

Pupil premium strategy statement – St Luke’s Primary School

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 disadvantages pupil’s last academic year.

School overview

| Detail | Data |
|---|----------------------------------|
| Number of pupils in school | 188 |
| Proportion (%) of pupil premium eligible pupils | 37% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to 2023/2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Alastair Sutherland, Headteacher |
| Pupil premium lead | Phil Eddleston |
| Governor / Trustee lead | Colin Howsam |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £91,665 |
| Recovery premium funding allocation this academic year | £11,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £102,665 |

Part A: Pupil premium strategy plan

Statement of intent

At St Luke's we use the Pupil Premium and Recovery Premium (catch-up funding) to support Disadvantaged children to achieve the same outcomes as their peers. Whilst we recognise that disadvantage is not the only barrier to success for children at St Luke's we also recognise that some children need extra support to ensure they can make the progress they need.

By using the Pupil Premium and Recovery Premium Funding we are ensuring that disadvantaged children will make the same academic progress as their peers in English and Maths (or communication and cognition – dependent on their level of learning). English and Maths skills are key life skills for children at St Luke's and improving these skills will help the children in later life.

We will also use the Pupil Premium and Recovery Premium Funding to support the development of Communication and Interaction skills. Communication is one of the biggest barriers to success that children face at St Luke's. Like English and Maths, communication is an essential life skill that we need to develop and by improving their communication skills it will help prepare the children for adult life.

We will also use the Pupil Premium and Recovery Premium Funding to support the children's emotional development. Through observations, research and working with other agencies we have found that the children's levels of emotional development are one of their largest barriers to success. We provide a therapeutic approach, within classrooms, to support this and we have specific groups to help children improve their emotional stage of development. This is also a key area of staff development; ensuring teachers and teaching assistants understand the children's level of emotional development and understand how they can improve children's emotional stage of development.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Some pupils at St. Luke's Primary not only face the impact of being disadvantaged but also have the impact to their learning through having a Special Educational Need. With both of these factors in mind children could experience more reasons to fall behind in their development and learning. St Luke's will ensure that we promote academic success for all pupils but this particular group of children need more intense work to help reduce the gap. |

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| 2 | EYFS children on their entry into school who have communication and interaction needs face challenges with their emotional development, which is significantly behind their peers and therefore require access to high quality communication and interaction support. |
| 3 | The impairment of emotional and sensory development needs have a significant impact on the children's progress, particularly in the key skill areas of communication, reading and writing across the school. St. Luke's endeavour to promote high quality academic teaching and activities to help secure this. |
| 4 | Some children have been particularly impacted by the effects of the Covid-19 pandemic. Some children struggled with the stop start nature of school (during the academic year 2020-21) as they need consistency. This has impacted on the learning and mental wellbeing all a small group of pupils at St. Luke' school. |

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 |
|---|--|
| 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 |
| 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. |
| 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 |
| 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 |
| 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 which will lead to a reduction of incidents. This will be evidenced through observations of children and adults |
| 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 |

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| 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 |
| Ensure a consistent approach to teaching key maths skills across the school | 15% increase in number of disadvantaged children achieving their maths targets |

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: **£10,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| All new teachers to develop a pedagogical understanding of the children they are working with and how this links to the curriculum. Through training, research and visits to other schools to explore outstanding practice. Learning will be disseminated amongst staff members as part of a whole school approach | <p>Developing a pedagogical understanding is a key part of the new Ofsted Framework. Understanding how the different groups of children learn and applying this to the different curriculum pathways will help to improve their access to the curriculum.</p> <p>This target is to continue from last year as we have a large number of new teachers in school and have to refocus this work</p> | 1 |
| Focussed support for all new teachers. Training to support their development with regards to Early reading and writing, phonics and early maths skills. | A consistent approach to teaching early reading and writing, phonics and maths skills helps the children to develop their skills at a faster pace. This is in line with the DfE's approach to the teaching of Systematic Synthetic Phonics. | 1 |

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

Budgeted cost: **£80,665**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Small group/individual sessions for Focussed Reading Sessions and phonics development sessions | Observations and other monitoring activities at St Luke's have identified that children learn best when group sizes are small or when children have 1-1 support as this helps them to focus better. | 1 |
| Increase the number of staff in classes to ensure that children have the opportunity to work in small groups or 1-1 work. | <p>Observations and other monitoring activities at St Luke's have identified that reducing group sizes has a significant benefit on the ability of children to concentrate in class and adults ability to support the children effectively</p> <p>Our research has also shown that some children need their support to be in class as that is their comfortable environment and this helps to support the routines and structures that they need to help them through the school day</p> | 1 and 2 |
| Individual and small group tutoring sessions out of class to develop children's reading, writing and maths skills | <p>Whilst some children need their support within class our research has also shown that developing carefully planned programmes of support and introducing the adult giving the support to the children within the class environment first can help to create successful intervention groups for some children.</p> <p>Evidence for the success of tuition can be seen when targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1 and 2 |
| Extra 1-1 focussed speech and language/communication sessions to further develop children's communication skills | 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 targets achieved. | 3 |

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

Budgeted cost: **£12,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Finalise whole school to mental health and well-being, with support from “With me in mind” and the Learning Disabilities Nurse. Train and support staff to understand and following the school approach. Include milestones and targets for improvement in the plan.</p> | <p>St Luke’s own research and work with Pat Frankish Care has identified that improving the children’s level of emotional development will also have an impact on their academic development. (Pat Frankish Training – delivered at St Luke’s, Therapy in Praxis Training delivered at St Luke’s)</p> | <p>2, 3 and 4</p> |
| <p>Further develop school approaches to autism and communication with a focus on social interaction and emotional understanding and train staff. Identify the impact that the revised approach has on behaviour and well-being</p> | <p>Through observations and other monitoring activities and through joint working with Speech and Language Therapies we have identified that communication development is one of the biggest barriers to success</p> | <p>2 and 3</p> |
| <p>Develop school approach to Trauma Informed Practice and Sensory Needs and develop alternative curriculums for children with social and emotional needs. Train staff members to understand both approaches and to provide support for children.</p> | <p>St Luke’s own research and work with Pat Frankish Care has identified that improving the children’s level of emotional development will also have an impact on their academic development. (Pat Frankish Training – delivered at St Luke’s, Therapy in Praxis Training delivered at St Luke’s)</p> | <p>3</p> |

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| <p>Provide resources and educational experiences (for example, contributions to school visits) to enhance the quality of education and the children's personal development</p> | <p>For some children, due to their special educational needs and other factors, they have a lack of access to facilities and experiences within the local and wider area. Removing barriers to access quality experiences within school and within the wider community can help children to develop emotionally.</p> | <p>2, 3 and 4</p> |
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Total budgeted cost: £102,655

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.

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Externally provided programmes

| Programme | Provider |
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| None Identified | |
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