

Pupil premium strategy statement 2021 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

School overview

Detail	Data
School name	St Luke's CofE Primary School
Number of pupils in school	474
Proportion (%) of pupil premium eligible pupils	94 (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing body
Pupil premium lead	Sarah Dean
Governor / Trustee lead	Mourad Kemmar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142, 702
Recovery premium funding allocation this academic year	£16, 240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158, 942

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 has closed.

In previous years the biggest gap has been in reading as our disadvantaged pupils do not have access to reading materials at home. There is a lack of support at home as the majority of our disadvantaged pupils are EAL. Many of our disadvantaged pupils have emotional and mental health issues and lack strategies for effective learning.

Some disadvantaged pupils struggle with attendance, this is exacerbated by the mental health issues of their parents and carers. In addition, pupils' parents and carers often have health issues due to poor diet and lack of exercise. During the COVID pandemic, this has become an even more significant issue for some families.

Disadvantaged children do not have access to the enrichment activities, such as trips, visits and holidays.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

The plan focuses on providing quality first teaching, effective interventions, targeted support and wider strategies which ensure good levels of attendance and engagement.

- *What are the key principles of your strategy plan?*

1. Quality first teaching
2. Effective teaching assistant interventions
3. Consistency of staffing
4. Pastoral support for vulnerable families
5. Access to enrichment activities
6. 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	Ensuring that there is quality first teaching and consistency across key stages
2	Addressing the lack of experiences and enrichment activities
3	Improving parental and carer involvement in pupils
4	Improving attendance for all disadvantaged pupils and reducing persistent absence

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
<i>Improved outcomes for disadvantaged pupils in early reading across EYFS and KS1</i>	• The percentage of disadvantaged pupils meeting the ELG in reading is within 10% of national by 2024 • The percentage of disadvantaged pupils meeting expected standard within reading at KS1 is within 10% of national by 2024
<i>Improved outcomes for disadvantaged pupils in reading at KS2</i>	• The percentage of disadvantaged pupils meeting expected standard within reading at KS2 is within 10% of national by 2024
<i>Attendance for disadvantaged pupils improves year on year so that is in line with national</i>	• Persistent absence is below national average
<i>Improved and increased parental engagement within pupils' learning</i>	• The outcomes at key stages show improvements year on year for disadvantaged pupils • Parents confirm that they are more confident to support their children at home

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: £85, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
- To purchase <i>Essential Letters and Sounds</i> phonic scheme. - To provide training for all staff including teaching assistants	- Children cannot access the rest of the curriculum if they cannot read - Synthetic phonics is an effective way of improving early reading. - Children need to be able to read fluently by key stage 2	- All disadvantaged pupils in EYFS and KS1 - Children in KS2 who have not passed the phonics screening
To provide CPD using external consultants to improve the quality of teaching and learning in all subjects	- Children need a broad and balanced curriculum that is progressive and well sequenced - Reading outcomes at KS2 relate to pupils' wider experience	All disadvantaged pupils
- To purchase <i>Power Maths</i> scheme for Reception to Year 6 - To provide training for all staff including teaching assistants	DFE research document for maths promotes the use of text books and concrete resources	All disadvantaged pupils
To provide additional teacher support in Year 6 to address learning gaps	Disadvantaged pupils lost the most learning last two years due to the pandemic	Year 6 disadvantaged pupils
To improve reading resources across the foundation subjects (including PHSE)	- Children need a broad and balanced curriculum that is progressive and well sequenced - Reading outcomes at KS2 relate to pupils' wider experience	All pupils

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

Budgeted cost: £38, 000 (ZEN tutor costs and TA3 costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide access for targeted disadvantaged children to the one-to-one tutor programme (ZEN education NTP)	Disadvantaged pupils lost the most learning last two years due to the pandemic	Year 5 disadvantaged pupils
To provide additional booster classes for disadvantaged children	Disadvantaged pupils lost the most learning last two years due to the pandemic	Year 6 disadvantaged pupils
Targeted support for the lowest 20% readers	- One-to-one readers everyday have impact on their decoding and fluency skills - In class immediate targeted intervention is effective in addressing misconceptions	Lowest 20% of pupils across the school

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

Budgeted cost: £ 35, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance for disadvantaged pupils through targeted support	Children need to be in school and punctual in order to access quality first teaching	All disadvantaged pupils
To ensure that the wellbeing and mental health needs	Children struggling from social and emotional issues such as anxiety find it difficult to learn	Between 25 – 50% of disadvantage

<i>of disadvantaged children are prioritised alongside their academic achievements</i>	Disadvantaged children are more likely to be experiencing mental health issues themselves or in their homes	pupils in different year groups
<i>To improve readiness to learn and build resilience and confidence of disadvantaged pupils</i>	- Many disadvantaged pupils have less support at home and lack access to enrichment activities - Stressed children find it difficult to learn - Disadvantaged children are more likely to be experiencing mental health issues themselves or in their homes	All disadvantaged pupils

Total budgeted cost: £ 158, 942

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 2020 to 2021 academic year.

This is recorded in our pupil premium impact statement for 2020-2021.