



Pupil premium strategy statement – St Luke’s CE Primary School 2024- 2025

This statement details our school’s use of pupil premium (and recovery 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	190
Proportion (%) of pupil premium eligible pupils	14 7%
Academic year/years that our current pupil premium strategy plan covers	2023.24 / 2024.25/2025.2026
Date this statement was published	1 st October 2024
Date on which it will be reviewed	5 th July ‘25
Statement authorised by	Gavin Skye
Pupil premium lead	Gavin Skye
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1480
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£NA
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ N/A
Total budget for this academic year	£ 20,720

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If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

£ 20,720



Part A: Pupil premium strategy plan

Statement of intent

At St Luke's CE Primary we are committed to ensuring that all our pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that pupils in receipt of funding can face a range of barriers which may impact their learning, emotional and spiritual development. The focus of our Rise+ strategy is to support disadvantaged and vulnerable pupils in order that they make good progress across all subject areas and develop emotional resilience and a sense of positive wellbeing. Moreover, enrichment opportunities are provided so that they develop as rounded individuals who are able to move and flourish through the various stages of education.

We will consider the challenges faced by vulnerable pupils, such as those who are 'looked after', have a social worker and who are service children. This statement shows how Pupil Premium, which is additional to main school funding, will be used to address any current inequalities between children eligible for free school meals (FSM) and their non-disadvantaged peers by ensuring that funding supports their needs.

Our aim is that the attainment of Rise+ children is level with non-Rise+ attainment.

The funding is used in three areas:

1. Improving the quality of teaching e.g. professional development.
2. Targeted academic support e.g. individual/paired/small group tuition.
3. Wider strategies e.g. extra- curricular activities.

Key Principles

Principles: Teacher development, enhancing quality of teaching, developing teacher subject knowledge,

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Achieving: Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring.

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending:

We recognise that a key factor in achieving high standards of pupil attainment is through teacher development and high-quality teaching and learning. Through delivery of a programme of strong, sustained CPD, focused on evidence-led teaching approaches there will be an improved quality of teaching. Instructional coaching will further contribute to teacher development. We will also concentrate our spending on developing teacher subject knowledge. Combined these will have a high impact on pupil outcomes. This will have an impact on closing the disadvantage attainment gap while at the same time will benefit the non-disadvantaged pupils in our school.

We will ensure that the needs of socially disadvantaged pupils are adequately assessed and supported as appropriate. We will monitor the children's attainment and progress, as well as their emotional and social well-being in order to measure impact of the Pupil Premium. Pupils will have opportunities to broaden their experiences, talk and socialise in a wider group to improve life skills and wellbeing. Spending will ensure that no pupil misses out of such important aspects of education, that learning is enriched and their self-confidence grows.

Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary to be able to access the academically rigorous curriculum
2	Identify and address gaps in previous learning and understanding.
3	High levels of persistent and/or unauthorised absence and low school attendance for Rise+ pupils.
4	Social and emotional issues for pupils including Rise+, notably a lack of

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	enrichment opportunities.
5	Variability in academic attainment, particularly writing.

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.

No.	Intended outcome	Success criteria
1	Consistently strong teaching and learning practice, where evidenced strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time
2	Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
3	Improve attendance data for Rise+ pupils.	Attendance data for disadvantaged pupils is broadly in line with non-Rise+ pupils. Persistent absence decreases. Percentage of unauthorised absence lowers over time.

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) Tier 1

Budgeted cost: £ 12,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.</p>	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</p>	<p>1, 2, & 5</p>
<p>Provide instructional coaching for all teachers, delivered by experienced</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work – EEF</p>	<p>1, 2, & 5</p>

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	What is Instructional Coaching – Ambition Institute	
Engagement in oracy to support high-quality oracy within the classroom, and the upskilling of teachers in their own oracy and ability to teach oracy skills effectively.	<p>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, & 5
Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence Review – Evidence Based Education</p>	1, 2, & 5

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Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Tier 2

Budgeted cost: £ 5802

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests , Assessing and monitoring Pupil Progress, EEF.	1, 2, & 5
Sats after school club	After school club to be provided to help support and challenge pupils to make greater progress. EEF	1, 2, & 5

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Wider strategies (for example, related to attendance, behaviour, wellbeing) Tier 3

Budgeted cost: £ 2486

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform /PE	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=uniform	3 & 4
School trips inc. Residential	<p>There is extensive evidence 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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

Total budgeted cost: £ 20,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

NB as part of Rise Multi-Academy Trust's strategy, children in receipt of Pupil Premium funding are known as Rise+.

The following data details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

EYFS

General Attainment		(National predicted 68.1%)
All pupils - 30	23 (77%)	
Rise+ pupils - 2	1 (50%)	

Year 1 Phonics Screen

General Attainment		(National predicted 80.5%)
All pupils - 30	22 (73%/78%)	
Rise+ pupils - 1	1 (100%)	

KS1 SATS

Reading		(National predicted 71.7%)
All pupils - 30	24 (80%)	
Rise+ pupils - 6	4 (67%)	

Writing		(National predicted 62.6%)
All pupils - 30	24 (80%)	
Rise+ pupils - 6	3 (50%)	

Maths		(National predicted 71.7%)
All pupils - 30	24 (80%)	
Rise+ pupils - 6	4 (66%)	

KS2 SATS

Reading		(National 74%)
All pupils - 29	25 (86%)	
Rise+ pupils - 6	6 (100%)	

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Y6 Writing	(National 72%)
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All pupils - 29	21 (72%)
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Rise+ pupils - 6	3 (50%)
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Y6 Maths	(National 73%)
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All pupils - 29	24 (83%)
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Rise+ pupils - 6	5 (83%)
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Closing the gap between disadvantaged and non-disadvantaged pupils remains a priority.

School based assessment (PIRA/PUMA reading and maths papers) were used to identify and areas of need and provide additional intervention to support pupil progress and close gaps.

Rise+ children have made progress. Those that are not working at the expected standard for their year group have made small step progress and are closing the gap. All children who have additional special educational needs or have been identified as being an initial concern have been identified. All pupils who are not at the expected level are being supported through a range of interventions, specific programmes and the recovery premium programme.

All disadvantaged pupils have accessed extra-curricular activities, school equipment and school trips. This has enabled our pupils to develop in confidence as well as socially and emotionally.

Teaching strategies, which include pre-teaching, overlearning, re-teaching with alternative methods, to ensure secure knowledge continues to be embedded throughout the school, in all areas of the curriculum.

Our 2023/24 attendance data confirms that attendance for disadvantaged pupils is significantly lower than for non-disadvantaged pupils.

Non-Rise+	94.48%
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Rise +	89.98%
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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Program	Provider
Primary Languages	Primary Languages
Times Table Rock Stars	Maths Circle
White Rose Maths	White Rose Maths
Soundwrite app	Soundwrite

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