

Pupil premium strategy statement – St Luke’s CE Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

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	380
Proportion (%) of pupil premium eligible pupils	12% (46 inc PLAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Mrs Karen Allen (Headteacher)
Pupil premium lead	Mrs Fiona Govan (DHT)
Governor / Trustee lead	Mrs Jennie Harper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 71 930
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 12 573
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>	£ 84 503

Part A: Pupil premium strategy plan

Statement of intent

At Luke's C.E. Primary School, we intend all our pupils to 'LEARN, to succeed, to value one another, irrespective of their background or the challenges they face, and make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by our vulnerable pupils, and the activities and approaches outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, high quality educational research and school-based evidence.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	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.
3	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.
4	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.
5	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.
6	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.

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
All PP pupils in EYFS will achieve the Number and pattern ELG	85% ELG in number for PP pupils 87% ELG in numerical pattern for PP pupils These figures are equivalent to the non PP attainment
	77% of PP pupils will achieve the expected standard in maths. This figure is equivalent to the non PP attainment and above National current attainment of 73%
Pupils across school will develop a love of reading for pleasure through the skills of fully comprehending what they are reading	85% of PP pupils will achieve expected or above in reading at the end in KS2. This is equivalent to the non-PP attainment figure and above the national current attainment of 74%
Pupils in our school will be fluent readers by the end of Year 1	93% of PP pupils will achieve the expected standard for phonics in Y1 90% of PP pupils will be on Grey or above in RWI
Eliminate the attendance gap between PP pupils and non- PP pupils	% attendance for both groups will be above 96% PA for PP pupils will be less than 5%

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: £ 42 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further enhance pupil's love of reading through CPD and implementation of the 'Are you really Reading' Project.	Whilst 81% of pupils in Y6 achieved expected. Only 60% of PP pupils achieved expected in reading. Reading affects life chances and socio-economic success.	380

Increase the attainment and progress in mathematics	EYFS data 2024 shows that the Numeracy GLD was lower than literacy. KS 2 maths results were lower than national School- 71% National 73%. Multiplication tables check shows that pupils in school do not achieve as well as national. MTC mean average – school – 19.21, national – 21. Monitoring in school shows there are strengths across school which can be modelled to develop provision in other classes.	380
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Narrow the attainment gap and increase the progress of PP pupils	Pupils catch up and keep up with high quality support.	18 pupils in EYFS and KS1 8 pupils in KS2
Reduce the percentage of pupils who are persistent absentees	26% of PP pupils were persistent absentees in 2023-24 compared to 4% of all pupils Research shows that absence affects attainment and low attainment affects life chances.	12 pupils Plus pupils joining both Rec and across school

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

Budgeted cost: £ 12 000

Activity	Evidence that supports this approach	Challenge number addressed
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.	Up to 46
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	21 Y4- 6, Y5- 5, Y6-10

	board and balanced curriculum beyond the classroom.	
Develop the SEMH of PP pupils with ACEs	Both programmes are highly recommended by psychologists to support children who have experience trauma in early life.	30

Total budgeted cost: £ 84 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Increase progress in maths and writing across all year groups to mitigate lost learning opportunities with a teacher.

EYFS Number - 6 pupils – 1 pupil (16.7%) achieved ELG

No Maths, reading and writing Progress scores due to no baseline data.

Improve the attendance of pupils – 3 weekly meetings, TAS support, Letters to Parents, EWO support, Whole school attendance - Sept 23- July 24 95.7% (95.9%)

PP pupils 2022-23 93.4%, 2023-24 – 92.83%.

2023-24 12 PP pupils were persistent absentees (26% of all PP pupils) This is a decrease from 2022-23 (30%)

Pupils engage in and attend residential – 100% of PP pupils attended the Y3, Y4, Y5 and Y6 residential.

20 pupils (47%) of PP pupils attended at least one wraparound session each week. 15% accessed music, art, sporting extra-curricular through funding. Pupils and parents report the enjoyment and enhanced skills pupils have developed due to this.