

Pupil Premium Strategy statement

This statement details our school's use of Pupil Premium 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. The effect that last year's spending of Pupil Premium had within our school is detailed after last year's strategy in last year's document.

School overview

Detail	Data
School name	St Luke's School
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	120 = 28%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Rebecca Abrahams
Pupil premium lead	Jess Tough
Governor / Trustee lead	Ed Dix

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,280
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177,280

Part A: Pupil premium strategy plan

Statement of intent

Our plan is to continue to address the impact of Covid-19 and enable all children to recover. What we have found as a school, is the more we teach the children, the more the gaps that grew during the Covid disruption continue to become evident. It is clear that a full recovery from the Covid disruption is going to take time. Our continued intention is to ensure that our disadvantaged children achieve accelerated progress and attainment outcomes that are in line with or exceed other children.

The actions in this plan outline 3 strands that will address the needs of our children. Firstly, the continued use of HLTAs will mean that children can be taught in smaller groups across the curriculum across the year. Secondly, we will continue to enhance our support for Speech and Language so that children can benefit from much needed oral language interventions. Finally, employing a Learning Mentor will complement the academic work with social and emotional aspects of learning and mental health support. All of these approaches have been identified as being effective by the EEF.

As a school we aim that all children including disadvantaged children are present to learn, ready to learn, enabled to learn and want to learn.

Challenges

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

Challenge number	Detail of challenge
1	<p>Not all of our children are exposed to strong models of English outside of school and lack vocabulary.</p> <p>This has been significantly exacerbated when children have had to spend extended periods of time at home during the Covid disruption and we have seen that it has had the greatest impact on the younger children who were not able to access specialist teaching in the learning of early reading and/or were not able to access specialist services whether that be speech and language or health visitors for example.</p>
2	<p>Not all of our children are enabled to access wider experiences outside of school and this was exacerbated by the Covid pandemic.</p> <p>Clearly we have started to address this since we have had one full year in school and less Covid restrictions, however it is startling how 'unused' to leaving their 'home patch' many children are – evidence of how much they have missed out on and this impacts particularly on their writing as they do not have the vocabulary that would otherwise have been attached to experience.</p>
3	<p>Some children come from families where one or more of the parents do not work in regular employment making it easier to keep the children at home rather than persisting with regular attendance in school.</p> <p>As we have 'opened up' as a society following the disruption of Covid and children have been accessing pre-school/Nursery/school provision, inevitably other viruses and illnesses have spread more. We have seen significant numbers of children getting the vomiting bug for example.</p> <p>This means that attendance levels have not restored to their pre-covid levels and the increased absences impact on the children's experience of a continuous curriculum making it even harder for them to catch up as they continue to miss vital content.</p>
4	<p>The impact of the pandemic in this community has been significant causing us to see a significant increase in the number of children on role categorised as 'vulnerable'.</p> <p>This has now also been exacerbated by the increase in the cost of living and the impact this is having on the emotional health and well-being of families as they struggle to 'make ends meet' for their families.</p>

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
For disadvantaged children to make strong progress in their learning, from their starting points, upon joining Reception.	<p>To increase the proportion of children in Reception who achieve the Good Level of Development outcome by comparison to the 2022 outcome for the same measure.</p> <p>% disadvantaged children achieving GLD is in line with or better than the rest of the cohort.</p>
For disadvantaged children to make strong progress in the learning of Phonics .	<p>To increase the proportion of children in Year 1 who achieve the Phonics check by comparison to the 2022 outcome for the same measure.</p> <p>% of disadvantaged children achieving expected outcomes is in line with or better than whole cohort.</p>
For disadvantaged children in Years 1-5 to make strong progress in their learning for reading, writing and mathematics.	<p>% disadvantaged children achieving expected outcomes in reading, writing and mathematics is in line with or better than whole cohort.</p> <p>We can demonstrate that disadvantaged children have achieved greater depth in each of reading, writing and mathematics.</p>
For disadvantaged children in Year 6 to achieve strong progress in reading, writing and mathematics.	<p>The progress rate of disadvantaged children in reading, writing and mathematics across KS2 is in line with or better than the rest of the cohort.</p> <p>The progress rate of disadvantaged children in reading, writing and mathematics across KS2 is at least in line with the 2022 outcome for reading and mathematics and an improvement on the 2022 outcome for writing.</p>
Children's holistic needs are met so that they are able to be present to the learning that the school is providing them with.	For disadvantaged children to attend school regularly and to be able access the support and learning available to them.

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: **£14,632**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhanced Speech and Language provision through SLA</i>	EEF research identifies that oral language interventions provide high impact (average additional 6 months progress over a year), for low cost. Providing training for staff delivering small group support further increases the impact. Additional support targeted for disadvantaged pupils in smaller groups below 6 are highly effective.	1 and 2

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

Budgeted cost: **£90,797**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ 2 HLTAs and one senior TA</i>	EEF small group tuition average impact of 4 months additional progress over year when targeted according to pupil need.	1 and 2

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

Budgeted cost: **£96,549**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Learning Mentor	EEF research states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	3 and 4
Employ two Emotional Literacy Teaching Assistants	As above	3 and 4
Employ a Community Cohesion Leader	As above to support mental health of parents to support their children and make sure that they attend school regularly, ready to learn.	3 and 4

Total budgeted cost: £201,978

Part B: Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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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