

St Luke's CofE Primary School

Pupil premium impact statement 2023 - 2024

School overview

Metric	Data
School name	St. Luke's CofE Primary School
Pupils in school	482
Proportion of disadvantaged pupils	90 pupils (18.7%)
Pupil premium allocation 2023 – 2024	£149,105 (financial year) £158, 942 (academic year)
Publish date	22.11.24
Pupil premium lead	Sarah Dean
Governor lead	TBC

Disadvantaged pupil percentage achieving a good level of development (2023 - 2024)

Good Level of Development	50% (National for disadvantaged 52%) (National for all 68%)
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Disadvantaged pupil percentage achieving the standard in phonics at the end of Year 1 (2023 - 2024)

Phonics Screening Check	90% (National for disadvantaged 68%) (National for all 80%)
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Disadvantaged pupil percentage achieving expected and greater depth standard for KS1 (2023 - 2024)

	Expected	Greater Depth
Reading	57% (22-23 Nationally for all 68%)	14% (22-23 Nationally for all 18%)
Writing	71% (22-23 Nationally for all 60%)	0% (22-23 Nationally for all 8%)

Maths	57% (22-23 Nationally for all 70%)	14% (22-23 Nationally for all 16%)
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Disadvantaged pupil percentage achieving expected and greater depth standard for KS2 (2023 - 2024)

	Expected	Greater Depth
Reading	70% (Nationally for disadvantage – 62%) (Nationally for all 74%)	16% (Nationally for disadvantage – 18%) (Nationally for all 28%)
Writing	80% (Nationally for disadvantage – 58%) (Nationally for all 72%)	5% (Nationally for disadvantage – 6%) (Nationally for all 13%)
Maths	70% (Nationally for disadvantage – 59%) (Nationally for all 73%)	26% (Nationally for disadvantage – 13%) (Nationally for all 24%)
Combined	58% (Nationally for disadvantaged 46%) (Nationally for all 61%)	5% (Nationally for disadvantaged 3%) (Nationally for all 8%)

Disadvantaged pupil attendance (2023 – 2024)

Attendance	93.65% Absence was 6.35%
Published Persistent Absence	2.47%

Review: last year's aims and outcomes

Aim	Outcome (impact up to Summer 2024)
Teaching priority 1 – <i>To provide CPD using external consultants to improve the quality of teaching and learning in all subjects</i>	- 90% of disadvantaged pupils met the phonics check. - The LTP and MTP for foundation subjects were reviewed by teachers. - Writing curriculum reviewed by English lead/ SIP - EYFS curriculum end points/component parts reviewed. - Planned oracy curriculum for one year. - All disadvantaged pupils accessed a wide range of trips and visits.

Teaching priority 2 – <i>To provide additional support in Year 6 to address learning gaps</i>	- Assistant headteacher supported PP pupils to address learning gaps - Teachers ran additional booster classes to support pupils - Outcomes were strong for PP pupils. PP pupils at St Luke's outperformed other disadvantaged pupils nationally. - Reading: 70% EXS, 16% GDS - Writing: 80% EXS, 5% GDS - Maths: 70% EXS, 26% GDS - Combined: 58% EXS, 5% GDS
Teaching priority 3 – To improve the teaching of reading and writing through targeted support, staff training, curriculum review and improving resources.	- Assistant headteacher supported PP pupils to address learning gaps in English - Teachers ran additional booster classes to support pupils - Outcomes were strong for PP pupils. PP pupils at St Luke's outperformed other disadvantaged pupils nationally. - Writing curriculum reviewed (use of external consultant) - Additional books purchased to fill gaps (rapid readers) - CPD calendar led by DHT to improve standards in reading and writing - External consultant used to moderate and QA resource, curriculum and outcomes. - Reading: 70% EXS, 16% GDS - Writing: 80% EXS, 5% GDS - KS1 reading: 58% EXS - KS1 writing: 71% EXS
Wider strategy – To improve attendance for disadvantaged pupils through targeted support	- Range of case studies confirm that disadvantaged pupils received targeted support to improve their attendance. - SEMH leader trained in EBSA and providing support to targeted pupils.
Wider strategy – To improve readiness to learn and build resilience and confidence of disadvantaged pupils	- KS1 reading: 58% EXS - KS1 writing: 71% EXS - KS1 maths: 57% EXS - Phonics: 80% - KS2 Reading: 70% EXS, 16% GDS - KS2 Writing: 80% EXS, 5% GDS - KS2 Maths: 70% EXS, 26% GDS - KS2 Combined: 58% EXS, 5% GDS - Case studies of children who received targeted support including access to Play Therapy, SALT, pastoral support to families and 1:1 support demonstrated how such support can improve their confidence and resilience and enable them to be ready to learn.