



**ST LUKE'S CofE
PRIMARY SCHOOL**



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Pupil premium strategy statement – St Luke’s C of E Primary School – 2025/26

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.

It is important to note that as part of the School’s involvement in Rise multi-academy trust, children who benefit from Pupil Premium funding are known as Rise+.

Our School Overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	22 (11%)
Academic year/years that our current pupil premium strategy plan covers	2025-26, 2026-27, 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	Annually in December
Statement authorised by	Gavin Skye
Pupil premium lead	Gavin Skye
Governor / Trustee lead	Anne Sawford

'Through God's love, we are the rich soil where roots grow and seeds flourish'

Luke 8: 4-15

Kindness – Thankfulness – Forgiveness – Aspiration – Perseverance



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,985.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£24,240.00

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, regardless of background or personal circumstances. All children will be offered a broad and balanced curriculum which is tailored to meet their individual needs. At St Luke’s, 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, we recognise 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 in wider and extracurricular activities.

Eligibility and funding

Pupil Premium funding is based on the number of pupils in school in January each year from the following groups:

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- Free school meals;
- Looked-after children 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 the quality of teaching is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils too.

What are the key principles of your strategy plan?

Teacher development, enhancing the quality of teaching and developing teacher subject knowledge.

Teacher Development:

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

Targeted academic support:

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

Wider strategies

- Social and emotional support
- Extra-curricular opportunities
- Support for Pupil Premium Pupils with SEND

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. 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 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	Ensure evidence-based pedagogy is strong across the whole school
2	Ensure a culture of high expectations is embedded across the whole school
3	Close the attainment gap for children who did not meet end of phase expectations and have not secured the foundational skills or knowledge for the next phase of their education
4	Close the attainment gap for pupils at the end of KS2.



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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery.	Teachers have strong pedagogical knowledge. Teachers make well-informed pedagogical choices and use adaptive teaching strategies to secure good progress for all pupils. Coaching has a positive impact on the practise of teacher. Pupils are shown to know more and remember more over time, they have a positive outlook on their learning. Outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers. more over time. Progress for children in receipt of Pupil Premium support is strong.
Interactions across the school and have a positive impact on teaching and learning.	Behavioural management strategies are consistently implemented across the school. Behaviour for Learning and Behaviour generally is seen as a strength of the school. Leaning walks demonstrate that behaviour is consistently good across all classes/phases/times of day. Feedback from parental survey shows that the overwhelming majority think that behaviour is at least good.



	All staff feel confident in dealing with incidents of poor behaviour that do arise.
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. Outcomes are in line with notional national expectations and children are ready for the next stage of their learning. Outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers.
Raise disadvantaged KS2 attainment in all key metrics at each statutory assessment point.	Disadvantaged children attain at the same level as non-disadvantaged pupils in each statutory assessment point. Outcomes are in line with national expectations and children are ready for the next stage of their 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,354.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop and deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with EEF	Evidence shows that the quality of teaching is the most important lever schools have in improving pupil attainment. Whilst high quality teaching improves pupil outcomes, effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Following the EEF guidance on the delivery of effective CPD, allows teachers to be shown strategies and have time to practice them with peers and apply them to future classroom practice.	1,2,3,4



<p>guidance.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1669896759</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf</p>	
<p>Provide instructional coaching for teachers, that is delivered by experienced coaches.</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-evidenced form of CPD – Sam Sims Quantitative Education Research</p> <p>What is Instructional Coaching and How Does It Work? Ambition Institute</p>	<p>1,3,4</p>
<p>Development of high-quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge.</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place. Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>584543-great-teaching-toolkit-evidence-review.pdf</p>	<p>1,2,3,4</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
Budgeted cost: £14,104.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<p>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 of 12 weeks:</p> <p>Phonics EEF</p>	1,3,4
Small group interventions	<p>Evidence shows that the use of targeted interventions, and in class support, can help disadvantaged pupils stay on track and where necessary catch up with their learning.</p> <p>One to one tuition EEF</p> <p>Small group tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching Assistant Interventions EEF</p> <p>Collaborative learning approaches EEF</p>	1,3,4
Purchase of standardised diagnostic assessments.	<p>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:</p> <p>New EEF reports, including +2 months' attainment boost from... EEF</p>	1,3,4

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

Budgeted cost: £3,526.20

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a range of extra-curricular activities	<p>Physical activity and access to 'the arts' has important benefits in terms of health, wellbeing and physical development</p> <p>Physical activity EEF</p> <p>Arts participation EEF</p> <p>Aspiration interventions EEF</p>	1,2,3,4
Services to support pupils' social, emotional and behavioural needs	<p>Trips – there is extensive evidence associating childhood social and emotional skills with improved outcomes at schools and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>Social and emotional learning EEF</p> <p>ELSA</p> <p>Social and emotional learning EEF</p> <p>Uniform</p> <p>School uniform EEF</p> <p>School milk</p> <p>2. Build a culture of community and belonging for pupils EEF</p> <p></p>	1,2,3,4
All Pupil Premium pupils have access to Coram Scarf to support their Personal, Social and Emotional Education	We have identified a need to use an extensive scheme to support our PSHE lessons and RSE offer.	3

Total budgeted cost: £ 27,985.00



Part B: Review of the previous academic year

St Luke's uses HeadStart assessments for Reading and White Rose assessments for Maths to assess pupils so that areas of need could be identified and addressed. This is further supplemented for our disadvantaged pupils with Cognitive Ability Tests (CAT4) which assesses how well a student can think about tasks and solve problems using a range of different questions. They are used to provide information to teachers, pupils and their parents about how best an individual can learn and reach his/her potential in school.

Teaching strategies, which include pre-teaching, overlearning, re-teaching with alternative methods, quizzing and other retrieval practices are used to ensure secure knowledge, and will continue to be embedded throughout the school and in all areas of the curriculum. This will also feed into support staff training as they play a significant role in pre-teaching and overlearning.

The mastery approach is being used to teach maths, allowing all pupils to securely consolidate and embed key facts and methods to enable all pupils to use reasoning and problem-solving skills and to question and investigate mathematical principles.

Support staff continue to offer high-impact provision in class, directed by class teachers, to support pupils who need it and run interventions for individuals and small groups as needed at other times of the day so that we have maximum impact for children.

The major focus of our work, through the pupil premium, is aimed at improving pupil progress, enabling children to meet at least age-related expectations in Literacy and Numeracy. Interventions supported children with specific identified needs; without which may have put them at risk of underachievement.

Parents were supported financially with school visits and activities. This included trips and activities like swimming. Pupil premium funding was used to support children's learning by providing Trust and School led CPD for staff with a focus on supporting SEND children.

Children's learning was enriched using an ambitious curriculum, and their self-confidence continued to grow. Regular low stake and cumulative assessments showed that PP children were retaining more.



Externally provided programmes

Please indicate the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Speech and Language	Talk Boost
HeadStart Reading Assessments	Smart Grade
White Rose Maths Assessments	Smart Grade
Reading	Nessy
MTC	Rockstars
Sounds write Intervention	Sounds Write
Instructional Coaching	Walkthrus
PSED	Coram Scarf
Spellings	Spelling Shed
Handwriting	Teach Handwriting