

St Luke's C.E. (Aided) Primary School



Pupil Premium Strategy Statement

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 outcomes for disadvantaged pupils last academic year.

Pupil premium for this year is £121,350

Recovery premium is £0

Pupil premium numbers are 67

School overview

Detail	Data
School name	St Luke's CE (Aided) Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Lee Bennett
Pupil premium lead	Stuart Booth
Governor lead	Margaret Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,350
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£121,350

Part A: Pupil premium strategy plan

Statement of intent

-  Improve language, reading and mathematical outcomes for disadvantaged pupils through a focus on early language development, vocabulary acquisition, reading comprehension and mathematical fluency.
-  Reduce social, emotional and pastoral barriers that impact disadvantaged pupils' engagement, attendance, readiness to learn and academic success.
-  Ensure disadvantaged pupils have equitable access to enrichment opportunities that broaden experiences, raise aspirations and build cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Internal and statutory assessment data demonstrates that disadvantaged pupils achieve less well than their peers in reading, particularly in reading comprehension and vocabulary acquisition.
2	Internal and statutory assessment data demonstrates that disadvantaged pupils achieve less well than their peers in mathematics, particularly in fluency, reasoning and problem solving.
3	Baseline assessments and observations indicate that many disadvantaged pupils enter school with underdeveloped oral language and vocabulary skills. This impacts upon early literacy development and later reading comprehension.
4	Some disadvantaged pupils have fewer opportunities to access enrichment activities and wider experiences beyond school. This can limit cultural capital, aspirations, vocabulary development and engagement with learning.
5	Some disadvantaged pupils experience social, emotional and mental health challenges that affect attendance, engagement, resilience and readiness to learn. Targeted pastoral support is required to enable these pupils to access learning successfully.

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
Gaps in reading attainment diminish between PP and non-PP pupils.	Increased proportions of PP pupils achieve ARE in reading and the attainment gap between PP and non-PP pupils narrows.
Gaps in maths attainment closed between PP and non-PP.	Rates of progress and attainment in maths improve for PP pupils and the gap diminishes.
Improved oral language skills and vocabulary among disadvantaged pupils.	A greater proportion of disadvantaged pupils achieve age-related expectations in Communication and Language by the end of EYFS.
Increased access to enrichment opportunities.	PP pupils participate in educational visits, clubs and wider experiences.
To achieve and sustain improved wellbeing for all children in school, particularly our disadvantaged pupils.	Sustained levels of wellbeing demonstrated by:  Qualitative data from pupil voice, parent surveys and teacher observations.  An increase in participation in enrichment activities, particularly among disadvantaged pupils.  Reduced number of dysregulations.

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: £47,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Maths No Problem!	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2
Training for staff to ensure assessments are interpreted and administered correctly.	https://mathsnoproblem.com/uk?scrlybrkr=a64b7216	2
Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance (The Reading Framework, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Collaboration with Maths and English Hubs to raise attainment.	https://www.archenglishhub.com/ https://www.nw1mathshub.co.uk/	1, 2
Embedding mastery approaches through NW1 Maths Hub professional development.	https://www.nw1mathshub.co.uk/	2

Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will reinforce tiers of vocabulary to ensure children can articulate, through spoken and written language, deep subject knowledge and make connections between concepts.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 3
Replenishment of 'Little Wandle' - a DfE validated Systematic Synthetic Phonics programme - to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3
To purchase replacement banded reading books in KS2 to lead on from the children's phonetic development in Year 1.	The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
To develop children's oracy skills in the early years through: • Specialist music tuition • Forest Play • WELCOMM	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	3
Embedding our Mental Health and Emotional Wellbeing Policy through universal targeted approaches and pastoral support.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf educationendowmentfoundation.org.uk	5

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

Budgeted cost: £27,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3
To develop and enhance targeted interventions in the early years to promote oracy skills.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Targeted intervention for disadvantaged pupils identified through diagnostic assessment.	https://www.nw1mathshub.co.uk/ https://mathsnoproblem.com/uk?scrly-brkr=a64b7216	2
To close the gap in reading and maths for children in KS1&2 through targeted adult intervention.	The DfE non-statutory guidance (The Reading Framework, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2

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

Budgeted cost: £78,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a trained TA to deliver emotional literacy support, counselling and time to talk.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk	5
To provide a trained mental health first aider to support children in crisis.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk	5
To provide pastoral care and support for children daily.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5
To enhance cultural enrichment that is accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, uniforms etc.	The evidence in EEF Toolkit and literature review on non-cognitive skills suggest that character-related approaches can be most effective for improving attainment when they are specifically linked to learning. Life skills and enrichment EEF Toolkit	4
To ensure attendance for children in receipt of PPG to be in line with non-PPG.	The DFE Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE Improving School Attendance	1-6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £121,350

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 2024 to 2025 academic year.

Our external assessments during 2025-26 showed that, in KS2, disadvantaged children achieved slightly lower than non-disadvantaged in reading, writing and maths. This will form part of our SDP priorities for 2026-27.

Attendance for disadvantaged children is broadly in line with that of non-disadvantaged but remains a focus of our plan.

We are also continuing to support pupil wellbeing and implement our universal and targeted offers, including the ELSA role and the pastoral offer which have had an impact on the mental health of our pupils. We are also continuing training a dedicated senior mental health first aider.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

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