

# St Luke's Pupil premium impact statement 2024 - 2025

## School overview

| Metric                               | Data                         |
|--------------------------------------|------------------------------|
| School name                          | St. Luke's CE Primary School |
| Pupils in school                     | 467                          |
| Proportion of disadvantaged pupils   | 101 pupils (22%)             |
| Pupil premium allocation 2024 – 2025 | £139,562 (academic year)     |
| Publish date                         | 22.12.25                     |
| Pupil premium lead                   | Sarah Dean                   |
| Governor lead                        | Shoab Uddin                  |

## Disadvantaged pupil percentage achieving a good level of development (2024 - 2025)

|                           |     |
|---------------------------|-----|
| Good Level of Development | 60% |
|---------------------------|-----|

## Disadvantaged pupil percentage achieving the standard in phonics at the end of Year 1 (2024 – 2025)

|                         |     |
|-------------------------|-----|
| Phonics Screening Check | 53% |
|-------------------------|-----|

## Disadvantaged pupil percentage achieving expected and greater depth standard for KS1 (2024 - 2025)

|         | Expected | Greater Depth |
|---------|----------|---------------|
| Reading | 73%      | 7%            |
| Writing | 67%      | 7%            |
| Maths   | 87%      | 7%            |

## Disadvantaged pupil percentage achieving expected and greater depth standard for KS2 (2024 – 2025)

|         | Expected | Greater Depth |
|---------|----------|---------------|
| Reading | 58%      | 24%           |
| Writing | 59%      | 12%           |
| Maths   | 58%      | 12%           |

## Disadvantaged pupil attendance (2024 – 2025)

|                              |       |
|------------------------------|-------|
| Attendance                   | 92.1% |
| Published Persistent Absence | 30.2% |

## Review: last year's aims and outcomes

| Aim                                                                                        | Outcome (impact up to Summer 2025)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Teaching priority 1 –</b><br>To improve the teaching of oracy through CPD and resources | <ul style="list-style-type: none"> <li>- 60% of disadvantaged pupils achieved GLD</li> <li>- 74% of pupils achieved the expected standard in CAL at the end of Reception.</li> <li>- 66% of disadvantaged pupils accessed Wellcomm and made 2 or more levels progress closing the attainment gap.</li> <li>- Word Aware was introduced to EYFS</li> <li>- Opportunities for oracy have been reviewed across the writing curriculum.</li> <li>- Writing curriculum reviewed.</li> <li>- Planned oracy curriculum for two years.</li> <li>- All disadvantaged pupils accessed a wide range of trips and visits enabling them to develop their oracy skills.</li> <li>- Planned performances were scheduled throughout the year.</li> <li>- Oracy CPD provided to all teaching staff.</li> </ul> |
| <b>Teaching priority 2 –</b><br>Improve the teaching of phonics and early reading          | <ul style="list-style-type: none"> <li>- The percentage of pupils achieving the expected standard in Word Reading was 67% at the end of Reception and 69% in Comprehension.</li> <li>- The percentage of disadvantaged pupils achieving the phonics screening check was 53%.</li> <li>- The percentage of pupils achieving the phonics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                                                                                    | <p>check by the end of KS1 was 82%</p> <ul style="list-style-type: none"> <li>- Phonics lead appointed (TLR)</li> <li>- ELS phonics review and audit completed.</li> <li>- CPD and coaching provided for all teaching staff</li> <li>- New decodable books purchased and KS2 reading intervention (fluency).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Teaching priority 3</b> – To provide CPD using external consultants to improve the teaching and learning across the foundation subjects.</p> | <ul style="list-style-type: none"> <li>- 65% of pupils achieved the expected standard in UTW at the end of Reception.</li> <li>- The progress pupils in KS1 and KS2 make in foundation subjects is good. This was demonstrated throughout the monitoring and review cycle.</li> <li>- Staff attended CPD sessions on metacognition and curriculum planning particularly around building on prior knowledge and developing key concepts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Targeted academic support 1</b> - To provide additional booster classes for disadvantaged children</p>                                       | <ul style="list-style-type: none"> <li>- 60% of PP pupils achieved GLD end of Reception (62% all / 68% NA)</li> <li>- 53% of Year 1 PP pupils passed their PSC (62% all / 81% NA)</li> <li>- PP pupils at KS1 achieved well and in line with peers. 73% achieved EXS in Reading, 87% in Writing and 67% in Maths.</li> <li>- PP pupils at KS2 didn't achieve as well as their peers at the EXS. PP pupils achieving GDS were in line, 24% in Reading, 12% in Writing and Maths.</li> <li>- PP pupils reaching EXS – Reading – 58%, Writing – 59%, Maths – 58%.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Targeted academic support 2</b> - Provide targeted support for the lowers 30% of readers.</p>                                                | <ul style="list-style-type: none"> <li>- The percentage of pupils achieving the expected standard in Word Reading was 67% at the end of Reception and 69% in Comprehension.</li> <li>- The percentage of pupils achieving the phonics check by the end of KS1 was 82%</li> <li>- PP pupils at KS1 achieved well and in line with peers. 73% achieved EXS in Reading and 7% achieved GDS.</li> <li>- PP pupils achieving GDS in reading were in line with peers at 24%.</li> <li>- Individual YARC assessments show pupil progress across the academic year. Pupils made between 3 months – 12 months progress through this intervention.</li> <li>- Pupil progress meetings showed pupil case studies of making accelerated progress in reading fluency and accuracy through daily 1:1 reading.</li> <li>- Phonics diagnostic assessments across school show individuals and groups pf pupils making good progress and closing gaps in their knowledge.</li> <li>- There are a reduced number of pupils needing phonics and early reading support in KS2 now.</li> <li>- The use of rapid reader scheme has supported pupils in KS2 to make good progress, and this is demonstrated in their assessment data/ yarcs.</li> </ul> |

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| <p><b>Targeted academic support 3</b> - Provide additional support for addressing communication barriers to learning.</p>                                              | <ul style="list-style-type: none"> <li>- 60% of disadvantaged pupils achieved GLD</li> <li>- 74% of pupils achieved the expected standard in CAL at the end of Reception.</li> <li>- 66% of disadvantaged pupils accessed Wellcomm and made 2 or more levels progress closing the attainment gap.</li> <li>- Word Aware was introduced to EYFS</li> <li>- Opportunities for oracy have been reviewed across the writing curriculum.</li> <li>- Writing curriculum reviewed.</li> <li>- Planned oracy curriculum for two years.</li> <li>- All disadvantaged pupils accessed a wide range of trips and visits enabling them to develop their oracy skills.</li> <li>- Planned performances were scheduled throughout the year.</li> <li>- Oracy CPD provided to all teaching staff.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Wider strategy 1</b> – To improve attendance for disadvantaged pupils through targeted support</p>                                                               | <ul style="list-style-type: none"> <li>- The whole school attendance data for 2024 – 2025 for pupil premium pupils was 92.1%. This is a slight decrease from 23-24 at 93.2%</li> <li>- A range of case studies confirm that disadvantaged pupils received targeted support to improve their attendance.</li> <li>- SEMH leader trained in EBSA and providing support to targeted pupils.</li> <li>- Attendance policy reviewed new tracker implemented to track disadvantaged pupils within Arbor.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Wider strategy 2</b> – To ensure that the wellbeing and mental health needs of disadvantaged children are prioritised alongside their academic achievements.</p> | <ul style="list-style-type: none"> <li>- Case studies of children who received targeted support including access to Play Therapy, counselling SALT, pastoral support to families and 1:1 support made positive improvements in progress and attainment narrowing the gap with peers. There were also less alerts on cpoms relating to concerns regarding their mental health.</li> <li>- Boxhall assessments show individual progress in resilience.</li> <li>- Appointment of the temporary SENDco has enabled the SEND practice and policy to be reviewed ensuring SEMH concerns are identified early on and addressed through targeted intervention.</li> <li>- The use of space and resource around school means that pupils who become dysregulated can self-regulate in calm areas with the knowledge on how to do so.</li> <li>- We have a lead staff member for mental health who has completed the ‘Senior mental health training’.</li> <li>- An action plan has been created with Educational Psychologists following an audit around pupil and staff wellbeing.</li> <li>- Staff have received support and CPD regarding SEMH and ACEs / trauma.</li> <li>- Bought into the RISE training</li> </ul> |

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| <p><b>Wider strategy 3</b> - To improve readiness to learn and build resilience and confidence of disadvantaged pupils</p> | <ul style="list-style-type: none"> <li>- 60% of PP pupils achieved GLD end of Reception (62% all / 68% NA)</li> <li>- 53% of Year 1 PP pupils passed their PSC (62% all / 81% NA)</li> <li>- PP pupils at KS1 achieved well and in line with peers. 73% achieved EXS in Reading, 87% in Writing and 67% in Maths.</li> <li>- PP pupils at KS2 didn't achieve as well as their peers at the EXS. PP pupils achieving GDS were in line, 24% in Reading, 12% in Writing and Maths.</li> <li>- Case studies of children who received targeted support including access to Play Therapy, counselling SALT, pastoral support to families and 1:1 support made positive improvements in progress and attainment narrowing the gap with peers.</li> <li>- Boxhall assessments show individual progress in resilience.</li> </ul> |
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