



## St. Luke's CEVA Pupil Premium Strategy Plan 2023-24

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.

### School overview

Details as of Jan. 2024	Data
Number of pupils in school (Jan 24)	213
Proportion (%) of pupil premium eligible pupils	<b>25% in April 2023</b> <b>35% in Jan 2024</b>
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> )	EYPP – YN = 4 PPG - YR-Y6 = 62 children
Date this statement was published	Jan. 2024
Date on which it will be reviewed	Nov. 2024
Statement authorised by	FGB
Pupil premium lead	Matt Hipperson
Governor / Trustee lead	Alf Agyemang

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,500
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 5,500
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£65,000</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Luke's we aim to allow all children to thrive and fulfil their potential, especially those that are identified as disadvantaged (whether through eligibility for the Pupil Premium Grant – PPG – or through other channels such as No Recourse to Public Funds – NRPF – or recently made homeless even though not PPG).

The spending of Pupil Premium takes into account the specific needs of these pupils and their families alongside the highlighted areas for development of the school – which for this year includes elevating the proportion of children attaining Greater Depth in their Y6 SATs. By doing this we aim to close the gap that had narrowed slightly pre-pandemic but has got worse since Co-Vid.

To achieve this goal we follow well-researched advice search for impact or problems through monitoring

- Attendance
- Engagement
- Behaviours
- Pupil Voice
- Progress Meetings
- Mental Health
- Barriers & their removal

This information then feeds into our experience of internal (wave 1 teaching – the classroom) and external (strategies such as use of externally validated tutor) so all of our spending decisions are aimed at accelerating progress for these pupils to ensure they achieve a minimum of age-related expectations and where possible reaching Greater Depth (top 10% of all in the country).

## Challenges

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

Challenge number	Detail of challenge
1	Poor levels of language and independence in some EYFS and mid-phase joiners, which have been exacerbated by the breaks in normal pre-school activities during the pandemic

2	High levels of children requiring Speech & Language support
3	Some dis-advantaged children were disproportionately affected by the lockdowns due to lack of devices and poor WiFi and now temporary accommodation issues are also affecting some
4	Large increase in families struggling due to cost of living issues has led to similar increase in domestic turbulence and school age children presenting with mental health issues
5	Attendance levels nationally being below pre-pandemic levels

## 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
Mental Health needs of disadvantaged children met by ELSA (Emotional Literacy) trained Learning Mentor using drawing and talking strategies etc. This provision is being expanded this academic year with additionally trained staff member for EYFS	Children are able to be rotated off the interventions due to progress made
Ensure Pupil Premium children achieve the age-related attainment by the end of the academic year.	Pupil Premium children make more than expected progress in order to diminish any previous differences in learning by continuing to deliver quality first teaching
The employment of a speech therapist 1 day a fortnight (doubling of previous frequency), supported by dedicated trained TA allows crucial building block of oracy skills to be developed. End of year report from therapist shows that children we have had all year have made accelerated progress	End of year report from therapist shows that children we have had all year have made accelerated progress
To maintain high attendance levels	Pupil premium pupils to achieve 96% attendance for the academic year.

## 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. We calculate on 35 weeks per year due the exceptional 3-4 weeks at the end of terms when performances alter the usual timetable

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

**Budgeted cost: £22,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Once a fortnight Speech/ language therapist (18 days) = £7,000	EEF Teaching Toolkit ranks this trained therapist input as: 'Very high impact for very low cost based on extensive evidence'	1&2
Use of graduate TA to work with Speech & Language therapist to provide Language support to disadvantaged children in EYFS & KS1 - £20 per hour x 15hrs per week x 35 weeks = £10,500	EEF Teaching Toolkit ranks this TA led activity as: 'Moderate impact for moderate cost on a moderate evidence base'	1&2
FFT Lightning Squad reading & phonic interventions administered by 2 TAs 4.5 hours per week for 35 weeks £4,700	The FFT Lightning Squad reading intervention has much publicised statistics to show the impact – St. Luke's worked as a pioneer school in the development of this approach that was then offered	3

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

**Budgeted cost: £16,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-school boosters x2 plus mornings a week from Sept 23 - May 24 (Y6) & May-July 2024 (Y5) delivered by trained teacher & tutor. = £350 per week x = £12,250	EEF Teaching Toolkit ranks this teacher led activity as: 'Very effective at improving pupil outcomes'	3
After School booster for Y4 children delivered by TA with previous tutoring experience from Jan 24 - Dec 24 35 weeks - £30 per week = £1,000	EEF Teaching Toolkit ranks this TA led activity as: 'Moderate impact for moderate cost on a moderate evidence base'	3
Payment by school of After School club charges for PPG children including with external Drama Company – approx.. £100 for 35 weeks = £3,500	EEF Teaching Toolkit ranks this TA led activity as: Moderate impact for low cost on moderate evidence	4

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

**Budgeted cost: £ 24,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly meetings with LBN Attendance officer to work on any persistent absence	DFE	5

School upped SLA in 2023-24 £2,000		
Elsa trained Learning mentor working from 1-3pm x5 days a week £15,600	EEF Teaching Toolkit ranks this Learning Mentor led activity as: 'Moderate impact for low cost on limited evidence sample	4
Training course for additional ELSA TA Jan-June 2024 so provision can be extended - £2,000 with release cover	See above	4
Extra TA working across EYFS & KS1 to carry out interventions in afternoons - designed to help children 'regulate their emotions such as Attention Bucket & Zones of Regulation £150 per week x 35 =£5,250	See Above	4

**Total budgeted cost: £63,800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- The 2023 externally validated Y6 SATs scores saw disadvantaged children (9 children) score higher scaled scores in Reading (+0.8) and Writing (+1.0) and lower Scaled scores (-0.2) in Grammar and Maths (-1.7) Against non-disadvantaged children – 20 children in our school) **All sources FFT Aspire website**
- School achieved higher scores for disadvantaged children @ Expected Standard for Y6 SATs in reading, writing and grammar than both LBN and National but was below Local authority score for Maths. Source – **Perspective Lite**
- **Area for improvement is around Greater Depth in all subjects**

### Externally provided programmes

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

Programme	Provider
Maths No problem Singapore based approach to Mathematics. MNP	MNP
Little Wandle Phonics	Collins Primary
Tales Toolkit & Box Clever & Nuffield Early Language Intervention for early language development	Various EYFS providers
FFT Lightning Squad	Fisher Family Trust
Teach Computing	
Snap Science	Snap Science Harper Collins