

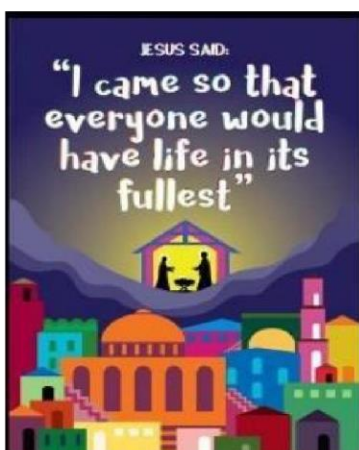


Pupil premium strategy statement 2023/2026

## St. Luke's CE Primary School

Where children *flourish*, are *happy* and *succeed*. Living their life to the full.

Believe and Achieve



Working together to be happy; to flourish; to succeed through our Christian Values of friendship, love, patience, forgiveness, trust and respect.

***"I have come that they may have life and have it to the full."  
John 10:10***

# Pupil premium strategy statement 2023/2026

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year.) This also covers the period up to the academic year 2024/ 2025. This is a three-year strategy identifying 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 effect that last year's spending of pupil premium had within our school. This strategy will be reviewed annually.

## School overview

Detail	Data
School name	St. Luke's CE Primary
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	34.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 to 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kim Farrall (Headteacher)
Pupil premium lead	Kim Farrall and Gail Cropper
Governor / Trustee lead	Lynne Coxell, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174, 935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£174,935</b>

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intention - at St. Luke's CE Primary - that all pupils, irrespective of their background or the challenges they face, make good/exceptional progress and achieve high attainment across all subject areas. We provide an inspirational and creative curriculum, rich in opportunity and full of challenge that reflects the context of the lives of our children. Our theologically rooted Christian vision 'live life in all its fullness' John 10:10 is embedded throughout the school. 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 vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils across school.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers on entry. This negatively impacts their development as readers and writers.
3	A higher proportion of PP children are on the SEND register than non-PP children. These children have specific barriers to learning related to their special educational need.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the isolation of lockdown periods, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	27.9% PP pupils were persistent absentees in 2022-23. This is above whole school PA (15.8%) and national average PA for primary schools (17.3%).
6	A significant number of PP are not ready to learn when they come to school. This lack of readiness to learn is compounded by issues related to challenging home situations

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2024 show that disadvantaged pupils are in line with national averages for disadvantaged pupils.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Increased attendance rates for PP pupils. Reduce the number of persistent absentees among pupils eligible for PP Overall PP attendance improves.	<ul style="list-style-type: none"> <li>• Increased attendance rates for PP pupils. Reduce the number of persistent absentees among pupils eligible for PP Overall PP attendance improves.</li> </ul>
All PP children are ready to learn and attend their lessons positively. They come into school happily and are keen to learn. The families of PP children create stable, loving and positive home-lives for them where they feel safe, secure and valued. This is supported from within school where required by CWO and EWO	<ul style="list-style-type: none"> <li>• Negative behavioural logs for PP children reduce. Less PP children are on the CP register. Attainment and progress for the most vulnerable PP children increases.</li> </ul>

## 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: £75,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Training for TAs to provide tutoring on transcriptional aspects of writing.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF Improving Literacy at KS 1</a></p>	1,2,3,4

<p>Embedding direct instruction across the school curriculum. This will support pupils to gain clarity in learning and consolidate understanding.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests direct instruction is inexpensive to implement with high impact on pupil outcomes:  <a href="#">Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>
<p>Maintenance of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Read Write Inc</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  Continue to work with Maths Hub North West 1</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD. Fund teacher release time for 1:1 tutoring in school.</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>

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

**Budgeted cost: £58,270**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of Elklan and Welcomme across EYFS, KS1 and to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

Training and release time for an additional staff member in EYFS, KS1 and KS2 for targeted language work with small groups and		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
One to one tutor for disadvantaged pupils in reading, writing and mathematics from an additional tutor through the NTP school funding route and school staff.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition can be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Short, regular sessions based upon work from the classroom appear to have the most impact. These 10 minute sessions (KS 1) and 15 minute sessions (KS 2) will be in addition to the lesson. <a href="#">Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4

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

**Budgeted cost: £41,665**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

officers to improve attendance.		
Improve the quality of social and emotional (SEL) learning. Embed Well-beings Dominoes	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning</a>	

Detail	Amount
Teaching (for example, CPD, recruitment and retention)	£75,000
Targeted academic support	£58,270
Wider strategies	£41,665
<b>Total costings for this academic year</b>	<b>£174,935</b>



## 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.

Academic outcomes for 2022-2023 for our pupil premium pupils were as follows:

#### Good Level of Development (GLD)

	Overall GLD	% Disadvantaged Achieved GLD	% Non - Disadvantaged Achieved GLD
<b>School</b>	68.3	63.6	69.4
<b>Rochdale</b>	62.8	53.3	64.7
<b>National</b>	67.3	52.0	70.0

#### Phonics Year 1 - %WA

	Overall WA	% Disadvantaged Achieved WA	Non - Disadvantaged Achieved GLD
<b>School</b>	83.9	87.5	82.5
<b>Rochdale</b>	77.4	67.9	81.1
<b>National</b>	79.0	67.0	82.0

**KS1 Pupils Achieved At Least Expected in RWM**

	<b>Overall =&gt;EXS</b>	<b>% Disadvantaged Achieved =&gt;EXS</b>	<b>% Non- Disadvantaged Achieved =&gt;EXS</b>
<b>School</b>	60.0	50.0	63.0
<b>Rochdale</b>	51.5	40.7	56.1
<b>National</b>	56.0	40.0	61.0

**KS1 Pupils Achieved At Least Expected in Reading**

	<b>Overall =&gt;EXS</b>	<b>% Disadvantaged Achieved =&gt;EXS</b>	<b>% Non- Disadvantaged Achieved =&gt;EXS</b>
<b>School</b>	70.0	64.3	71.7
<b>Rochdale</b>	63.8	52.8	68.5
<b>National</b>	68.0	54.0	73.0

**KS1 Pupils Achieved At Least Expected in Writing**

	<b>Overall =&gt;EXS</b>	<b>% Disadvantaged Achieved =&gt;EXS</b>	<b>% Non- Disadvantaged Achieved =&gt;EXS</b>
<b>School</b>	60.0	50.0	63.0
<b>Rochdale</b>	55.1	44.4	59.6
<b>National</b>	60.0	45.0	65.0

**KS1 Pupils Achieved At Least Expected in Mathematics**

	<b>Overall =&gt;EXS</b>	<b>% Disadvantaged Achieved =&gt;EXS</b>	<b>% Non- Disadvantaged Achieved =&gt;EXS</b>
<b>School</b>	81.7	92.9	78.3
<b>Rochdale</b>	67.2	56.0	72.1
<b>National</b>	70.0	56.0	75.0

**KS2 Pupils Achieved At Least Expected in RWM**

	<b>Overall =&gt;EXS</b>	<b>% Disadvantaged Achieved =&gt;EXS</b>	<b>% Non- Disadvantaged Achieved =&gt;EXS</b>
<b>School</b>	68.5	42.9	84.8
<b>Rochdale</b>	56.0	43.4	63.6
<b>National</b>	60.0	44.0	67.0

**KS2 Pupils Achieved At Least Expected in Reading**

	<b>Overall =&gt;EXS</b>	<b>% Disadvantaged Achieved =&gt;EXS</b>	<b>% Non- Disadvantaged Achieved =&gt;EXS</b>
<b>School</b>	74.1	57.1	84.8
<b>Rochdale</b>	68.6	59.3	74.1
<b>National</b>	73.0	60.0	78.0

**KS2 Pupils Achieved At Least Expected in Writing**

	<b>Overall =&gt;EXS</b>	<b>% Disadvantaged Achieved =&gt;EXS</b>	<b>% Non- Disadvantaged Achieved =&gt;EXS</b>
<b>School</b>	75.9	61.9	84.8
<b>Rochdale</b>	68.9	58.9	74.9
<b>National</b>	72.0	58.0	77.0

**KS2 Pupils Achieved At Least Expected in Mathematics**

	<b>Overall =&gt;EXS</b>	<b>% Disadvantaged Achieved =&gt;EXS</b>	<b>% Non- Disadvantaged Achieved =&gt;EXS</b>
<b>School</b>	77.8	61.9	87.9
<b>Rochdale</b>	71.9	62.3	77.6
<b>National</b>	73.0	59.0	79.0

**KS2 Pupils Achieved At Least Expected in GPS**

	<b>Overall =&gt;EXS</b>	<b>% Disadvantaged Achieved =&gt;EXS</b>	<b>% Non- Disadvantaged Achieved =&gt;EXS</b>
<b>School</b>	74.1	57.1	84.8
<b>Rochdale</b>	73.2	62.7	79.4
<b>National</b>	72.0	59.0	77.8

