

Pupil Premium Strategy Statement

St Luke's Primary School (2024 - 2027)

This statement details our school's use of pupil 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	191
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	Jan 2025
Date on which it will be reviewed	Dec 2025
Statement authorised by	Alastair Sutherland
Pupil premium lead	Philip Eddleston
Governor / Trustee lead	Colin Howsam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£100,640

Part A: Pupil premium strategy plan

Statement of intent

Our aims

At St Luke's Primary School we are champions for every child.

Our overall aims are:

- to be an inclusive school where children with a range of complex needs and life experiences are fully included in school life, surrounded by safe and meaningful relationships
- to develop key skills in our children that go beyond the academic e.g. sensory modulation, communication, wellbeing, relationships & regulation
- to enable all of our children to achieve the best possible outcomes on their pathways to adulthood
- to provide a nourishing curriculum that is appropriate for the developmental needs of our children
- to work collaboratively with families and other stakeholders to ensure our children thrive

Challenges

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

Challenge number	Detail of challenge
1	Special Educational Needs All children at our school have an Education, Health and Care Plan as a result of their identified special educational needs. For some of our children, the impact of being disadvantaged provides an even greater challenge to their development and learning.
2	Speech, Language and Communication A large proportion of our children present with communication and interaction needs resulting from their identified SEND. For our children who are also disadvantaged, outcomes can be further impacted. Communication needs continue to impact our children's development and learning as they progress through the school.
3	Emotional Wellbeing, Relationships & Regulation The emotional development needs of our children have a significant impact on their progress. Data indicates that for some of our children identified as

	disadvantaged, there can be increased needs in relation to emotional wellbeing, relationships and regulation. This means that for some of our disadvantaged children, their emotional development continues to impact upon their readiness for learning.
4	<p>Family Support</p> <p>With increasing numbers of children on roll (DATA), we are now supporting more families than ever before.</p> <ul style="list-style-type: none"> - November 2024 to February 2025 saw an 8% increase in the number of families accessing support at 'Family Support' level. <p>Number of students / families at different levels of support:</p> <ul style="list-style-type: none"> ● Family Support: 57 ● Early Help: 13 ● Child in Need: 11 ● Child Protection: 1 ● Children in Care: 1

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
1. To ensure high quality teaching and learning for children with a range of complex SEND needs, including our children with SEND who are identified as disadvantaged.	<ul style="list-style-type: none"> - Progress for all children across EYFS to Year 6 can be evidenced using 'Evidence for Learning'. - High quality teaching in literacy and numeracy will help to close the gap between our children with SEND who are, and are not, disadvantaged. - KS1 tracking will demonstrate that children will make progress from EYFS entry. - KS2 tracking will demonstrate that children will make progress from KS1 to KS2. - Children will make good progress towards, or achieve, their educational outcomes identified under Section E of their Education, Health and Care Plans.
2. To improve communication skills for all children, leading to improved progress in all curriculum areas.	<ul style="list-style-type: none"> - Leadership monitoring will demonstrate high quality provision for communication across the curriculum. - Whole school communication approach is embedded. - Communication assessment demonstrates progress across the academic year. - Children make good progress through targeted communication support. - The gap will narrow between PP and non PP in language and communication. - Children will make good progress towards, or achieve, their educational outcomes identified under Section E of their Education, Health and Care Plans in the area of Communication & Interaction.

<p>3. To provide social, emotional and mental health support through a trauma informed lens in order to ensure that children who are disadvantaged are able to fully access the curriculum.</p>	<ul style="list-style-type: none"> - All staff are using emotion coaching techniques confidently throughout school. - All staff have an awareness of trauma and effective school based responses. - All staff can confidently support children and families with mental health and wellbeing concerns. - Children who are disadvantaged are able to access the curriculum as a result of effective trauma informed practice. - Relationships & Regulation Policy adhered to by all staff. - Wellbeing Champions will disseminate effective provision to staff. - Supervision will provide an effective means of support for staff. - Trauma Informed Working Party will effectively support whole school developments and monitor impact.
<p>4. To ensure the families of children who are disadvantaged receive the best possible support to allow their children to thrive.</p>	<ul style="list-style-type: none"> - A new level of Family Support has been coordinated to provide early intervention for families prior to formalised Early Help support. - The families of children who are disadvantaged are supported via regular Family Support and Early Help meetings with progress towards identified outcomes being achieved. - Children with a social worker (or had a social worker previously) will demonstrate good progress from their starting point at St Luke's Primary School. - Children who are in the care of the local authority will demonstrate good progress from their starting point at St Luke's Primary School.

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching will be prioritised in order to achieve the best possible outcomes for all children.</p> <p>This will be achieved through training, research and visits to other schools to explore</p>	<p>The Education Endowment Fund states, <i>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all</i></p>	<p>1</p>

<p>outstanding practice. Learning will be disseminated amongst staff members as part of a whole school approach.</p>	<p><i>pupils, particularly the most disadvantaged among them.</i></p> <ul style="list-style-type: none"> • https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REP-ORT.pdf • https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development • https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023 	
<p>Recruitment and retention will ensure that skilled, motivated and confident staff are able to meet the needs of children as a result of high quality professional development.</p>	<p>The EEF states, <i>“Teacher retention has been a persistent challenge (European Union, 2013; Sutchter et al., 2016; See et al., 2020) internationally and in England (Long and Danechi, 2022; McLean et al., 2023). Failure to recruit and retain qualified teachers may result in teacher shortages that have negative effects on student learning (Gerritsen et al., 2016; Sorensen and Ladd, 2018). This issue is exacerbated in challenging schools with high proportions of disadvantaged students (Tereshchenko et al., 2020).”</i></p> <ul style="list-style-type: none"> • https://d2tic4wvo1iusb.cloudfront.net/producton/documents/projects/Review-of-leadership-approaches.pdf?v=1738412210 	1
<p>High quality teaching of PSHE within the curriculum to ensure learning around wellbeing, relationships and regulation is at the heart of our childrens’ school experience.</p>	<p>The EEF states, <i>“The average impact of successful SEL interventions is an additional four months’ progress over the course of a year...Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school...Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.”</i></p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel 	3
<p>Expansion of Family Support Team</p>	<p>Recruitment of Family Support Officer to ensure a permanent member of staff to provide ongoing support to families.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents • https://assets.publishing.service.gov.uk/media/66ce094e8e33f28aae7e1f6d/Keeping_children_safe_in_education_2024_part_one.pdf 	4

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted communication sessions.	<p>Working with the Speech and Language Therapists we have identified that 1-1 speech and language sessions are the best way to deliver new communication skills. Extra sessions will allow an even greater improvement in outcomes for communication, which will also have a direct impact on improvements in English, Maths and other curriculum areas</p> <p>Some direct intervention will continue via SaLT.</p> <p>Other sessions will be led by school staff under the supervision of our school based Communication Lead.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 	2
Sensory	Professional relationship with Connect Therapy Services in the form of consultation and school development.	1 & 3
Reading	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 & 2

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing Trauma Informed Practice	<ul style="list-style-type: none"> • https://arcframework.org/what-is-arc/ • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour 	3

Total budgeted cost: £101,000

Part B: Review of outcomes in 2023/24

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Desired Outcome	Success Criteria	Impact Review
We will ensure that disadvantaged children in the Early Years are achieving the same level of progress as their peers in maths, literacy and communication	Gap between pupil premium children and non-pupil premium children for communication will be closed	We changed assessment system for the year 2023-24 and the data does not correlate to previous years. Further analysis of long term improvement will take place once the full year of data has been collected.
In Key Stages 1 and 2 we will improve disadvantaged children's phonics, reading and writing skills by 5% each year.	Gap between disadvantaged children and non-pupil premium children in reading, phonics and writing will be closed.	We changed assessment system for the year 2023-24 and the data does not correlate to previous years. Further analysis of long term improvement will take place once the full year of data has been collected.
In Key Stages 1 and 2 we will improve the number of disadvantaged children achieving their maths targets by 5% each year	15% more disadvantaged children will achieve their maths targets	We changed assessment system for the year 2023-24 and the data does not correlate to previous years. Further analysis of long term improvement will take place once the full year of data has been collected.
Develop a whole school mental health strategy and revise the emotional understanding approach to ensure that all children who are entitled to pupil premium funding have their emotional needs met.	15% reduction in the number of behaviour incidents for disadvantaged children	<ul style="list-style-type: none"> - Comparison data will be available during the next round of CPOMS data review. - Trauma informed practice underway (see CYP Humber and North Yorkshire Organisational Toolkit). - New ARC Champion in School delivering training focused on the ARC Framework and trauma informed practice. - Relationships & Regulation Policy drafted. - Wellbeing Champions in place. - Wellbeing surveys completed. - WMIM and CAMHS consultations underway. - CPOMS is now being used to analyse and reflect on incidents. - New individual support plans support staff to consider a child's presentation through a TI lens.
Revise the whole school autism approach to ensure children's interaction skills improve	Children entitled to pupil premium will engage better with adults and children	<p>Link to trauma informed practice - improving staff responses to incidents.</p> <p>Approach to Autism document created by</p>

	which will lead to a reduction of incidents. This will be evidenced through observations of children and adults	<p>previous Middle Leader responsible for ASD provision (has since left the school with the post not being refilled).</p> <p>Individual Support Plans have been redesigned.</p> <p>Recent appointment of Middle Leader for Sensory provision. Liaison with Connect Therapy Services for direct student consultation, staff training/CPD and environmental change.</p>
Develop a whole school communication approach to ensure all children's communication needs are met	15% improvement in achievement of communication targets for of children entitled to pupil premium	<p>- 'Approach to Communication" document created.</p> <p>- English & Communication Review completed by SIP (14.01.25). Highlighted strengths and next steps with whole school communication development.</p>
Further ensure a consistency of approach to the development of reading and how to teach early reading skills, including phonics	15% increase in number of disadvantaged children achieving their reading/phonics targets	English & Communication Review completed by SIP (14.01.25). Highlighted strengths and next steps with English across the school. .
Ensure a consistent approach to teaching key maths skills across the school	15% increase in number of disadvantaged children achieving their maths targets	We changed assessment system for the year 2023-24 and the data does not correlate to previous years. Further analysis of long term improvement will take place once the full year of data has been collected.

Externally provided programmes

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

Programme	Provider
Twinkl Phonics	Twinkl
Sensory Occupational Therapy Consultation	Connect Therapy Services