

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St. Luke's Halsall CE Primary
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	39 children – 18.6%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr R J Miller
Pupil premium lead	Miss H Collins
Governor / Trustee lead	Mrs L Sharpe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52 940
Recovery premium funding allocation this academic year	£ 4 640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 57 580

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication (Oracy) – Low level of language/vocabulary/schema upon entry.
2	Phonics and reading across all Key Stages.
3	Punctuality and Attendance
4	Social, emotional and mental wellbeing
5	Cultural Capital/Enrichment opportunities

## 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
1) Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident through engagement in lessons, work scrutiny and formative assessments. Engagement with external agencies to support early language, SALT.
2) Improved phonic knowledge, skills and reading across the Key Stages.	Pupil progress meetings and small group/ 1:1 intervention indicate accelerated progress for disadvantaged children. End of Key Stage reading outcomes show that the % of disadvantaged pupils meeting the expected standard is in line with national figures. There would also be a year upon year reduction in the gap between all pupils and disadvantaged pupils.
3) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being consistently above national figures and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 1%.</li> </ul>

	<ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent being below national comparators and the figure among disadvantaged pupils being no more than 1% lower than non-disadvantaged peers.</li> </ul>
4) Social, emotional and mental wellbeing	<p>Children accessing support from the Pastoral Care Lead. These children could be accessing a variety of programmes due to the training which has taken place as well as receiving individual counselling. Mental Health Lead Practitioner to continue with training in order to support the variety of needs identified through an audit with all teaching staff. Work alongside Sefton Mental Health Schools Team in supporting identified children. Involvement of external agencies to provide specialist support were needed.</p>
5) Cultural Capital/Enrichment opportunities	<p>Review long/medium term plans for all foundation subjects in order to identify 4 cultural capital for our disadvantaged pupils. For example, identifying opportunities in our immediate locality through History/Geography to broaden the horizons and understanding of the children. Ensure that pupils have a range of enriching and stimulating activities/educational experiences. These include visitors to the school and workshops, trips and a varied extra-curricular programme that will have a positive impact on not only their knowledge and understanding but their enjoyment as well.</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: £ 12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop the implementation of Wellcomm and ELKLAN in Reception through staff training and put in place a timetable of targeted intervention.</p>	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and combinations of the two show positive impacts on attainment.</p> <p><u>EEF Teaching and Learning Toolkit – Oral language interventions</u></p> <p><u>Assessing and monitoring Pupil Progress - EEF</u></p>	<p>1, 2,</p>
<p>Continued purchase of associated resources and training, to secure stronger phonics teaching for all pupils.</p> <p><u>DfE validated Systematic Synthetic Phonics programme</u></p>	<p>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:</p> <p><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	<p>2</p>
<p>Enhancement of our reading resources and curriculum planning in line with DfE and EEF guidance.</p> <p>Further staff training on delivering Reciprocal Reading across the school.</p>	<p>Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension</p>	<p>2</p>

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

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and delivery of a programme (Wellcomm) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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:  <u><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></u>	1, 2
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:  <u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u>	2
Teaching assistants to lead targeted interventions across the school. These could take the form of one to one or small group tasks. Interventions would include: Wellcomm, ELKLAN, Toe-by-toe and online interventions.	Evidence based interventions adopted, with clear starting points and regular monitoring/impact reviews and assessments. Explicit links to classroom teaching are made and opportunities to reinforce prior learning.  <u><a href="#">Making best use of Teaching Assistants - EEF</a></u>	2

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

Budgeted cost: £ 15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer support for disadvantaged pupils families. Interventions used to support pupils who attendance falls below 97%</p> <p>DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>Improved attendance will improve progress of targeted pupils.</p>	<p>1, 2, 3, 4 &amp; 5</p>
<p>Develop the role of the Mental Health Lead so they have the necessary training to provide social, emotional and mental health support to the most vulnerable children across the school.</p> <p>MH Lead to undertake Mental Health lead training.</p> <p>A member of EYFS team to undertake ELSA training (Emotional Literacy Support Assistant) to deliver emotional health and well-being interventions.</p> <p>School to buy in to the services of a Children's Counsellor to support those identified as being vulnerable.</p>	<p>Social and emotional skills are essential for children's development, they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective and communicate in appropriate ways.</p> <p><u>EEF School Improvement Planning – Wider Strategies</u></p>	<p>4</p>
<p>Enrichment opportunities/ Cultural Capital. Review long</p>	<p>Broadening the horizons of our disadvantaged pupils is absolutely</p>	<p>1, 2 &amp; 5</p>

<p>and medium-term plans across the curriculum: organise trips, visitors, workshops which will not only supplement their knowledge but will positively impact on their rate and depth of learning as well as enjoyment.</p>	<p>crucial to their aspirations and life chances. Children's University supports pupil aspiration.</p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All £3.5k</p>

**Total budgeted cost: £ 57 500**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Assessments during 2022/23 suggested that the performance of disadvantaged pupils was better than in the previous 2 years in key areas of the curriculum. All the disadvantaged pupils leaving year 6 for high school reached the expected standard in reading, writing and mathematics with 50 % reaching the HS/GD across all three subjects.

The Covid-19 impact disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Although overall attendance in 2022/23 was lower than in the years preceding the pandemic at 95.8%, it was higher than the national average. Disadvantaged pupil's attendance was 94.4% broadly in line with their peers. These gaps are closer than in previous years, but attendance still remains a focus of our current plan.

Our assessments and observations indicated that a small minority of pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was more noticeable for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### 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
Jolly phonics	Jolly Phonics
RM Easimaths	RM Easimaths
Lexia Learning	Lexia
Reciprocal Reading	FFT Literacy
Art/DT/ and Geography KAPOW	Art/DT/History and Geography KAPOW