

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	78
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	10/11/2022
Date on which it will be reviewed	Every 6 months/annually
Statement authorised by	Judith Buckingham
Pupil premium lead	Scott Pollok
Governor / Trustee lead	Jane Boulton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39,400
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>	£ 39,400

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	<u>Outcomes</u> Nationally it has been reported that historically disadvantaged students have performed below non-disadvantaged students.

2	<p><u>Attendance</u></p> <p>Attendance of pupil premium students falls below that of their peers. Attendance of pupil premium students in 2021 -22 was 72.4% compared to whole school 74%.</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>
4	<p><u>Resilience</u></p> <p>Our pastoral data shows that our disadvantaged students have a lack of resilience and wellbeing.</p>
5	<p><u>Cultural Capital</u></p> <p>Our observations and discussions with students and families suggest that our disadvantaged students have had limited opportunities to broaden their horizons and part take in valuable learning outside of the classroom, which brings learning to life.</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: £18,500 (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: £4,300 (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: £16,600 (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: £ 39,400