

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 | 137 |
| Proportion (%) of pupil premium eligible pupils | 31 pupils = 23% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 2022-2023 2023-2024 |
| Date this statement was published | 20.12.23. |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Sally Baker Headteacher |
| Pupil premium lead | Sally Baker |
| Governor / Trustee lead | Maureen Brown |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £47,635 |
| Recovery premium funding allocation this academic year | £1,160 |
| 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> | £48,795 |

Part A: Pupil premium strategy plan

Statement of intent

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.

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 – Our attendance remains lower than the national, despite improvements in this area. 28% of our Pupil Premium children have attendance below 90% and are classed as ‘persistent absentees’. The difference between the PP pupils’ overall attendance and non-PP pupils is 5%. |
| 2 | Speech and language – On entry to school, Language and Communication is weak (Well Comm evidence). These assessments plus observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from |

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| | 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 | Many of our Pupil Premium pupils (50%) also fall into another vulnerable group such as SEN or EAL. |
| 5 | 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 94% (increased from 91% 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. |
| Improved phonics outcomes for PP children | Year 1 phonics outcomes show closing the gap between pupil premium and national ALL. |
| 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 all wider school experiences. |

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: £ 20,674.87

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Grouping pupils across the school for phonics each day.</p> <p>Ongoing support and training for staff (including new staff to the school) in delivering the school synthetic phonics programme and speech and language interventions</p> <p>Release time for English leader to model good practice in phonics, team teach with members of staff and monitor the impact of the support given in order to ensure high quality phonics teaching for all.</p> <p>Purchase further phonics resources to supplement the RWI scheme.</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> | <p>2, 3, 4</p> |

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

Budgeted cost: £ 6, 125.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Teaching Assistants to lead daily phonics teaching in small groups. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. | 2, 3, 4 |
| Teaching Assistants to lead 1:1 RWI phonics interventions across the school. | Phonics/Toolkit Strand/ Education Endowment Foundation/EEF | 2,3,4 |
| Teaching Assistants to lead reading, writing and maths interventions in order to plug gaps and accelerate progress. | | 2,3,4 |
| Speech and language support and interventions run by specialist therapist and Teaching Assistants | There is strong evidence base that indicates oral language interventions and collaborative learning are inexpensive to implement but have high impacts on learning outcomes. Collaborative learning approaches & oral language interventions/Toolkit Strand/ Education Endowment Foundation/EEF | 3 |
| NTP tutoring training 2x staff members to be able to deliver school led tutoring. 50% of NTP costs. Tutor groups - targeted reading and writing support for pupils in KS1 | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. Phonics/Toolkit Strand/ Education Endowment Foundation/EEF | 3,3,4 |

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

Budgeted cost: £ 20,888.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| <p>Embedding the principles as set out in DfE's – Improving School Attendance.</p> <p>Training and release time for staff – revisiting current practise and improving systems to improve overall attendance.</p> <p>Training for staff using Wayne Harris “Inclusive Attendance”</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> | <p>1,2,3</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>Training for staff to teach social and emotional learning through PSHE and in responding to pupils' needs.</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>Mental health and well being interventions – nurture/behaviour interventions and support.</p> | <p>Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>1, 4, 5</p> |
| <p>Ensure PP children have the same experiences as other children offered through school – e.g. clubs/trips by subsidising where necessary.</p> <p>To offer wider experiences outside of 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>5</p> |

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| to PP children – e.g. after school clubs not run by school. | | |
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Total budgeted cost: £ 47,687.87

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Our overall attendance for academic year 2022-2023 was 94.66%. This has increased from 91.78% from the previous year. 18% of PP children were PA last year. This has decreased by 18% from the year before.
2. Pupil Premium progress in R/W/M was good.
94% of PP pupils made at least good progress in Reading
85% of PP pupils made at least good progress in Writing
85% of PP pupils made at least good progress in Maths.

| Year Group | Reading standards | Writing standards | Maths standards |
|------------|-------------------|-------------------|------------------|
| Reception | 2/5 = 20% (+20%) | 2/5 = 40% (=) | 3/5 = 60% (=) |
| Year 1 | 3/7 = 43% (=) | 3/7 = 43% (=) | 4/7 = 57% (=) |
| Year 2 | 2/8 = 25% (+3%) | 1/8 = 13% (-9%) | 3/8 = 44% (-6%) |
| Year 3 | 5/7 = 71% (+25%) | 4/7 = 38% (+19%) | 5/7 = 71% (+33%) |
| Year 4 | 5/7 = 57% (+14%) | 1/7 = 14% (=) | 3/7 = 43% (=) |

Where increases in standards have not been seen in a year group, this is due to a PP pupil working at the expected standard who left the school.

3. Year 1 phonics screening outcomes = 86% (+7% compared to national outcomes). 71% of PP pupils passed the screening which is above national data for disadvantaged pupils.
Year 2 phonics screening outcomes = 87% (inline with national outcomes). 75% of PP pupils passed the phonics screening which is above national data for disadvantaged pupils.
4. The vast majority of PP pupils achieved their SaLT targets and made good progress following targeted interventions.
5. Of the 33 different clubs we ran during the academic year 2022-2023, in 18 of them a quarter of the places were taken by PP pupils. All clubs except for 2 included PP children. 1 Art club was fully funded for PP pupils and was attended by 1/5 of our PP children. Sport clubs led by AU Sports were a popular choice.

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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 |
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