

Pupil premium strategy statement (primary)

1. Summary information					
School	ST LUKE'S CE PRIMARY				
Academic Year	2023-24	Total PP budget	£72 685	Date of most recent PP Review	August 2023
Total number of pupils	365	Number of pupils eligible for PP	48	Date for next internal review of this strategy	February 2024

2. Current attainment		
	<i>Pupils eligible for PP (your school) PUPILS (all accessing KS2 SATs)</i>	<i>Not PP eligible (national average)</i>
% achieving in the expected standard in reading, writing and maths	20	65(-)
% achieving in the expected standard in reading	30	86(-)
% achieving in the expected standard in writing	30	74.5(71.5)
% achieving in the expected standard in maths	30	78(-)
progress in reading	Not yet available	0.5 (0)
progress in writing	Not yet available	-1.3(0)
progress in maths	Not yet available	-1.4(0)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	On entry to school in Reception pupils eligible for PP have lower fine motor skills than other pupils and this slows their progress in recording in subsequent years.
B.	Communication skills and vocabulary acquisition of pupils eligible for PP are below those of others which slows their progress in acquiring skills across all aspects of learning.
C.	Pupils eligible for PP have lower attainment in personal, social and emotional aspects of learning on entry in reception which slows their progress to develop relationships with peers and adults.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	COVID 19 has had a disproportionately larger effect on PP eligible pupils than on the whole school pupil body. Attendance of PP pupils is lower than that of the school population with a greater number of persistent absentees in the PP group.
E.	Pupils eligible for PP have a greater involvement of outside agencies such as Early Help and Social Care involvement which adversely affects their mental health and wellbeing.
F.	Parental engagement for parents' evenings and information meetings is below that of other pupils and results in a discrepancy in the quality of support pupils receive with home learning.

4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Increase progress in maths and writing across all year groups to mitigate lost learning opportunities with a teacher			Reduce the percentage of pupils not meeting expectations for their year group.	
B.	Improve the attendance of pupils			Fewer persistent absentees and higher attendance from the PP group of pupils 2021-22 PA for PP pupils was 25% compared to 5% for Non-PP pupils	
C.	Develop skills in self-confidence, self-belief, making relationships and managing feelings and behaviour			Pupils will report through questionnaire that they are happy, have friends and are fully involved in the life of our school.	
D.	Further improve intervention in Mathematics and Writing			Pupils will apply learnt skills in class and small group.	
5. Planned expenditure					
Academic year		2023-24			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the progress of pupils in writing	In our school a rigorous approach to writing pupils write for a range of purposes and use different genres. To develop these skills and integrate with GPS school will adopt the 'Write Stuff' (Jane Considine) approach to writing from Y1-Y6	No longer using Get Writing element of RWI as monitoring showed it was not allowing pupils enough opportunities for truly independent writing. School Writing results are below National at KS2. KS2 – school 67.2% national 71.5% 'The Write Stuff' explicitly models GPS, provides experiences for writing and structures the writing process consistently across Y12-Y6. Discussion with schools achieving above National results show the success of this teaching approach locally.	Training for teaching staff Selection of units to match topic/ whole school curriculum content Resourcing the approach substantially Training teaching assistants Reviewing/moderating writing in all Year Groups	DHT English Lead	January 2024
Increase the progress in mathematics	In our rigorous approach to mathematics pupils are taught the Singapore approach to Mathematics To further develop this, we are embedding NCETM	EYFS data 2023 shows that the Numeracy GLD was lower than previous year. KS 2 maths results were lower than national School- 70.5% National 72.8%. Multiplication tables check shows that pupils in school do not achieve as well as national.	Additional training for staff as identified by maths lead Whole staff training and modelled lessons Book scrutiny and lesson observations	DHT Maths Lead	February 2024

	Mastering Number across EYFS/KS1 and ensuring consistency of approach to Maths No Problem from Y1-Y6	MTC mean average – school - 18.33, national – 20.4 Monitoring in school shows there are strengths across school which can be modelled to develop provision in other classes.			
Total budgeted cost					£ 30 000 Resources £ 10 000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reduce the percentage of pupils who are persistent absentees	Utilise the TAS (Team Around the School) project to engage parents/carers in developing positive attendance habits	25% of PP pupils were persistent absentees in 2022-23 compared to 4% of all pupils Research shows that absence affects attainment and low attainment affects life chances.	3 weekly attendance meetings of SLT monitoring. Half termly TAS meeting for the Formby cluster.	DHT	February 2024
Narrow the attainment gap and increase the progress of PP pupils	1:1 and pair tutoring of pupils. Targeting tutoring to the gaps in understanding.	Pupils catch up and keep up with high quality support. Disadvantaged pupils have seen their attainment gap widen more than all pupils.	Monitoring of tutoring sessions Tutoring matched specifically to gaps will be monitored in sessions and through pupil progress meetings	DHT	February 2024
Total budgeted cost					PP £ 20 193 ERF £13 497 SLTuition of £1 693
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Paying for pupils' board and lodgings.	Fund pupils in line with DFE charging policy	Government legislation and our schools desire to continue to provide a board and balanced curriculum beyond the classroom.	Participation of PP pupils on all our residential visits	DHT YG residential lead	March 2024 when all residential funding has been set.
Enhance extra-curricular participation for pupils eligible for PP	Fund wrap around care, holiday club or financed extra-curricular clubs	Breakfast club enables pupils eligible for PP to begin the day relaxed, well-nourished so ready to learn.	Liaison with providers of additional support to ensure pupils accessing the provision are thriving.	Deputy Head Sports TLR	February 2024

	Seek additional funding streams where possible to enhance this provision	Participation develops the whole child and a sense of belonging. Pupils become confident, resilient, independent and develop a strength of character		Supported by FC manager	
Develop the SEMH of PP pupils with ACEs	Fund Thera play and DESTY, chill club	Both programmes are highly recommended by psychologists to support children who have experience trauma in early life.	Highly trained staff will deliver the intervention therapies DHT will liaise with psychologist and staff to tailor programmes to identified needs.	DHT	February 2024
Total budgeted cost					£ 21 844

6. Review of expenditure

Previous Academic Year		2022-23		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase the reading progress of pupils in our school.	In our school a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials continue to be closely matched to learners' phonics knowledge	In EYFS Word reading results increased by 3 percentage points. In KS1 reading was broadly in line with the previous year. All Y2 pupils completed the RWI programme with some receiving intervention to support this from September 2023. In KS2 the average scaled score was in line with the previous year.	Reading continues to be the most important aspect of teaching and learning in school. Once RWI is completed pupils now have a blue and then school library to access fiction and nonfiction of choice to further develop their love of reading. Teaching RWI in smaller groups will continue to ensure pupils are taught at their pinch point of learning.	£ 16 067
Increase attainment in GPS and handwriting across school	Use RWI in rec-Y2 to teach every aspect of GPS and handwriting. In KS2 use gaps analysis and targeted teaching to raise attainment.	KS2 increase in the average scaled score for GPS. Across school all aspects of GPS and handwriting have been taught and practised to develop pupils understanding of grammar and punctuation.	This continues to be a priority in school The Write Stuff writing model will be adopted in 2023-24 and beyond to further support the teaching of grammar and punctuation.	£ 16 345

Develop a rich, varied and ambitious vocabulary	Over the course of study, teaching is designed to help learners to remember in the long term the vocabulary they have been taught and to integrate new vocabulary into all subjects. Further develop story time to build pupils' exposure and interest in a wide range of literature.	Vocabulary jars are used in all classrooms. Pupils practise they're vocabulary acquisition. In units of learning key vocabulary is explicitly taught and revisited. Story time at the end of the school day is embedded in all classes. Younger children are told stories at key point throughout the day.	This will remain a focus across school. With the 5 minutes longer, school day- story time will be lengthened to increase the exposure to literature.	£ 2 000
Return pupils to at least standards achieved prior to COVID 19 restrictions	Continue to develop pupils love of learning and enquiry to build on current success. Strategic use of catch up funding.	In all observed lessons pupils are questioning, responding and demonstrating a love of learning. They talk positively about their learning in pupil voice discussions.	This is now returned to normal practice in school.	£ 10 136
Further improve spelling across all KS2 pupils	Continue to improve the spelling ability of pupils in KS2	Pupils spelling across KS2 has improved with small group focused teaching An increase in the number and percentage of Y6 pupils achieving 20/20 and 15 plus in KS2 GPS paper. (2023 KS2 results show 12 questions were above the national attainment)	This strategy will continue Alteration is that all groups will be year group focussed to enable learning to continue when other year groups are out of school.	£ 10 000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils achieve expected year group standards in English and maths	Individual and small group tuition	In Y6 each tutored child achieved at least 1 EXS standard in KS2 SATS. In Y2 each tutored child achieved a higher attainment level than predicted in Autumn 2022	Tutoring sessions have narrowed gaps Funding allowing these will continue Education Recovery grant and School Led tuition grants have been reduced significantly	£8497

PP pupils achieve expected or better in reading, writing and maths.	Further embed the focus of teaching and learning on the gaps or barriers in each area of learning Identify pupils for 1:1 tuition, deliver a robust tuition support	All pupils who received tuition made progress towards ARE. Gaps have begun to be addressed	Tuition is successful where the area identified is specific and targeted. This approach will continue with greater monitoring of sessions.	
Raise the attainment of pupils in maths	Introduce MNP to EYFS. Embed NCETM maths recovery programme across R-Y2 Use rigorous maths catch sessions in Y3-Y6 to address gaps and barriers	NCETM continues to support children in Rec-Y2 to achieve a high level of number understanding. GDS at KS1 is 34.1% Mathematics in EYFS is number 82%, numerical patterns 87% is lower than previous years. Maths catch up and tutoring have raised attainment of individual students	MNP in EYFS will not continue NCETM will be used by EYFS for the teaching of Mathematics Tutoring will continue Maths is a focus of this plan and the school improvement plan	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Paying for pupils' board and lodgings.	Fund pupils in line with DFE charging policy	ALL Y4 PUPILS WERE ABLE TO ATTEND THE RESIDENTIAL. STAFF REPORTED HIGH LEVELS OF ENGAGEMENT AND ENJOYMENT IN THIS. Y5 RESIDENTIAL WAS A GREAT SUCCESS BUT 2 PP PUPILS DID NOT ATTEND. HIGH LEVELS OF ENGAGEMENT (PP) Y6 RESIDENTIAL WAS VERY SUCCESSFULLY- AGAIN VERY HIGH LEVELS OF ENGAGEMENT. 1 PP PUPIL DID NOT ATTEND DESPITE ADJUSTMENTS AND SUPPORT.	THIS IS A DFE REQUIREMENT AND WILL CONTINUE. SCHOOL WILL CONTINUE TO LIAISE CAREFULLY WITH FAMILIES TO ENSURE ENGAGEMENT	£ 2 000
Enhance extra-curricular participation for pupils eligible for PP	Fund wrap around care, holiday club or financed extra-curricular clubs	PUPILS PARTICIPATED IN A LARGE VARIETY OF ACTIVITIES THROUGHOUT THE YEAR. HAF FUNDING SECURED BY WRAPAROUND TEAM ENABLED 21 PUPILS TO ACCESS HOLIDAY CLUB IN SUMMER 2023 PUPILS ACCESSED AND THRIVED IN MUSIC AND SPORT PROVISION TOO.	A REDUCED FUNDING WILL BE ALLOCATED TO BALANCE NEED AND THE NEED TO FOCUS INCREASINGLY ON ACADEMIC ACHIEVEMENT SCHOOL WILL CONTINUE TO SEEK OTHER FUNDING STREAMS	£ 1 400

Develop the SEMH of PP pupils with ACEs	Fund DESTY, A Confident Me, The Hidden Chimp	THESE PROGRAMMES CONTINUE TO BE RECOMMENDED AND VALIDATED BY PROFESSIONALS BEYOND SCHOOL. IN EXIT QUESTIONAIRES PUPILS REPORT IMPROVED RESILIENCE AND ATTITUDE TO SELF.	A CONFIDENT ME AND DESTY WILL CONTINUE TO BE FUNDED. IMPACT IS SIGNIFICANT IN ENSURING PUPILS OVERCOME BARRIERS IN SCHOOL. DESTY FOR INDIVIDUAL PUPILS IS ENSURING PUPILS CAN DEVELOP THEIR ABILITIES TO RECOGNISE AND MANAGE THEIR EMOTIONAL STATE. HIDDEN CHIMP 1:1 WORK SUPPORTS SPECIFIC PUPILS WHERE THIS IS IDENTIFIED AS THE MOST APPROPRIATE INTERVENTION.	£ 1 600
				TOTAL £68 045

7. Additional detail

Digital devices continue to be provided to families to support home learning.
All pupils new to school receive phonics flashcards PP funds these for disadvantaged pupils.
Additional staff have been trained in A Confident Me to enable more and younger children to access the programme.
During 2022-23 1 family joined our school with high levels of need and social care support.
PSA and DHT continue to support PP families with high levels of need including social care involvement.
Uniforms and clothing provided for pupils as required.
PTA events to be funded for PP pupils to ensure engagement.