

Pupil premium strategy statement

School overview

Metric	Data
School name	St Luke's Primary School
Pupils in school	195
Proportion of disadvantaged pupils	49%
Pupil premium allocation this academic year	£115,525
Academic year or years covered by statement	2022– 2023
Publish date	1/9/23
Review date	1/9/24
Statement authorised by	Michael Lonsdale
Pupil premium lead	Michael Lonsdale
Governor lead	Janet McClaren

Disadvantaged pupil progress scores for last academic year

Measure 11 Pupils KS2	Score
Reading	27%
Writing	45%
Maths	36%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 R/W/M	27%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	To provide high quality teaching to all PP pupils across school, EYFS, KS1 and 2, including continuing with engagement with NCETM Hub, English Hub, Reading resources and training, CPD regarding the use of Little Wandle Learning Phonics scheme.
Priority 2	Focus on support for PP children in Y3 and 6 (based on KS1 Outcomes) for targeted support using the NTP funding and Covid Catch Up grant supplemented by PP Allocation

Priority 3	Ensuring staff use evidence-based whole-class teaching interventions and targeted academic support to overcome barriers to learning relating to impact of covid/gaps in knowledge, need to ensure timely support to 'catch-up' learning promptly- as needs identified.
Barriers to learning these priorities address	Low baseline assessment on entry Limited vocabulary of some pupils Attendance Poor speech and language skills on entry to school Limited reading at home Ensure training and development as well as resources are introduced effectively in time due to close and relevance is maintained whilst working at speed
Projected spending	£65'000

Teaching priorities for current academic year 2023-24

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in Key Stage 2 Reading	September 2024
Phonics	Achieve national average expected standard in Phonics Screening Test	September 2024
Progress in Mathematics	Progress of disadvantaged pupils will accelerate across Key Stage 2 so that a higher % reach the expected standard and beyond	September 2024
Progress in CLL with a focus on early literacy	Improve % of children reaching GLD in Communication, Language and Literacy to be in line with national.	September 2024
Other	Ensure all disadvantaged pupils experience diverse and varied life opportunities.	September 2024

Targeted academic support for current academic year 2023-24

Measure	Activity
Priority 1	Ensure all new staff have receive training to deliver phonics scheme effectively. Ensure all children are on track with Phonics planning for the year and children are giving every opportunity to catch up.
Priority 2	Ensure all pupils in KS2 can accurately decoded to prioritise reading.

Priority 3	Ensure all staff are secure in the teaching of Reading.
Barriers to learning these priorities address	Providing intervention for 'Reading' for children who are falling behind. Parent accessing reading
Projected spending	£10'525

Wider strategies for current academic year

Measure	Activity
Priority 1	To support pupils access to the wider curriculum through funded educational visits for PP Pupils.
Priority 2	Develop the role of the family liaison and safeguarding officer to support children and families
Priority 3	Provide training on Emotional Health and Well-being to help support both the staff and pupils
Barriers to learning these priorities address	Supporting families in need to raise attainment of disadvantaged. Improving attendance and readiness to learn for the most disadvantaged pupils. Allowing disadvantaged pupils to have access to the wider curriculum and experience 'life experiences.
Projected spending	£40,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given to allow for staff development and staff training.	Clear timetable of training and staff development for the academic year. Include Inset and twilight sessions.
Targeted support	Ts and TAs to ensure provision of whole class and small group interventions are effective and impactful. Assessment of learning needs are ongoing and acted on promptly. Flexible use of TAs to meet needs of pupils across cohorts. Ensure TAs are clear on interventions, timings and what they will be doing within an intervention.	TAs have time to revisit previous interventions such as Catch up Literacy, before engaging with pupils. TAs used where needs of children are, not class fixed. Further time invested in CPD to ensure pupils' learning needs are met with most appropriate intervention: phonics, writing, maths, mental health/ wellbeing/emotional Staff meetings set aside to work with the TAs to plan and discuss

		<p>the interventions and their role within class.</p> <p>Purchase Nfer Assessment for the year to allow us to identify gaps and target appropriate and timely intervention</p>
Wider strategies	Engaging hard to reach families who need support.	Establish links with other agencies and the LA to ensure families are getting the right support when needed

Review: last year's aims and outcomes

Aim	Outcome
Ensure all new staff have received training to deliver the phonics scheme effectively	All staff have received the little wandle training
Train all relevant staff to allow them to deliver high quality reading sessions	All staff have received training from Stanley Road on how to deliver high quality, whole-class reading sessions
Ensure children receive appropriate and effective intervention Recovery enables all pupils (including PP pupils) to catch up on lost learning caused by Covid-19 restrictions	Groups of children have received intervention. This will be ongoing.