

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	149
Proportion (%) of pupil premium eligible pupils	35 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	December 2022
Date on which it will be reviewed	September 2023
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	£45,345
Recovery premium funding allocation this academic year	£4, 640.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£49,985.00

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 – 36% of PP children were persistently absent in the academic year 2021-2022.
2	Disadvantaged pupils are making less than expected progress due to social/emotional difficulties. Pupils are not able to self-regulate which results in less engagement and focus in lessons.
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	49% of our PP children have further barriers to learning – e.g. SEN / EAL.

5	Pupils eligible for PP may have limited opportunity for enrichment activities outside of school which can impact on their life experiences.
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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.	Reduce the number of PP persistently absent pupils. For attendance to increase and be at least 95%.
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.
To raise phonics and reading outcomes for Year 1/Year 2 disadvantaged pupils.	Year 1 phonics screening and Year 2 phonics re-take data is in line with national outcomes. Good progress is made in reading from EY to Year 2.
Embedding a language rich curriculum across school to improve language comprehension and acquisition.	PP pupils achieve speech and language targets and make good progress.
Ensure there is a consistent approach across school to teaching social and emotional learning and to ensure that targeted support enables pupils to access learning.	Vulnerable pupils are able to self-regulate and show good learning behaviours. As a result, pupils will make good progress and reach attainment milestones – data outcomes.
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: £ 16,206.71

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 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: £ 4,170.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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 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. 40% of NTP costs. Tutor groups - targeted phonics 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: £ 22,146.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the principles as set out in DfE's – Improving School Attendance.	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.	1,2,3

<p>Training and release time for staff – revisiting current practise and improving systems to improve overall attendance. Support from EWO.</p> <p>Increased contracted hours for Attendance in order to monitor attendance/hold meetings</p>	<p>Working with Parents to Support Children’s Learning/Guidance Report/Education Endowment Foundation/EEF</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>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 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>5</p>

Total budgeted cost: £ 42,523.49

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance lead worked alongside the EWO to target families where pupils attendance dropped to below 90%. Improvements seen for some pupils following intervention and support.

Monitoring evidences that there is a consistent approach to the teaching of phonics across the school, with clear fidelity to the RWI scheme. 57% of disadvantaged pupils passed the phonics screening.

School Language Audit ensured we implemented language rich classrooms, sentence stems to support pupils in writing and language acquisition. Targeted TA to support ensures children with poor language acquisition have made good progress.

There is a consistent approach across school through PSHE and using Heartsmart, Mindfulness, PE, clubs, Family Support intervention, Well being champions, and Relax kids intervention. Nurture group provision provides effective support to identified pupils which has led to good progress and fewer negative behaviour choices.

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