Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 CE Primary School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	5.9% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	Annually
Statement authorised by	Mark Cole
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	£18,005
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£20,005

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is government funding which is allocated to support children from low income families who are currently known to be eligible for free school meals.

The aim of the Pupil Premium is to level the attainment of disadvantaged pupils with that of non-disadvantaged children.

What are your ultimate objectives for your disadvantaged pupils?

Our commitment is for every child in our school to reach their full potential. All children will be offered a broad and balanced curriculum tailored to meet their individual needs. At Tugby, the majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations. In addition, the school recognises that the wider curriculum supports and enriches children's development in communication, English and Maths and therefore funding will also be allocated to enable children to participate actively in wider and extracurricular activities.

Eligibility and funding Pupil premium funding based on the number of pupils in school in January each year from the following groups:

- Free school meals;
- Looked-after and previously looked-after children;

Non-eligible pupils

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

What are the key principles of your strategy plan?

Teacher development, enhancing quality of teaching, developing teacher subject knowledge, Achieving: Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring

Teacher Development:

- Enhancing the quality of teaching.
- Developing teacher subject knowledge.
- Curriculum planning and resources.

This will be achieved through school and centralised teacher CPD and instructional coaching.

Targeted academic support:

- Structured small group intervention
- Tutoring
- Explicit teaching of meta-cognition skills

Wider strategies

- Educational Welfare Officer to support attendance
- Social and emotional support
- Extra-curricular opportunities

Challenges

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

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.

Challenge number	Detail of challenge
1	Limited vocabulary to be able to access the academically rigorous curriculum.
2	Gaps in learning from high levels of mobility; the impact of COVID and also historically.
3	Variability in the effectiveness of teaching over time.

4	Historical underachievement in phonics.
5	High levels of persistent absence and low school attendance.

Intended outcome	Success criteria
All pupils have a strong start within school, with high quality teaching and phonics provision ensuring the ability to read, and therefore access all curriculum areas.	GLD outcomes for disadvantaged children with meet that of their non-disadvantaged peers nationally.
Consistently strong teaching and learning practice, where evidence-led strategies are employed with lesson delivery.	Teachers have strong pedagogical knowledge. Teachers make well-informed pedagogical choices. Pupils remember more over time.
Strong reading outcomes for pupils in the lower school.	Pupils achieve in line with non-disadvantaged pupils nationally in the PSC and in the Reading ELG.
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.
Disadvantaged pupils' rates of attendance increase.	Disadvantaged pupils attend at the same levels as their non-disadvantaged peers.
Promoting resilience and well-being to ensure children have the meta-cognitive skills to learn effectively.	Pupils have the meta-cognitive strategies to help them make greater sense of how they acquire knowledge and regulate their behaviour to optimise learning.

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.

Budgeted cost £8002

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2,3,4

Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3,4
Sounds Write training and materials DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2,3,4
CPD to support the development of effective teaching and learning	CPD gives teachers the chance to reinforce existing skills, as well as learning new ones that aren't covered during teacher training. ... Further training can allow teachers to build on their interaction skills and learn strategies for helping these pupils to achieve their full potential. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2,3.4
Additional staffing in EYFS and Year 1 to support the development of early learning.	Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit	1

Improve the quality of social and emotional (SEL) learning.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3

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

Cost £8002

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3
Introduce daily vocabulary teaching sessions for all children Y1 to Y6 Explicit teaching of Tier 2 and 3 vocabulary to support development of language and reading skills	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	1,2,3,
Catch up Literacy and Numeracy interventions for pupils in Y3 and Y4	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3
Mastering Number EYFS and KS1	https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	2,3

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

Budgeted cost: £4004

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activity	Physical activity has important benefits in terms of health, wellbeing and physical development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2,4
Education Welfare Officer	To support the attendance of children in school.	5
Services to support SEMH.	To support SEMH needs- this will support	5,6

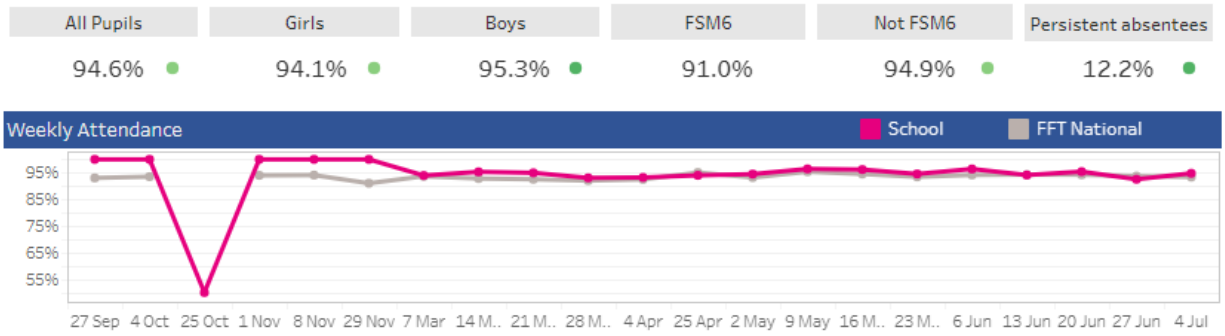
Total budgeted cost: £ 20, 008

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

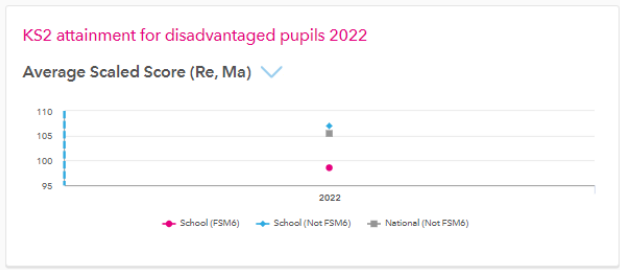
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

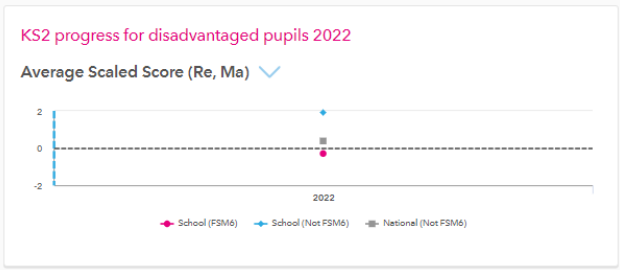
Due to COVID-19, performance measures have not been published for 2021 to 2022.



Attendance of disadvantaged children is lower than that of non-disadvantaged pupils. Disadvantaged children are also statistically more likely to be persistently absent. Absence in schools prevents children from regularly accessing a broad and balanced curriculum and impacts on attainment and progress.

An educational welfare officer has been funded to support families to ensure that their children attend school regularly and on time.





Internal and external assessments evidence that both attainment and progress is lower for disadvantaged children than their non-disadvantaged peers.

Pupils have benefited from the introduction of a rigorous, academic curriculum. Discussions with pupils show that they are learning and remembering more over time.

Puma and Pira assessments have been used to identify learning gaps. Teachers have received training to deliver quality interventions recommended by the EEF including: mastering number, Shine and reciprocal reading.

All KS1 staff have received SoundsWrite training to support the development of phonics and early reading. Clear systems are now in place to track and record children's progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rock Stars	Maths Circle
White Rose Maths	White Rose Maths
Shine Interventions	Pira and Puma