

Pupil premium strategy statement

St. Luke's Academy

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	85
Proportion (%) of pupil premium eligible pupils	59 Pupils 70%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2026
Date this statement was published	September 2025
Date on which it is reviewed	June 2026
Statement authorised by	Mr Thomas Green
Pupil premium lead	Mrs Sara Lowndes
Governor / Trustee lead	Mrs L. Wilkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,625.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£61,625.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our disadvantaged students have the same opportunities, support, challenge and ambition as our non-disadvantaged students so that their potential is realised and nobody is left behind. All staff are dedicated to ensuring that the gap in attainment and achievement closes for these students and that the school continues to promote a fully inclusive ethos.

We encourage our students to show the school values of respect, kindness and perseverance to ensure that they are thriving in all that they do and to establish the mind-set of success. Our disadvantaged students should therefore achieve at least in line with our non-disadvantaged students.

Our strategy is to ensure that students have access to quality first teaching in a broad, balanced and ambitious curriculum. Following the pandemic, a review of our curriculum has highlighted gaps in literacy and numeracy, a focus on these will reduce barriers to achievement. We have also given additional focus on engaging with families to support home learning and ensuring that they have all of the materials that are required.

We are also encouraging students to develop their cultural capital and to take part in many of the extra-curricular activities and trips that allow them to develop their social, emotional and mental wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Outcomes</u></p> <p>Nationally it has been reported that historically disadvantaged students have performed below non-disadvantaged students.</p> <p>Our school lies in a town with high pockets of area deprivation. This can impact our learners. This means our pupils have limited opportunities to broaden their horizons, and take part in learning outside of their areas.</p> <p>63% (35/ 56 pupils) who receive pupil premium live in the top 3 areas of deprivation.</p>

2	<p><u>Attendance</u></p> <p>Pupils who are eligible for pupil premium fall below the national average for attendance. Our attendance for these pupils is 67.3%. Only 15 pupils who are Pupil premium have 90% or above attendance.</p> <p>As all the pupils who attend the school have a primary need of SEMH, lower attendance leads to poor social skills and lack of friendships.</p> <p>The Education Secretary tells schools in England that pupils need to feel a sense of belonging “If we want to tackle the epidemic of school absence, children need to feel like they belong in school.”</p>
3	<p><u>Reading Ages</u></p> <p>Reading ages of our disadvantaged pupils and engagement in reading falls below that of their Chronological age. Reading age of our disadvantage is on average 11 months below chronological age, especially for Yr9-11 students.</p> <p>66% of pupils in year 7-10 who have below their chronological age in reading are pupil premium. Only 4% have a reading age above their chronological age.</p>
4	<p><u>Resilience</u></p> <p>Our pastoral data shows that our disadvantaged students have a lack of resilience and wellbeing.</p> <p>Facts and figures from Mind.com say that pupils who come from the low-income bracket were 4.5 times likely to experience severe mental health.</p> <p>Pastoral data shows that pupils who are eligible for pupil premium lack self-worth and wellbeing.</p> <p>46% of pupil premium pupils have transport provided to and from school by the local council.</p> <p>21% have independence skills to walk to school and back home.</p>
5	<p><u>Cultural Capital</u></p> <p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p> <p>18% of pupils have left the country on holiday, 9% of pupils belong to a club outside of school therefore their cultural capital is limited.</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
Improve attendance	PP attendance above school average

Improve Outcomes	Year 11 PP students achieve FFT5 grade in English & Maths as well as 5 qualifications.
Improve reading ages	Increase in reading age by at least 1 year per academic year and over 70% of students have a reading age in line with their chronological age
Improved behaviour	Reduced rates of FTE by PP students and reduced negative incidents for PP students.
Improved student's resilience	Improve PP students' resilience especially when taking assessments.

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: £45,625 (rest subsidised by higher needs funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to ensure high quality teaching and learning in the classroom.	Evidence from the EEF suggests that students such benefit from high quality teaching techniques such as metacognition, reading comprehension and interventions to support literacy and numeracy.	1,2,3,4
Implement a metacognitive approach through performance learning	Evidence suggests that the use of metacognitive strategies – which get pupils to think about their own learning – can be worth the equivalent of an additional 7 months progress.	1,3,4
Recruitment of new Teaching Assistants to give additional support to students in both lessons and within pastoral areas.	EEF study suggests that Teaching Assistants have a positive impact on academic achievement. Teaching Assistant interventions can improve progress by at least 4 months.	1,2,3,4

Implementation of reading programme for Yr 7 – 11	The average reading age for GCSE papers is over 16 years and the national literacy trust reports learning loss in reading for secondary-aged pupils eligible for free school meals actually increased over the academic year 2020-21. EEF study shows that reading comprehension strategies can increase progress by 6 months.	1,2,3,4,5
---	--	-----------

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

PP Budgeted cost: £9,00 (rest subsidised by catch up funding funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of part-time English support	EEF student reports that small group intervention is effective and can increase progress by 4 months.	1,2,4
Subsidised revision guides and support materials in KS4	EEF study reports that guided revision has a positive impact on average + 5 months particularly with students in secondary schools.	1,2,3
Additional sessions during the school day along with extra holiday revision days in school.	EEF study shows that additional learning in a school day can have a moderate effect on student progress increasing this by 3 months. This with targeted intervention is an opportunity for our most disadvantaged to gain the support needed.	1,2,3

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

PP Budgeted cost: £7,000 (rest subsidised by higher needs funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for a Family Liaison Worker to work with students and parents to improve attendance to school and engagement.	Improving school attendance report from the DfE provides strategies used by FLYs that supports attendance. EEF also finds that improving parental engagement can increase progress by 4 months and there is high impacts for pupils with low prior attainment.	1,2,3,4
Supporting a short-term alternative curriculum to support engagement of Emotionally Based School Avoidance PP students	Support Services in Education highlight the growth in persistent absence by over 10% contributed to by a rise in EBSA. Successful strategies highlighted in their report include a reintegration plan, use of an alternative curriculum leading to a return to school as best practice.	2,4
Trips and enrichment activities to support students' development of cultural capital.	The Sutton Trust found that 'young people from professional households were much more likely to take part in extracurricular activities. 84% of those in social group A (non-DA) reported participation in at least one after school activity or class, compared to 45% in group D (DA). This reflects cultural capital, but also financial resources in the home, as those in lower social groups were more likely to take part in activities that didn't need to be paid for'.	1,2,4,5
Behaviour interventions in our Pastoral hub, run by our Pastoral team, including anger management, self-esteem, relaxation strategies and specific student needs.	The EEF report that behaviour interventions that seek to reduce challenging behaviour, from low-level disruption to aggression can improve students' progress by 4 months.	2,4,5

Total budgeted cost: £ 61,625

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Intended Outcome	Success Criteria	result	analysis
Improve attendance	PP attendance above school average	Not met	Our attendance for pupil premium eligible pupils for last academic year was 43.1% down from 65.98% the previous academic year.
Improve outcomes	Year 11 PP students to achieve FFT5 grade in English & Maths	Not met	<p>18 pupils in year 11, 12 of which were Pupil Premium.</p> <p>No pupils met their FFT5 grade in GCSE English or Maths.</p> <p>5 out of 12 Pupil Premium eligible pupils took Maths & English GCSE, with another pupil taking just Maths.</p> <p>2 other pupils achieved L1 Functional skills in English & Maths, Another 2 pupils Entry Level 3 Functional Skills and 2 students did not sit any English or Maths qualification.</p>
Improve reading ages	Increase in reading age by at least 1 year and over 70% of students have reading age in line with chronological age.	Partial	48 pupils sat their reading test. 33 Pupils are pupil premium. 45% of pupil premium pupils have a reading age of on or above chronological age (15/33).
Improve behaviour	Reduced rates of FTE by PP students and reduced negative incidents.	Partial	<p>FTE went down from 31 last academic year to 2. 100% were for pupil premium pupils</p> <p>259 incidences resulted in physical intervention. 73% were for pupil premium pupils (189/259)</p> <p>2136 negative behaviour incidences. 65% of which were for pupil premium pupils. (1397/2136)</p>
Improve student's resilience	Improve PP students' resilience especially when taking assessments.	Partial (Ongoing)	Pupils' resilience has improved. They are now sitting more exams and assessments without any upset. They have learnt strategies to cope with the normal pressures of end of year exams.