

Pupil premium strategy statement for the academic year 2022 – 2023 (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 2021 - 2022.

School overview

Detail	Data
School name	St. Luke’s Catholic Primary School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	11% (12 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£19,390
Recovery premium funding allocation this academic year	£4,822 <small>(Including School Led Tutoring Gran - £2822t)</small>
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	£24,212

Part A: Pupil premium strategy plan

Statement of intent

At St Luke's Catholic Primary School, we aim for all children to reach their full potential, especially those who are disadvantaged. 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.*

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)



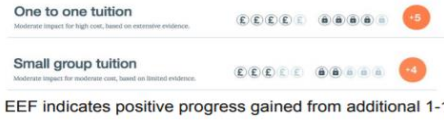
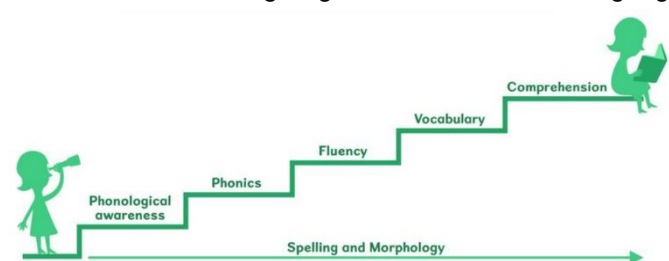
Budgeted cost: £ 2,028



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>3 Quality teaching helps every child</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: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf?v=1635355220</p> <p>DfE Guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	<p>1</p>

<p>Embedding the Pathways to Read programme into the curriculum – CPD for staff</p>	<p>High quality programme</p>  <p>The logo features the letters 'e', 'r', and 'a' in a grid. 'e' is red, 'r' is yellow, and 'a' is green. Below the grid is a black and white portrait of a man with a beard. To the right of the portrait is the text 'education resources awards' and '2021 FINALIST' in red.</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 programme¹⁰⁹ 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>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</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 and for homework tasks. 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> 	<p>1,4</p>
<p>Purchase of Spag.com</p>	<p>SPaG.com offers grammar and punctuation tests for children to complete online. Teachers view instant gap analysis of the results and quickly identify gaps in the children's know</p>	<p>1, 3</p>

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




Budgeted cost: £20,934

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group structured intervention	<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	<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
First 4 Maths Step up to Year 4/5/6 Maths programme	<p>Each of these three interventions contains 24 lessons for children to secure their understanding of Number to allow them to confidently access learning in their current/next year group.</p>	4
Purchase of Nesy Licenses	<p>Nesy Reading and Spelling is an effective resource that covers 5 school years of literacy development, from Year 1 to Year 6. Nesy 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. Nesy 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

First Class@Number	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> Implementation cost  </div> <div style="text-align: center;"> Evidence strength  </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: £1250

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>Two 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> <div style="display: flex; justify-content: center; align-items: center;">    </div>	2
Subsidise Educational Visits and Residentials		5

Total budgeted cost: £ £24,212

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.

Pupils and staff continued to be significantly impacted by COVID during the Winter and Spring terms, with absence affecting the educational recovery process. However, intervention and recovery groups in core learning areas started to positively impact on pupil progress. 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.

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 Progress Writing Intervention	The Literacy Company

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