

St Luke's C E First School Pupil premium strategy statement –

This statement details our school's use of pupil premium (and recovery 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	140
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027 <i>This is the 2nd year of a 3 year plan</i>
Date this statement was published	20.11.25.
Date on which it will be reviewed	October 2026
Statement authorised by	Sally Baker Headteacher
Pupil premium lead	Sally Baker
Governor / Trustee lead	Suzie Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,145
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£49,145

Part A: Pupil premium strategy plan

Statement of intent

At St Luke's our vision is that we trust and rely on god's teaching so that we can encourage each other, develop our relationships and flourish in all that we do. We ensure this is the case by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to stop a pupil's circumstances affecting their academic progress and therefore life chances. Pupil premium is carefully managed to enable us to offer personalised support for children in a range of ways. We aim to raise attainment through excellent teaching, timely and effective interventions and quality experiences in a caring, nurturing environment. We are a family, and working closely with all members of our school community is key to our strategy.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to ensure that we successfully equip disadvantaged pupils with the tools and strategies they need to be successful learners and engage parents in order for them to support their children in their learning journey.

The school uses the EEF tiered approach. EEF's pupil premium guide:

1. High Quality Teaching.
2. Targeted Academic Support.
3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support.

Aims:

- To remove barriers to learning created by family circumstance and background.
- Children to develop confidence in their ability to communicate effectively in a wide range of contexts.
- Pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- To provide small group work with a teacher/TA focussed on closing gaps in learning.
- Offer financial assistance towards activities, educational visits and residential stays. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Provide all teachers with high quality CPD to ensure that all pupils access Quality First Teaching

Challenges

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

Challenge number	Detail of challenge
1	Attendance – Last year our attendance was in line with national, however we now need to ensure we maintain this and increase our overall attendance percentage for the year. Approximately 45% of our Pupil Premium children have had attendance below 95%.
2	Speech and language – On entry to school, Language and Communication is weak (Well Comm evidence) as some children enter EYFS with language, communication and oracy skills lower than their chronological age. These assessments plus observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 4 and in general are more prevalent among our disadvantaged pupils than their peers
3	The percentage of PP pupils working at the age-related expectation for their year group is lower than the national average in Reading, Writing and Maths. This includes communication and language development.
4	Multiple needs - Many of our Pupil Premium pupils (50%) also fall into another vulnerable group such as SEN or EAL.
5	Limited wider opportunities - Pupils eligible for PP may have limited opportunity for enrichment activities outside of school which can impact on their life experiences. Many of our Pupil Premium pupils do not have rich and varied experiences as some of our non-pupil premium pupils seem to have, which means knowledge of the world and vocabulary acquisition is limited.

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
Improve attendance for persistently absent pupils by engaging parents and working with them in order to ensure they value good attendance in school.	Overall school attendance to increase and be at least 96%. PP attendance to be at least 95% (increased from 92% currently) To reduce the % of PP pupils as PA even further.

The vast majority of PP pupils make good or better progress in reading, writing and maths from their starting point.	Data outcomes show at least good progress is made by PP pupils following support from adults in the classroom and targeted intervention groups.
Improve oral and language skills and vocabulary among pupil premium children.	Assessments and observations indicate significantly improved oral language among Pupil Premium children. This will be evident when triangulated with a range of sources of evidence such as engagement in lessons, book looks and ongoing formative assessments.
Ensure vulnerable pupils are engaged in a variety of after school/outside school activities so that they have wide experiences.	The majority of PP pupils engage in termly after school clubs and take part in a range of wider school experiences.

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: £ 20,945.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Communication TA to work with identified pupil in interventions and in class support. Training of Communication TA through SaLT SLA	Communication TA to be employed by the school in order to run weekly SaLT interventions and support pupils in class/Ark base with communication needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3,4

<p>Speech & Language Therapist employed to complete assessments, support with SALT needs in school and provide CPD for whole school</p>	<p>Oral Language Interventions (EEF) Embedding dialogic activities across the school curriculum through SALT professional working with pupils and staff. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2,3,4</p>
<p>Speech & Language Teaching Assistant to support the implementation of quality SALT interventions 1:1 and small groups.</p>	<p>Oral Language Interventions (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>There is strong evidence base that indicates oral language interventions and collaborative learning are inexpensive to implement but have high impacts on learning outcomes.</p> <p>Collaborative learning approaches & oral language interventions/Toolkit Strand/ Education Endowment Foundation/EEF</p>	<p>2,3,4</p>
<p>Beacon SLA & SENDCo Training</p>	<p>Training and in school support from the Beacon experienced SENDCO for our new SENDCO and class teachers/TAS in order to meet the needs of vulnerable pupils with multiple barriers and to ensure good progress is made.</p>	<p>2, 3, 4</p>

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

Budgeted cost: £ 16,989.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to lead reading, writing and maths interventions in order to plug gaps and accelerate progress.	<p>Teaching Assistant Interventions (EEF) Targeted deployment of Teaching Assistants to deliver interventions to small groups or individuals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p> <p>Phonics/Toolkit Strand/ Education Endowment Foundation/EEF</p>	2,3,4
Two afternoons of ELSA support for pupil.	<p>ELSA intervention support for identified pupils.</p> <p>EEF Improving social/emotional</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1, 3, 5

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

Budgeted cost: £ 11200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the principles as set out in DfE's – Improving School Attendance.</p> <p>Training and release time for staff – revisiting</p>	<p>There is a strong evidence base which suggests that clear, supportive and positive communication with parents leads to improved attendance which results in improved outcomes for pupils.</p> <p>Working with Parents to Support Children's Learning/Guidance Report/Education Endowment Foundation/EEF</p>	1,2,3

<p>current practise and improving systems to improve overall attendance.</p>		
<p>Deploying school Family Support Worker to work with vulnerable pupils in small groups or 1:1 to improve self-awareness and self-regulation.</p>	<p>There is a strong evidence base that the explicit teaching of social and emotional learning through whole class approaches and targeted support has a positive impact of pupils' readiness to learn, resulting in improved learning behaviours and better outcomes.</p> <p>Improving Social and Emotional Learning in Primary Schools/ Guidance Report/Education Endowment Foundation/EEF</p>	<p>1, 2, 3</p>
<p>Ensure PP children have the same experiences as other children offered through school – e.g. clubs/trips by subsidising where necessary. To offer wider experiences outside of school to PP children – e.g. after school clubs not run by school.</p>	<p>We feel it is essential that all pupils feel that they belong to the school community and have equal access to extracurricular activities. By supporting and funding these activities and providing uniform where needed, our pupils benefit in terms of belonging and self-esteem.</p> <p>There is a lot of evidence which proves the impact of school trips goes beyond just the academic / declarative knowledge but that for our disadvantaged children these trips are vital for developing them social, emotional and mental well-being. They also help develop them personally which forms part of our school vision. Enabling them to attend these trips is paramount to their development here.</p> <p>According to research, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. The average impact of engaging in physical activity approaches is about an additional one month's progress over the course of a year. Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical</p>	<p>5</p>

	development, health and wellbeing as well as other potential	
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Total budgeted cost: 49,135.38

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Our overall attendance for academic year 2024-2025 was 95.36% (an increase of 2.45% from the previous year) Pupil Premium attendance was 92.9% (an increase of 2.73% from the previous year).
2. Pupil Premium progress in R/W/M for academic year 2024-2025:
89% of PP pupils made at least good progress in Reading
88% of PP pupils made at least good progress in Writing
91% of PP pupils made at least good progress in Maths.
3. The vast majority of PP pupils achieved their SaLT targets and made good progress following targeted interventions. 100% of PP children who received Welcomm support made good progress and 50% reached the age related target. Of the 18 speech and languages targets set for PP children, 14 of them were fully met.
4. Year 1 phonics screening outcomes = 79%. 62.5% of PP pupils passed the screening which is broadly inline with national outcomes.
Year 2 phonics screening outcomes = 96% (above national outcomes). 80% of PP pupils passed the phonics screening (1 PP pupil did not) which is above national data for disadvantaged pupils.
5. All PP families have benefited from funding towards visitors and trips. The vast majority of PP pupils have attended after school clubs and all have been able to attend wider school activities due to the funding support in place. Families of all children who did not sign up for clubs we consulted with and this is linked to other family priorities, such as attending mosque after school.
6. Children have benefited from several workshops with their parents. Positive feedback from parental questionnaires/voice has increased and improved well-being across the community has had a positive impact on children's social and emotional challenges.
7. Our FSW has worked with numerous families both with children in school, supporting them socially and emotionally and financial guidance for parents too. Holding regular meetings, phone calls and sessions with children in school.

Externally provided programmes

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

Programme	Provider
RWI	Oxford Owl

