

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

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

All schools that receive pupil 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.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	467
Proportion (%) of pupil premium eligible pupils	101 (22%)
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	1 December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Governing Body
Pupil premium lead	Sarah Dean
Governor / Trustee lead	Pat Jones-Greenhalgh (acting)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,562
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>	£139,562

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

Gaps between disadvantaged pupils and advantaged pupils continue to close at key stage two and outcomes in 2024 showed that disadvantaged pupils are performing significantly better than disadvantaged nationally and are close to all pupils nationally. However, this improvement has been secured through improving the quality of teaching in the core subjects in all year groups. Our intention is that our disadvantaged pupils do as well as their non-disadvantaged peers. We do this by addressing the different barriers to achievement which our pupils face. The barriers they face range from lack of support at home, having English as an additional language, SEMH barriers, poor attendance, poor health and a lack of access to enrichment activities such as trips, visits and holidays.

The strategy to address these barriers focuses firstly on providing high quality teaching in phonics, reading, writing and maths and on ensuring that the foundation subjects are engaging and address the lack of cultural capital of many of our pupils. However, our strategy also has to address the pastoral needs of our pupils including providing support for attendance and access to enrichment activities. For some pupils they will also need to be effective interventions and targeted academic support.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Improving phonics and reading outcomes in EYFS and KS1
3	Addressing SEMH needs building resilience and confidence
4	Developing pupils' oracy skills
5	Building cultural capital and addressing the lack of experiences and enrichment

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
Improve attendance for disadvantage pupils	Absence and PA are reduced and are in line with national.
Improved outcomes in phonics and early reading.	The percentage of disadvantaged pupils meeting the phonics check is in line with all pupils nationally and the percentage of all pupils achieving age related expectations by the end of key stage 2 is at national.
Addressing SEMH needs building resilience and confidence	Reduction of behaviour related issues on CPOMs. The gap between boys and girls at the end of KS2 is reduced and girls achieve in line with girls nationally.
Developing pupils' oracy skills	Oracy curriculum is embedded. Outcomes in writing improve and teachers meet ARE for speaking and listening. Pupils can talk about their understanding and knowledge of all subject areas.
Enrichment activities and experiences meet the learning needs of children and enhance teaching and learning in foundation subjects.	Pupils confirming that trips and visits are engaging. Outcomes from pupil and parent voice are positive about trips and visits. Outcomes in foundation subjects show disadvantaged pupils are retaining in line with non-disadvantaged.

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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the teaching of oracy through CPD and resources	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement high impacts on	4

Purchase Word Aware intervention for EYFS to develop early C&L Embed dialogical activities across the curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. (Create one-year curriculum for basic skills in the first instance). We will assign and Oracy Lead and pay for release time.	reading, writing and confidence in the spoken word: Oral language interventions EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://languageresearch.cambridge.org/images/Language_Research/CamFLiC/CLCF_Critical_Thinking.pdf What does the evidence base tell us about effective oral... EEF Voice 21 Oracy United Kingdom Developing Oracy in Key Stage 1 and Key Stage 2 National Literacy Trust	
Improve the teaching of phonics and early reading Implement the use of phonics tracker within an assessment calendar Continue to pay for teacher release to support analysis of diagnostic tests Fund teacher to cover non-working days across EYFS and KS1 to enable quality first teaching in phonics Continue to fund updated resources to aid learning (books/flashcards) Continue to fund teacher training	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Essential Letters and Sounds When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups (phonics tracker): EEF Diagnostic Test of Word Reading Processes	2
To provide CPD using external consultants to improve the teaching and learning across the foundation subjects.	Research strongly suggests that Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific	5

To work with external consultants to review the curriculum. To continue to fund teacher training and release time to develop the curriculum To fund training on teacher assessment	strategies for planning, monitoring, and evaluating their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Metacognition and Self-regulated Learning EEF Identifying key concepts in pupils learning will enable them to build on prior knowledge, make strong connections and develop a wider and deeper understanding of their learning: Curriculum research reviews - GOV.UK Embedding Formative Assessment EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide additional booster classes for disadvantaged children	Target groups for specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3, 4
Provide targeted support for the lower 30% of readers. Continue to fund the release of KS1 lead to deliver Year 1 phonics interventions. Fund interventions led	Additional phonics sessions targeted at disadvantaged pupils who require further phonics support can support pupils who are lower attaining all falling behind: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Pupils should be taught to read using a systematic synthetic phonics programme from Reception. Teachers should focus on identifying children who are not able to decode accurately or are otherwise at risk of not learning to read and prioritise teaching them to read.	2

by TA2, TA3 and HLTAs.	Telling the story: the English education subject report - GOV.UK Research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being. While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed: Strong foundations in the first years of school - GOV.UK	
Provide additional support for addressing communication barriers to learning. Continue to provide CPD for teachers leading in SALT interventions Fund a TA2 to deliver SALT interventions Continue to fund the resources for SALT interventions and staff release to deliver and assess pupils	Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression. Research strongly recommends schools consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral 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: Oral language interventions EEF WellComm - GL Assessment Communication and language approaches EEF Communication and interaction (Early Years) - Bury Council	4

	Strong foundations in the first years of school - GOV.UK	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance for disadvantaged pupils through targeted support Continue to work with the LA to analyse data and identify action plans for parents (fund release time) Continue to fund the attendance lead and staff training Continue to fund prizes and schemes to improve attendance of disadvantaged pupils Embed principles of good practice set out in DFE's guidance on Working together to improve school attendance - GOV.UK. This will involve training and release time for staff to develop and implement new procedures.	Evidence shows that there are many reasons why pupils may be absent from school and identifying these reasons and communicating with parents about these are key to improving attendance: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance Supporting attendance EEF EBSA (emotionally based school avoidance): https://www.supportservicesforeducation.co.uk/page/20029 https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance - August 2024.pdf 3. Communicate effectively with families EEF The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
To ensure that the wellbeing and mental health needs of disadvantaged	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management	3

children are prioritised alongside their academic achievements. Continue to fund play therapy and counselling for pupils who will benefit from this Apply for DFE funding to complete the SEMH Lead Practitioner Continue to fund the TLR for Senior Mental Health Training and release time Continue to fund staff training: Tracey – Hamilton Hall, Terri Wild (whole staff training on behaviour management and anti-bullying approaches with the aim of maintaining school ethos and high behaviour expectations and standards Complete a whole school approach to pupil wellbeing (fund certain aspects and resources)	of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEMH interventions will improve the ways pupils see and value themselves, how they behave, their attitudes to learning and success as well as improving the ways in which they work with (and alongside) their peers, teachers, family or community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF EBSA (emotionally based school avoidance) links to SEMH and attendance: https://www.supportservicesforeducation.co.uk/page/20029 Whole school strategies are a way of developing everyone's knowledge on the importance of SEMH. This will enable strategies to be developed for individuals, groups, whole classes and staff to improve and maintain a positive wellbeing: https://www.gov.uk/guidance/senior-mental-health-lead-training Social, emotional and mental health (Early Years) - Bury Council	
To improve readiness to learn and build resilience and confidence of disadvantaged pupils SEMH approaches will be embedded into routine educational practices and supported by CPD / training for staff	There is extensive research 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): Improving Social and Emotional Learning in Primary Schools EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EBSA (emotionally based school avoidance):	3

Funding after school clubs / HAF for disadvantaged pupils	https://www.supportservicesforeducation.co.uk/page/20029	
Funding school trips for disadvantaged pupils	Breakfast Club: Breakfast club focuses on giving children the best start to the school day and helping them to build friendships. Communication skills will also improve by interacting with other children across year groups: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast Benefits of breakfast clubs - Case study - GOV.UK HAF holiday activities for Easter 2025 - Bury Council	

Total budgeted cost: £ 139,562

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See impact statement document.