

# Pupil premium strategy statement – St Luke’s Catholic Primary School, Frodsham 2024 -2025

This statement details our school’s use of pupil 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.

## School overview

Detail	Data
Number of pupils in school	St Luke’s Catholic Primary School, Frodsham
Proportion (%) of pupil premium eligible pupils	19% (16 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Nic Jevons
Pupil premium lead	Charlotte Fairman
Governor / Trustee lead	Joseph McConnell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£17,320

# 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.
- 6) Their engagement in extra-curricular/ wider school life in in line with or better than non-disadvantaged.

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	Social and emotional needs impact on progress rates
2	Significant attainment gap in reading of children in receipt of the pupil premium grant and their non- pupil premium peers.
3	Attainment in writing of the children in receipt of the pupil premium grant is significantly below national average.
4	Attainment gap in maths of children receiving the pupil premium grant and their non-pupil premium peers.
5	Poor attendance of children in receipt of the pupil premium grant is a barrier to attainment and good progress.
6	Pupil premium 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Positive attendance figures for disadvantaged children (where figures are in line with their non-disadvantaged counterparts).
Increase the attainment of PP children across FS, Key Stage One and Key Stage Two in all key areas identified	<p>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 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>Targeted handwriting system implemented across the whole school to ensure a consistent approach is maintained with all staff.</p> <p>Good quality progressive interventions focusing particularly on raising attainment in reading and maths.</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>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>

	Children at risk of not making expected progress will be discussed at termly pupil progress meetings.
Increased emotional resilience to support transitions from home to school and when dealing with issues that arise in school.	Increased emotional and social support for disadvantaged children to narrow attainment gaps with peers and build positive relationships with peers.
The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.	Number of children accessing extra-curricular opportunities and wider life of school (residential) will be in line with their non-PP peers.

## Activity in this academic year

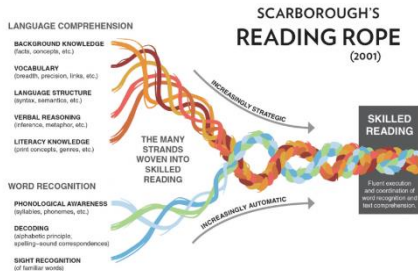
This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000




Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure a consistent and quality approach to teaching, particularly in key areas identified through the use of schemes and additional teaching resources to support progress and raising attainment of all pupils	<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>	2,3,4

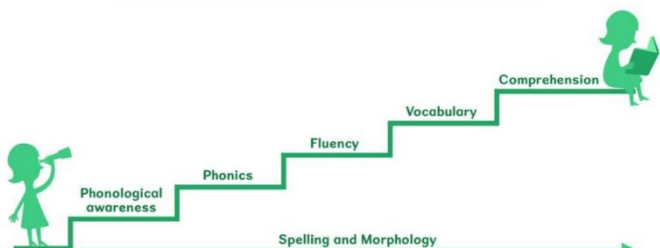
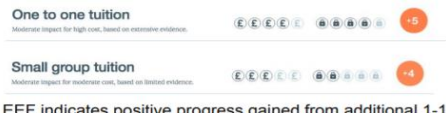
<p>Renewal of membership of Little Wandle Phonics scheme (Annual)</p> <p>Ensure all staff have relevant training for a consistent approach</p>	<p>EEF</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>2.3</p>
<p>Purchase of Letter Join Handwriting scheme to ensure a consistent approach to handwriting is maintained across the school</p>	<p>Each of the key stage requirements are met through Letter-join's handwriting Lesson Planners, written by teachers and editors experienced in primary education. Our aim is for children to develop a fluent and legible, handwriting style to ensure they reach the standard expected at the end of each key stage. Many suggestions for differentiation are included in each section in order that every child has the opportunity to master the relevant skills.</p>	<p>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="406 1601 1236 1691" style="text-align: center;"> </div>	<p>4</p>

<p>Purchase of Spelling Shed to support spelling</p>	<p><b>What is the Science of Spelling?</b></p> <p>The Science of Spelling is a systematic approach that involves understanding the relationship between sounds and written symbols.</p> <p>It utilises the large body of Science of Reading research to implement evidence-based best practices and strategies to teach and practise spelling. Learning to spell is a key ingredient to becoming a good reader and is far more intricate than just memorising words.</p> <p>There are over 300 words on the statutory spelling lists from years one to six. Committing each word to memory would be an enormous and daunting task for any learner. Instead, The Science of Spelling teaches children to recognise spelling patterns and highlights notable exceptions. Words are taught in context and linked to other words with similar patterns in order to fully explore their meanings.</p>  <p>The diagram illustrates Scarborough's Reading Rope (2001). It shows two main strands: Language Comprehension (top) and Word Recognition (bottom). The Language Comprehension strand includes Background Knowledge (facts, concepts, etc.), Vocabulary (depth, precision, links, etc.), Language Structure (syntax, semantics, etc.), Verbal Reasoning (inference, analogies, etc.), and Literacy Knowledge (genre concepts, genres, etc.). The Word Recognition strand includes Phonological Awareness (syllables, phonemes, etc.), Decoding (orthographic principles, spelling-sound correspondences), and Sight Recognition (of familiar words). These strands are woven together to form 'The Many Strands Woven into Skilled Reading'. The rope is labeled 'SCARBOROUGH'S READING ROPE (2001)'. Arrows indicate that the rope becomes 'INCREASINGLY STRATEGIC' and 'INCREASINGLY AUTOMATIC' as it moves towards 'SKILLED READING'. A box on the right notes that 'Skilled reading is the combination of word recognition and text comprehension'.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £13,826


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group structured intervention (Earlybirds)</p>	<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>  <p>EEF indicates positive progress gained from additional 1-1 and small group tuition</p>	<p>2,3,4</p>
<p>Targeted support within the classroom for PP pupils</p>	<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> 	<p>1,2,3,4</p>
<p>One to One tuition (Third Space Learning)</p>	<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>  <p>EEF indicates positive progress gained from additional 1-1 and small group tuition</p>	<p>4</p>
<p>Renewal of Nessy Literacy Licenses</p>	<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</p>	<p>2,3</p>

	<p>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> 	
<p>Purchase of Nessy Maths licenses</p>	<p>Number Sense provides a different approach to learning maths, one that is based upon the work of mathematics expert Chris Woodin, Ed.M. 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>	<p>4</p>
<p>Purchase of resources for Numberstacks</p>	<p>Number Stacks is perfect as a whole-school intervention to help address gaps in understanding for pupils in all primary year groups. With its Initial Assessments and Fluency Activities at the end of each video tutorial, it is easy to evidence progress as pupils work their way through the Key Skills.</p>	<p>4</p>
<p>Purchase of membership for Learning by Questions Intervention</p>	<p>Learning by Questions is an online learning platform that offers bespoke intervention and support for individual learners. It can be used within lesson or as a separate intervention to support all children in mastering skills in maths, reading and SPaG.</p>  <p>EEF indicates positive progress gained from additional 1-1 and small group tuition.</p>	<p>2,3,4</p>
<p>Little Wandle Rapid Catch-Up Programme</p>	<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>	<p>2,3</p>



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

Budgeted cost: £ 1494

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  Moderate impact for very low cost based on very limited evidence</p>	1
<p>Subsidise Educational Visits and Residentials</p> <p>Provide opportunity to attend one additional extra-curricular club (funded through the PP grant)</p>	<p>Extracurricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p>	6
Carefully monitor attendance to ensure intervention is implemented in a timely manner, in accordance to our attendance policy.	<p>Being in school is important to your child’s academic achievement, wellbeing, and wider development. There is evidence to suggest that regular school attendance is a key mechanism to support children and young people’s educational, economic and social outcomes. Schools can facilitate positive peer relationships, which is a contributes to better mental health and wellbeing.</p> <p>Attendance at school is crucial to prepare young people for successful transition to adulthood, and to support their longer term economic and social participation in society. There is also <a href="#">evidence</a> that the students with the highest attendance throughout their time in school gain the best GCSE and A level results.</p> <p>Our research found that pupils who performed better both at the end of primary and <a href="#">secondary school</a> missed fewer days than those who didn’t perform as well.</p> <p>For example, data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.</p>	5

**Total budgeted cost: £17,320**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2023 – 2024, 100% of pupil premium children achieved ARE in reading, writing and maths in their end of KS2 assessments (Greater Depth in SPaG and Maths). Although this percentage relates to just one child in the cohort, it demonstrates that the support outlined in the previous strategies have had a positive impact on targeted children. Similarly, in Y1 where the 100% of pupil premium children passed the Phonics Screening Check (1 child in this instance).

Whilst the above data is positive, there was a significant difference in the number of children achieving ARE at the end of KS1. 50% of PP children were ARE in reading at the end of the year and 0% in reading and maths achieved ARE. This data has informed the next pupil premium strategy and significant support has been implemented to ensure that the gap between the children receiving the PP grant and their non-PP peers is narrowed.

Since the last full Pupil Premium strategy (2021 – 2024), the PP children have benefited from 1:1 Maths Tuition provided by Third Space Learning. Through regular attendance, there has been a positive impact on learning from individual children and this continues to be an area we focus on in the next strategy. Because attendance to this intervention has not always been consistent with all children invited, we have continued to work 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.

Staff CPD was a particular focus in the previous strategy and significant support has been put in place to support staff, particularly Teaching Assistants delivering interventions, in order to provide the best possible learning opportunities for all children. Due to staff changes, this continues to remain a key priority in the next strategy.

### Externally provided programmes

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

Programme	Provider
Nessy Literacy and Spelling	Nessy
Nessy Number Sense	Nessy
Rollama	Rollama online

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*