</p> <p>We will measure this through Talk Boost and Wellcomm screening.</p>	<p>Gaps in children’s speech, language and communication skills are identified, children will have good communication skills and age appropriate language development.</p> <p>Children are confident to use ambitious, subject-specific vocabulary in their work and the ‘vocabulary gap’ is reduced.</p> <p>Year on year reduction in number of pupils below age appropriate standards for language.</p> <p>Assessments will show impact and identify pupils who need further, more specialised support.</p>
<p>Improved reading, writing and maths attainment for disadvantaged pupils, with emphasis on closing the gap in reading outcomes in particular between disadvantaged pupils and their non-disadvantaged peers.</p>	<p>Through high quality teaching, a challenging, engaging curriculum, a systematic synthetic phonics programme and quality interventions, disadvantaged children are able to retain and apply new knowledge in reading, writing and maths, narrowing the attainment gap between them and their peers. To be measured by NFER standardised assessments.</p>
<p>To achieve and sustain improved wellbeing and attitudes towards school for all of our pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>* qualitative data from student voice, student and parent surveys and teacher observations</li> <li>* a significant increase in participation in enrichment activities and after school clubs, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Children regularly attend school and gain greater access to a full curriculum.</p> <p>Year on year attendance data, sustained from 2024/25, will show the gap closing towards National between non-disadvantaged pupils and disadvantaged pupils. The overall absence rate for all</p>

	pupils being no more than 3.8% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is in line with each other.
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## 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: £ 23,890

Activity	Evidence that supports this approach <a href="https://educationendowmentfoundation.org.uk/Using-pupil-premium-EEF">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER) and SATS companion.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly (NFER and Wellcomm).</p> <p>Tracking progress using the 'ability curve'.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p> <p>NFER data gives consistency of approach in order to analyse impact.</p> <p><a href="#">GL Assessment WellComm Primary – Speech and Language Toolkit for Screening and Intervention   Teachwire Educational Product Reviews</a></p>	1 2
<p>Improve the quality of social and emotional learning.</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attendance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	2 3 4
<p>CPD to develop a whole school curriculum approach to support High Quality Teaching and consistent pedagogy. School Improvement Liverpool curriculum co-ordinators training.</p>	<p><a href="#">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Five-a-day-poster 1.1.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1 2

	<a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	
Staff skills audit and questionnaire to identify CPD needs. Staff training on neurodiverse conditions. Utilising LA Advisory support and Outreach Teacher (AMDA)	<a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.maximisingtas.co.uk/taguidancereportmakingbestuseofteachingassistants.pdf">taguidancereportmakingbestuseofteachingassistants.pdf (maximisingtas.co.uk)</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/Five-a-day-poster_1.1.pdf">Five-a-day-poster_1.1.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2
Training on how to use surveys and intervention packages: Bounce Together ELSA Wellcomm Talk Boost KS1 & 2	EEF guidance reports on the impact of interventions.	1 2 3
Whole school 'No Pens Day Wednesday' to promote oral language skills. Library topic loans. Literacy Tree. Pie Corbett Reading spine books. Poetry books. RWI development days	<a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	1 2
CPD provided by the Speech and Language service: vocabulary, using visuals, listening and attention, stammering.	<a href="https://www.educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	1 2
CPD and Supervision for ELSA trained TA	<a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £87,460

Activity	Evidence that supports this approach	Challenge number (s) addressed
Talk Boost (EYFS, KS1, KS2) Speech and language therapy delivered by TA, supported by SALT service.	<a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 2
Precision Teaching	<a href="https://bangor.ac.uk">Precision Teaching.pdf (bangor.ac.uk)</a>	2
Nessy	<a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1 2
Wellcomm	Developed by Speech and language therapists. EEF reports Supported by GL assessments <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	1 2
Small group tuition (reading, comprehension, writing, maths)	<a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2
BLAST/EALIP Delivered by TA, supported by EAL service.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a> <a href="https://d2tic4wvo1iusb.cloudfront.net">EAL and educational achievement Prof S Strand.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1 2
1-1 and small group phonics tuition	<a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2

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

Budgeted cost: £ 25,350



Activity	Evidence that supports this approach	Challenge number(s) addressed
Bounce Together Surveys	<a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> <a href="#">Resources   A school's guide to building a wellbeing measurement strategy (bouncetogether.co.uk)</a>	3 4
Trips to library, museums, art galleries, beach, music tuition etc	<a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Cultural Capital   Early Education (early-education.org.uk)</a>	1 2 3 4
Link to Sports Premium – after school clubs and Progressive-sports wellbeing programme	<a href="#">The value of after school clubs for disadvantaged children (ncl.ac.uk)</a>  <a href="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a>	3 4
Letterbox book subscription scheme for more able PP and reluctant readers	Feedback forms measure impact. <a href="#">Literacy Catch-Up Projects   EEF (educationendowmentfoundation.org.uk)</a> The Education Standards Research Team (ESARD) in the UK, compiled the Research evidence on reading for pleasure report. It found that reading for pleasure had educational benefits, supported personal development and had a positive impact on reading including: <ul style="list-style-type: none"> <li>• reading attainment and writing ability</li> <li>• text comprehension and grammar</li> <li>• breadth of vocabulary</li> <li>• positive reading attitudes</li> <li>• self-confidence as a reader</li> <li>• Pleasure in reading in later</li> </ul>	1 2
Wrap around care (breakfast club, after school club) offered to PP children	This guidance has been informed by: our engagement with schools who have significantly reduced their persistent absence levels; teachers' standards; Ofsted's school inspection handbook; other DfE statutory and non-statutory guidance.  <a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	4
ELSA trained member of staff and Mental Health and Wellbeing support worker	<a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3 4
Attendance SLA – embedding principles of	This guidance has been informed by: our engagement with schools who have significantly reduced their	4

<p>good practice. First day response calls, analysis of absence patterns and home visits. Group work with classes with large %age of disadvantaged pupils.</p>	<p>persistent absence levels; teachers' standards; Ofsted's school inspection handbook; other DfE statutory and non-statutory guidance.</p> <p><a href="http://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	
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**Total budgeted cost: £ 136,700**

## 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.

Intended outcome	Success criteria
<b>Challenge number 1</b>	
<p>Improved oral language skills and vocabulary in all learners including disadvantaged pupils. Focusing on a vocabulary rich curriculum, ensuring that planning clearly outlines the vocabulary that should be acquired during each topic.</p> <p>Staff trained in teaching, interventions and strategies aimed at promoting speech, communication and language development. We will measure this through Talk Boost and Wellcomm screening.</p>	<p>Gaps in children’s speech, language and communication skills are identified, children will have good communication skills and age appropriate language development.</p> <p>Children are confident to use ambitious, subject-specific vocabulary in their work and the ‘vocabulary gap’ is reduced.</p> <p>Year on year reduction in number of pupils below age appropriate standards for language.</p> <p>Assessments will show impact and identify pupils who need further, more specialised support.</p>
<p>Review:</p> <p>Talk Boost and Wellcomm assessments identified gaps in communication skills in EYFS children and KS1.</p> <p>Average Talk Boost scores out of 15 moved from between 5 and 9 (Baseline) to between 9 and 15 at the end of the 10 week programme. Average point score moved from 40 pre assessment to 63 post assessment (Max score 75). Teachers noted the overall impact that the intervention had on the interaction of the children participating in classroom discussions and a general growth in confidence. Children who had made limited progress in a specific aspect of the programme were provided with 1-1 intervention in that area and referred to specialist services eg SALT.</p> <p>We analysed gaps in communication skills using the Wellcomm assessment tool. Small group interventions were put into place and classroom provision was altered to address these needs. These measures also had a positive impact on the social skills of the EYFS children involved. 100% of disadvantaged pupils achieved the ELG for Communication and Language and PSE compared to their non-disadvantaged peers 65% and 78% and National Data of 80% and 85%.</p>	
<b>Challenge number 2</b>	
<p>Improved reading, writing and maths attainment for disadvantaged pupils, with emphasis on closing the gap in writing outcomes in particular between disadvantaged pupils and their non-disadvantaged peers.</p>	<p>Through high quality teaching, a challenging, engaging curriculum, a systematic synthetic phonics programme and quality interventions, disadvantaged children are able to retain and apply new knowledge in reading, writing and maths, narrowing the attainment gap between them</p>

and their peers. To be measured by NFER standardised assessments.

**Review:**

The use of standardised tests provided reliable insights into specific strengths and weaknesses of each pupil. Provision maps tracked the additional support that these pupils received such as precision teaching, pre teach, 1-1/small group interventions and IT programmes eg Nessy. Progress was also tracked using the 'ability curve' to highlight those children who were working well below ARE. The specialist outreach support teacher assessed in depth those children making limited progress in order to confirm or rule out SpLD.

The GLD data shows that the disadvantaged pupils in EYFS achieved higher than their non disadvantaged peers and were also above National.

The phonics data showed that 78% of disadvantaged Y1 pupil passed the phonics screening check compared to the National data of 79%.

The data shows that our disadvantaged pupils in KS1 achieved lower than our non-disadvantaged pupils in Reading and Writing but better in Maths

EYFS GLD				
St Luke's PP 69% Non PP 50%				
National 67%				
Year 1 phonics screening check				
St Luke's PP 78% Non PP 81%				
National 79%				
<b>KS1 Data</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Combined</b>
PP	67%	67%	73%	60%
Non PP	80%	67%	67%	60%
National	68%	60%	70%	55%
<b>KS2 Data</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Combined</b>
PP	53%	60%	40%	33%

**Challenge number 3**

<p>To achieve and sustain improved wellbeing and attitudes towards school for all of our pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>* qualitative data from student voice, student and parent surveys and teacher observations</li> <li>* a significant increase in participation in enrichment activities and after school clubs, particularly among disadvantaged pupils</li> </ul>
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**Review:**

A KS2 TA undertook ELSA training in the Autumn and Spring terms. ImpactEd wellbeing surveys identified groups and individuals to work with the ELSA TA and SENCO using 6-8 week intervention programmes.

Following a staffing change in January, a Mental Health and Wellbeing Lead role was established. This enabled a lunchtime nurture club to run 3 times each week. 1-1 and small group emotion coaching and self-esteem sessions were also provided.

Progressive Sports Coaching delivered their wellbeing programme to classes and groups of children identified by the wellbeing survey as struggling with friendships and self-esteem. A weekly after school multi sports club was also offered to all year groups and this was well attended by disadvantaged pupils.

**Challenge number 4**

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Children regularly attend school and gain greater access to a full curriculum.</p> <p>Year on year attendance data, sustained from 2024/25, will show the gap closing towards National between non-disadvantaged pupils and disadvantaged pupils. The overall absence rate for all pupils being no more than 3.8% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.5%. The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p>
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**Review:**

**Attendance Report - 2022 - 2023**

	Whole School	PP
Autumn Term 1	94.7 %	92.9 %
Autumn Term 2	93.6 %	93 %
Spring Term 1	92.4 %	92.3 %
Spring Term 2	93.3%	90.7%
Summer 1	91.6%	91.1%
Summer 2	91.6%	90%
<b>Overall</b>	<b>93%</b>	<b>91%</b>

Our disadvantaged children had an attendance of 93% last academic year. Our whole school attendance was 95%. This gap was closed from 5% last year. These are both below our target of achieving National but above the LA average of 92%.

The number of whole school persistent absentees was 16%. 24% of disadvantaged pupils had persistent absenteeism. Regular meetings and home visits took place with families, the Deputy Head and LA Attendance officer to address any barriers to attendance and provide support where needed.

## 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
Nessy reading and spelling	Nessy
SATs companion	SATs Companion
Stirling Wellbeing Survey	Bounce Together
Wellcomm	GL assessment
TT Rockstars	Maths Circle Ltd
Mirodo	Mirodoeducation.com

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year? (1 pupil)	Letterbox Club 1-1 reading Small group tuition
What was the impact of that spending on service pupil premium eligible pupils?	Developing reading for pleasure, home school links.

**Further information (optional)**

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