

# Pupil premium strategy statement for the academic year 2023 – 2024 (St. Luke’s Catholic Primary School)

This statement details our school’s strategy plan for spending pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

It explains how we intend to spend the funding this academic year and the effect that last year’s spending of pupil premium had within our school.

It also details our use of any Service Pupil Premium that we have been allocated in 2022 - 2023.

## School overview

Detail	Data
School name	St. Luke’s Catholic Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	11% (10 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Eileen Murtagh - Headteacher
Pupil premium lead	Charlotte Fairman - SENCo
Governor lead	Joseph McConnell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,245
Recovery premium funding allocation this academic year	£1743 <small>(Including School Led Tutoring Grant - £743t)</small>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,988

# Part A: Pupil premium strategy plan

## Statement of intent

At St Luke's Catholic Primary School, our curriculum has been designed to provide our children with a wealth of opportunities to allow every child to develop knowledge, skills, values and attitudes. The aim of our curriculum is to enable all children to develop skills to succeed academically and socially.

We strive to ensure that all children, including those identified as 'disadvantaged', have every opportunity to reach their full potential. In order to do this, they need to have a secure foundation of maths and English skills as well as the knowledge and confidence to use these skills to their best advantage.

Our Pupil Premium Provision aligns to our School Development Plan. Through this strategy, we have considered the needs of all pupils for whom the school receives a grant, as well as those with Social Workers.

Our aims for pupils identified as 'disadvantaged' children are that:

- 1) Attainment at the end of KS2 at least achieves expected standard unless there is an identified need.
- 2) Their attainment in English and maths at the end of KS2 is in line with, or better than non-disadvantaged pupils.
- 3) They will acquire knowledge and skills in a broad range of subjects to maximise learning and future life opportunities.
- 4) Where pupils who are identified as 'disadvantaged' or in receipt of the pupil premium grant, and also have identified SEND provision, will be carefully considered to meet all needs.
- 5) They will be equipped with skills and understanding of mental processes and wellbeing strategies to enable them to develop as resilient learners.

Good teaching and secure subject knowledge of teachers and subject leads has been identified by the EEF as having the greatest influence on outcomes for disadvantaged pupils. For this reason, we have funded opportunities for subject leads to enhance their knowledge, feedback to staff and to guide and monitor provision. In addition to this, we continue to invest in resources, workshops and educational visits, which support a broad range of subject areas and enhance children's understanding of the world beyond their locality. These will also embed vocabulary and encourage understanding of key, often abstract, concepts which rely on 'cultural capital'.

Focused monitoring of progress and attainment of all children, and specifically children considered to be disadvantaged and/or in receipt of the pupil premium grant, means that we are able to provide specific and bespoke targeted support, where needed. This includes a range of in-class and out-of-class support including pre and post learning for key subject areas, mental health support and social skills/nurture groups (ELSA). This is reviewed regularly throughout the year to ensure that the pupils who need support receive it, and that when support is no longer required, another pupil can benefit from this.

Our wider support enhances the provision above, but also means that we can work with families and have increased awareness and understanding of how situations unique to the child might act as a barrier to learning, and what we can do to best address this.

All staff and stakeholders:

- support children to develop 'a growth mindset' towards lifelong learning
- are involved in the analysis of data and identification of pupils
- ensure all pupil premium children benefit from the funding, not just those who are under-performing
- believe that high-quality teaching quality is the most effective way to improve outcomes for disadvantaged pupils, which will inevitably benefit non-disadvantaged pupils as well.

*All of the strategies outlined below complements our bespoke curriculum where high expectations are set for all with a focus on adapting the curriculum, where identified, to ensure all children, including those who are identified as 'disadvantaged' achieve their full potential.*

## Challenges

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

Challenge number	Detail of challenge
1	Significant attainment gap in reading, writing and maths
2	Social and emotional needs impact on progress rates
3	Insufficiently consistent high-quality approach to reading and spelling curriculum
4	Insufficient progressive maths intervention programme
5	Children do not have access to the same experiences (extra-curricular clubs, educational visits, residential visits)

## 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
Increase the attainment of PP children across FS, Key Stage One and Key Stage Two in Phonics, Reading and Spelling	All PP children will make good progress from their various starting points resulting in those who are currently working just below ARE being at ARE and those identified as significantly at risk supported to make accelerated learning. Children already

	<p>working at ARE will be challenged to reach a deeper level of understanding.</p> <p>Tracked from prior attainment (statutory where possible)</p> <p>Children making at least expected progress from baseline- accelerated, targeted where appropriate.</p> <p>Good quality phonics, reading and spelling systems to be secure and progressive with effective resources sufficient for the need</p>
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress will increase in all year groups.</p>	<p>A reduction in the attainment gap of PP and non-PP pupils in Phonics, Reading, Writing and Maths.</p> <p>Targeted children for progressive intervention group work and 1:1 work will support closing the gap</p> <p>Mastery approach will be embedded</p> <p>Balance online assessment tracker to be kept up to date for all children.</p> <p>Children at risk of not making expected progress will be discussed at termly pupil progress meetings.</p>
<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<p>Increased emotional and social support for disadvantaged children to narrow attainment gaps with peers.</p>

## 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)

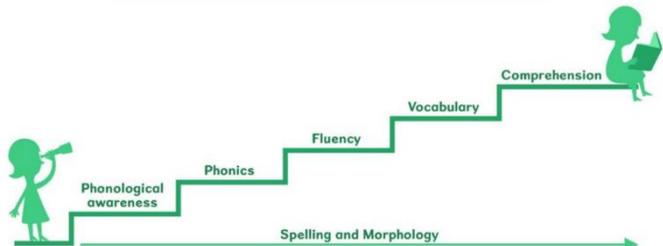
Budgeted cost: £ 1,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure a consistent and quality approach to the teaching of reading, including early reading, and spelling is embedded</p>	<p>EEF</p> <p><b>3 Quality teaching helps every child</b></p> <hr/> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p>	<p>1, 3</p>
<p>Renewal of membership of Little Wandle Phonics scheme (Annual)</p> <p>Ensure all staff have relevant training for a consistent approach</p>	<p>EEF</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1, 3</p>
<p>Enhance maths teaching and curriculum in line with DfE and EEF guidance and through working with the Maths Hub</p>	<p>EEF Guidance:  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf?v=1635355220">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf?v=1635355220</a></p> <p>DfE Guidance:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p>	<p>1</p>

<p>Embedding the Pathways to Spell programme into the curriculum – CPD for staff</p>	<p>High quality programme</p> <p>As their reading becomes more fluent, the need for a systematic phonics programme<sup>109</sup> for reading reduces. Spelling, however, is more difficult than decoding, because the same sound can be spelt in different ways. An effective spelling programme will therefore continue to teach further correspondences</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050849/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021_Jan_22_update.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050849/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021_Jan_22_update.pdf</a></p>	<p>1, 3</p>
<p>Renewal of White Rose Premium Membership</p>	<p>White Rose Maths is an award-winning company established in 2017 within the Halifax-based Trinity Multi-academy Trust. Driven by a passion for improving maths education, the company soon led the way in transforming teaching and learning in maths across the country.</p> <p>Inspired by robust research and world-class experts, we're dedicated to proving that every child can understand, enjoy and master mathematics. Our schemes of work and associated resources are now used by around 90% of primary schools in England, 40% (and rising) of secondary schools and international schools across all seven continents: indeed, over 30,000 schools worldwide now use our schemes. Best of all, teachers, parents and children worldwide tell us every day that White Rose Maths has increased confidence, enjoyment and success in maths!</p> <p>Premium resources/ CPD are available for teachers to use within their lessons. Premium resources offer the opportunity for identified gaps to be addressed and targeted questions/ work to be provided using a consistent approach throughout the school.</p> <div data-bbox="443 1240 1251 1308" style="text-align: center;"> </div>	<p>1,4</p>
<p>Purchase of Spag.com</p>	<p>SPaG.com offers grammar and punctuation tests for children to complete online. Teachers can view instant gap analysis of the results and quickly identify gaps in the children's knowledge.</p>	<p>1, 3</p>
<p>Improving writing outcomes for children in Year 1 – Year 6</p>	<p>Training programme, delivered by The Literacy Company, for subject leaders and class teachers with sessions focusing on improving writing outcomes for targeted children. Support provided for class teachers to implement QFT strategies within classroom practice. Support given to subject leaders to ensure provision/ support is closely monitored.</p>	<p>1</p>

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

Budgeted cost: £15,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group structured intervention (Earlybirds)	<p>Small group tuition provides extra support for pupils with gaps in learning. These sessions improve pupil confidence and enable them to keep up with age related expectations. The focus of the sessions will be reading, writing or maths based on the needs of the children.</p> 	1
Targeted support within the classroom for PP pupils	<p>Well-trained TAs provide targeted support within the classroom. TAs also lead interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related curriculum.</p> 	1, 2
One to One tuition (Third Space Learning)	<p>One to One tuition provides focussed support for pupils with gaps in learning. These sessions improve pupil confidence and enable them to close the gaps between them and their peers. The focus of the sessions will maths.</p> 	4
Renewal of Nessy Literacy Licenses	<p>Nessy Reading and Spelling is an effective resource that covers 5 school years of literacy development, from Year 1 to Year 6. Nessy Reading and Spelling was developed at the Bristol Dyslexia Centre by a team of specialists. The program has been used since 1999, with millions of children worldwide. It is designed for children 6-11 years old, although many older students find the program helpful. Nessy is not just for dyslexia. All students benefit from Structured Literacy based upon the Science of Reading. The program begins with systematic synthetic phonics which has been proven to be the best way to instruct early readers. As literacy skills develop, students advance to instruction in spelling, morphology, vocabulary and comprehension. Independent research has shown the program to be effective even for those learning English as an additional language.</p> 	1, 2, 3
Purchase of Nessy Maths licenses	<p>Number Sense provides a different approach to learning maths, one that is based upon the work of mathematics expert Chris Woodin, Ed.M.</p> <p>Based upon decades of teaching experience, Number Sense's innovative and research-based methods teach early maths concepts, addition, and subtraction to build a solid foundation of number sense.</p>	1, 4

First Class@Number	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <b>Implementation cost</b>   </div> <div style="text-align: center;"> <b>Evidence strength</b>   </div> </div>	1, 4
Little Wandle Rapid Catch- Up Programme	<p>Every child in Year 2 or above who cannot read at age-related expectations needs urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible. Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly. This quote from the Reading framework (2021) makes it clear why this is so important: <i>‘After Year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer.’</i></p>	1,3

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

Budgeted cost: £440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using ELSA and other pastoral strategies to provide social and emotional support to targeted children	<p>One qualified ELSAs support children to enable them be ready to learn and access the curriculum.</p> <p>The EEF’s Social and Emotional Learning in Primary Schools guidance report showed that SEL approaches can increase positive pupil behaviour, mental health and well-being and academic performance.</p> <p>Social and emotional learning  <small>Moderate impact for very low cost based on very limited evidence</small></p> 	2
Subsidise Educational Visits and Residentials		5

**Total budgeted cost: £ 12,421**

## 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 2022 to 2023 academic year.

Within 2022 – 2023, the percentage of children in receipt of the pupil premium funding who were achieving age related expectations was 50% for reading, 33% for writing and 50% for maths.

The 1:1 Maths Tuition sessions (provided by Third Space Learning) was offered to identified pupil premium children but there was not 100% attendance from those initially invited and, in some cases, parents decided that their child was not going to attend. The intervention for those that did attend had a positive impact and progress within maths attainment was good. This year, we have worked with parents to identify the barriers to their child attending and supported parents to ensure that children who we have identified as requiring the support, are receiving this. The overall attendance to the 1:1 maths tuition sessions has greatly improved with the majority of children now attending on a weekly basis.

Our Earlybird sessions identified within the 2022 – 2023 pupil premium strategy followed a specific programme that linked with our English lessons within class. Whilst this was a good resource and scheme to use to ensure consistency for the children and structure for the staff delivering the sessions, we found that the overall percentage of pupil premium children who achieved age related expectations within writing did not significantly improve for some. In response to this, we have identified the specific areas in which are barriers and targeted them with specific interventions to support and improve outcomes. For example: Spelling is an area identified so we have now implemented the Pathways to Spell programme during Earlybird sessions to target and support children. This is a structure programme that they are familiar with, and it supports developing the knowledge to spelling rules/ patterns to support within writing. This intervention runs alongside the training programme that we are part of this year which focuses on improving the overall writing outcomes for all.

Whilst CPD was implemented, as planned and outlined within the strategy, there has been a change of teaching staff for this academic year and, therefore, CPD for staff remains a key priority for the upcoming year.

This strategy will be completely reviewed in 2024 following our 3-year strategy cycle (2021 – 2024).

## 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
Pathways to Spell	The Literacy Company
Nessy Literacy and Spelling	Nessy
Nessy Number Sense	Nessy

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a