

Pupil premium strategy statement - St Luke's CE Primary 2025-26

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	427
Proportion (%) of pupil premium eligible pupils	49.4
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	2025 - 2026
Date on which it will be reviewed	2026 - 2027
Statement authorised by	S. Ishaq
Pupil premium lead	S. Ishaq
Governor / Trustee lead	J. Holt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 298,097
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 298,097

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for our disadvantaged pupils?

Our aim is for every pupil, regardless of their background or the barriers they may encounter, to make strong progress and reach high standards across all subjects. Our pupil premium strategy is designed to support disadvantaged pupils in achieving this ambition, including those who are already performing at a high level. We aim to provide experiences that are highly inclusive, promoting excellent attendance, punctuality and engagement. We support our pupils to form strong, positive and resilient relationships with their peers and adults.

How does our current pupil premium strategy plan work towards achieving these objectives?

The objectives for our disadvantage pupils:

- All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum
- Progress by the end of each key stage is equitable for all children
- The personal development of all our children is strong and they demonstrate resilience in all learning and the wider curriculum.
- All children are meeting our attendance target of 97%

What are the key principles of our strategy plan?

High-quality teaching, underpinned by a carefully designed curriculum and a strong wider school offer is central to our approach. This has been shown to have the greatest impact in closing the attainment gap for disadvantaged pupils, while also meeting the needs of both disadvantaged and non-disadvantaged pupils in our school. Many of our non-disadvantaged pupils face similar barriers to our disadvantaged pupils but are not eligible for FSM due to factors such as mobility within the community, refugee status, or being new to the UK. Embedded within the intended outcomes outlined below is our commitment to ensuring that the attainment, attendance and inclusion of non-disadvantaged pupils is sustained and strengthened, alongside the continued progress of their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and Language</p> <p>Evidence from assessments and monitoring indicates underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p>
2	<p>Resilience</p> <p>Monitoring and support evidence indicates that disadvantaged pupils demonstrate low levels of resilience. This can include struggles to persevere with challenging tasks, showing reduced confidence when faced with academic difficulty, poorer resilience in social skills and forming positive relationships and a greater likelihood to disengage when experiencing setbacks.</p>
3	<p>Learning opportunities beyond the classroom</p> <p>Our evidence tells us disadvantaged pupils are more likely to have limited access to educational experiences beyond the classroom, restricting their cultural capital, background knowledge and ability to contextualise learning.</p>
4	<p>SEMH</p> <p>Evidence gathered from pupil voice, staff voice, learning walks and intervention support tells us that many disadvantaged pupils have increased barriers to wellbeing due to socio-economic disadvantage and a range of complex life circumstances.</p>
5	<p>Achieving expected standard in reading, writing and maths</p> <p>Evidence from assessments and monitoring indicates that disadvantaged pupils can experience greater difficulties with reading, writing and maths than their peers due to socio-economic disadvantage and a range of complex life circumstances.</p>
6	<p>Low baselines on entry to EYFS</p> <p>Assessment information shows most pupils arrive well below expected milestones achieved and well below expected standards in school readiness.</p>
7	<p>Attendance</p> <p>Although our attendance is a strength of our school and is in line with NA, it remains an ongoing, prevalent challenge to ensure disadvantaged pupils regularly attend school.</p>

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
Improved communication and language – oral skills and vocabulary	Monitoring (including assessments, learning walks, presentations and pupil voice) shows improved communication and language for disadvantaged pupils. Communication and language to be developed through school’s personalised C&L strategy and interventions (WellComm), debate curriculum, Passion for Learning projects, Values Ambassadors and Curriculum Council.
Improved resilience and SEMH, resulting in regulated, confident and inspired learners	Improved resilience and SEMH enable pupils to remain regulated, confident and motivated learners who engage positively with challenge and form positive relationships with peers and adults.
Pupils are offered a wide range of high-quality experiences beyond the classroom, enabling them to apply their learning in real-world contexts, leading to improved attendance, engagement, achievement and outcomes.	Monitoring of interventions, extra-curricular activities, ambassador roles, assessment data and pupil voice shows increased pupil engagement, inspiration across the curriculum and good statutory assessment outcomes.
To overcome mobility barriers which are a contextual feature of St. Luke’s	Targeted interventions and strategies in school enable all pupils who enter school other than the normal entry time to make accelerated progress from their starting points and have high attendance.
High levels of attendance maintained and where possible improved further	Attendance remains consistently high and improves further where possible, with reduced persistent absence.
Improved school readiness developed in EYFS	-Improved GLD outcomes -Improved WellComm outcomes -Intervention where required to support Speech and Language and SEND learners -Readiness for KS1
Pupils make accelerated progress on entry / from low starting points and make at least good progress towards closing the gap with local authority and NA	All disadvantaged pupils make at least good progress from their individual starting points in order to meet expected standards by the end of each phase.

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: £ 190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership development	<p>At St. Luke's, we aim to develop a leadership culture that supports effective implementation, high-quality provision for all stakeholders and progress to excellent outcomes for all learners</p> <ul style="list-style-type: none"> -NPQs (NPQLBC, NPQSL, NPQEYL, NPQH) -Recently appointed AHTs: EEF Leadership 	4, 5, 7
CPD focusing on the needs of all learners, supporting them to progress and achieve	<p>At St. Luke's, we support our children by ensuring staff access quality, bespoke professional development. Our current CPD focus areas:</p> <ul style="list-style-type: none"> -Communication and Language: Oral language interventions Teaching and Learning Toolkit EEF -SEND (regulation) -ECT development -Reading (Storyteller Project) -Wellcomm -Leadership (NPQs): EEF Leadership 	1, 5
Whole school monitoring, ensuring teaching and learning is effective	<p>At St. Luke's we aim to ensure high standards of teaching, learning and experiences for all our pupils. We do this through:</p> <ul style="list-style-type: none"> -Whole school monitoring audits -Subject leaders non-contact time -ECT mentor non-contact time for coaching and mentoring 	5, 6

	-Tailored, specific T&L support packages delivered as required	
Staff Wellbeing	At St Luke's we aim to understand and support staff wellbeing. We hold the upmost value for our staff and recognise their intrinsic role in the successful running of the school. Staff wellbeing is supported through: <ul style="list-style-type: none"> - Wellbeing time - A designated wellbeing room - Participation in the MMU Teacher Resilience and Retention research project - On site MHFAs: <ul style="list-style-type: none"> EFF Teacher retention Decentring the 'resilient teacher' 	All
An enriched curriculum designed to enhance engagement and inspire learners across all areas of study	At St Luke's our aim is to provide an enriching and engaging curriculum. We do this by ensuring pupils have a range of opportunities to experience the wider world, supporting them to contextualise their learning (Forest School, residentials throughout KS2, Young Explorers Programme, Storyteller project)	2, 3, 4

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

Budgeted cost: £ 78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language: WellComm	At St. Luke's we aim to ensure high standards of teaching and learning for all our pupils. In EYFS this is supported by effective speech and language intervention. <ul style="list-style-type: none"> Oral language interventions Teaching and Learning Toolkit EEF 	1, 5, 6
EYFS Storyteller	At St Luke's, we aim to ensure our pupils experience excellent experiences and resources to enrich their learning. Our resident storyteller Jan Blake (BBC and Z Arts) supports excellent C&L, musicality, performance	1, 6

	<p>skills and supports the development of resilience, perseverance and confidence.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	
C&L strategy	<p>At St. Luke's, pupils can experience significant challenges in understanding, using, and processing language, as well as in communicating effectively and appropriately, both verbally and non-verbally. EEF evidence states oral language interventions have high impact on reading</p> <p>EEF Communication and Language approaches</p>	1
SEND Zone and Bespoke SEND curriculum	<p>We recognise that some children need additional support and adjustments to enhance their learning and for them to make good progress. We support our SEND learners with specific/significant additional needs with:</p> <ul style="list-style-type: none"> -A designated SEND Learning Zone within school -A well-considered and incremental bespoke curriculum -Experienced SEND staff <p>EEF SEND in mainstream settings</p>	
Phonics intervention	<p>There is strong evidence that phonics approaches significantly improve word reading accuracy, with particularly notable benefits for disadvantaged pupils. At St Luke's we provide daily phonics teaching, support and intervention in EYFS and KS1.</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	5
Boosters	<p>At St Luke's, we support learners with additional small group booster sessions in key year groups, in addition to their year group curriculum learning.</p>	5

	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Teaching and Learning Toolkit EEF	
Forest School	Our Forest School offers a valuable opportunity to take learning beyond the classroom, enabling pupils to develop essential life skills including resilience, communication and teamwork, as well as supporting positive wellbeing, good SEMH and regulation – all of which are fundamental to excellent outcomes. Impact of Forest Schools	2, 3, 4

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Passion for Learning projects	At St Luke's, we aim to increase participation in extra-curricular activities that build confidence and support mental health and wellbeing. We encourage pupils to try new experiences, develop resilience, and grow a sense of responsibility to themselves and others. One initiative that supports this is our Passion for Learning projects. Pupils are invited to take part in inspiring and enjoyable home projects, such as <i>Autumn Creative</i> and <i>Spring into STEM</i> .	3, 7
Breakfast club	Research consistently reports improvements in pupil behaviour and concentration in schools running breakfast clubs, which contributes to a more positive and productive learning environment for all pupils, not just those attending the club (EEF)	2, 4, 7

	At St Luke's, we provide a positive start to each day in our school breakfast club.	
Residential visits including international visits	<p>At St. Luke's we provide overnight visits to the Peak District / Wales for every child in KS2. A group of children this year are going to China to visit a Chinese school and have an international cultural experience.</p> <p>EEF evidence indicates that structured enrichment activities can lead to improvements in academic attainment, alongside gains in teamwork, social responsibility and wellbeing (EEF Teaching and Learning Toolkit). By removing financial barriers, we ensure equitable access to these experiences, supporting both academic progress and wider personal development.</p>	2, 3, 4
Young Explorers	<p>Our Young Explorers programme supports our younger learners to have wider experiences</p> <p>Evidence suggests that well-structured enrichment activities can positively impact academic achievement, while also supporting the development of teamwork, social responsibility and overall wellbeing (EEF Teaching and Learning Toolkit).</p>	2, 3, 4
Values Ambassadors and Curriculum Council	<p>Research suggests that school participation is important for children in schools and is relevant for improved school environment, relationships and positive health and well-being outcomes:</p> <p>Children's participation in school environments</p>	1, 2
DebateMate	<p>At St Luke's we take part in the Debate Mate programme and competition each year.</p> <p>The Debate Mate programme is proven to boost communication, critical thinking, confidence, resilience, and empathy.</p>	1, 3

<p>Pupil Wellbeing (Wellbeing room, resources, designated staff)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>2, 4</p>
<p>Parental engagement</p>	<p>EEF evidence suggests that effective parental engagement can improve pupil attainment. The greatest impact comes from supporting parents to engage with learning at home, building strong relationships and removing barriers through clear, accessible communication and flexible approaches. At St Luke's we support parental engagement with:</p> <ul style="list-style-type: none"> -Parent forums -Parent workshops (Phonics, EYFS reading) -Home visits -Parent voice 2 x year 	

Total budgeted cost: £ 300,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-25

Pupil Premium outcomes compared with non-PP

	PP	Non-PP
EYFS	39.1%	61.9%
Y1 PSC	91.7%	70.6%
KS2 Reading EXS	63%	55.2%
KS2 Writing EXS	63%	55.2%
KS2 Maths EXS	66.7%	69%
Attendance	93.9%	94.3%

Externally provided programmes

Programme	Provider
Times Table Rockstars	Maths Circle
White Rose Maths	White Rose Hub
WellComm	GL Assessments
NPQ	Best Practice Network
Purple Mash	2Simple
Debate Mate	Debate Mate Schools
Class Dojo	Class Dojo