St Luke's C of E Primary School Pupil Premium strategy statement

This statement details St Luke's Primary 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	60
Proportion (%) of pupil premium eligible pupils	27.19%
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 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	Oct 2025
Date on which it will be reviewed	Oct 2027
Statement authorised by	Sarah Barnes Headteacher
Pupil premium lead	Sarah Barnes Headteacher
Governor / Trustee lead	Priya Schoenfelder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,191.66
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£29,191.66

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for Pupil Premium children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between Pupil Premium pupils and Non-Pupil Premium pupils.
- For all Pupil Premium pupils in school to meet or exceed age related expectations in attainment.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring that the needs of Pupil premium pupils are adequately identified and addressed.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision St Luke’s Primary School consider making for this group includes, but is not limited to:

- Ensuring all teaching is good or better, thus ensuring that the quality of teaching experienced by all children is improved.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Providing small group work focussed on overcoming gaps in learning.
- Additional learning support.
- Support payment for educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Provisions in place to improve attendance and punctuality.
- Emotional literacy support if necessary

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap between Pupil Premium pupils and their peers.
2	Reducing the vocabulary and oral language gap.
3	Improving attendance and punctuality issues.
4	Increasing engagement with a culture of reading

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
To ensure Pupil Premium pupils' attainment is equal to or greater than their non-Pupil Premium peers.	● The attainment gap between Pupil Premium pupils and the peers is narrowed in all year groups. ● The gap between Pupil Premium and non-Pupil Premium pupils at KS2 is reduced so that PP pupils achieve in line with their non-PP peers (especially for those who have attended St Luke's for at least two years and where there is no identified SEND). ● Gaps in learning for Pupil Premium pupils are identified and addressed. ● All staff know who their Pupil Premium learners are and their individual needs.
To ensure that Pupil Premium pupils have the same access/opportunities for learning as the rest of the school.	● All staff know who their Pupil Premium learners are and their individual needs. ● All staff have a clear understanding of the pupils' curriculum journeys. ● A broad and balanced curriculum is planned for all learners. ● SLT supportive of family issues and prioritise needs to ensure learning is not hindered by socio-economic situation or safeguarding concerns. ● Pupil Premium pupils receive the same learning opportunities as their non-Pupil Premium peers.

	● Monitoring shows that provision for Pupil Premium pupils is meeting their individual needs and where it is not yet, this is targeted and support given.
To ensure good attitudes to attendance and punctuality, so that attendance for all year groups is in line with or above national figures.	● *See also RISE attendance work and Attendance Action Plan.* ● Overall attendance for Pupil Premium pupils, is at/greater than 96%. ● Families will be called if a child is absent without reason. ● Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially). ● Attendance will be monitored on a weekly basis to ensure poor attendance is addressed in a timely manner. ● Persistent Absence for disadvantaged pupils to be below 25% (better than national) by 2028, showing progress towards this each year, and aiming to be in line with non-PP. ● Pupil Premium pupils to be prioritised for extra-curricular clubs and activities.
To continue to provide enrichment experiences for learning that Pupil Premium pupils would not usually experience including trips and extra-curricular clubs and activities/	● Maintained and increased access and participation in wider curriculum opportunities. ● Educational school trips are funded by school for children in receipt of Free School Meals. ● The attendance of Pupil Premium pupils on educational school trips is 100%. ● An increased number of Pupil premium pupils are attending ASC and extra-curricular clubs.
To improve the oral language of children in EYFS and beyond.	● Numbers of Pupil Premium children meeting GLD in EYFS will be in with their non-Pupil Premium peers. ● A greater proportion of children make an ‘expected’ level of development in the prime area of Communication and Language.
To ensure that every child sees themselves as a reader by the time they leave for secondary school.	● 90%+ of disadvantaged pupils report that they "enjoy reading" in pupil surveys. ● PP pupils see themselves as 'readers' by the end of KS2 ● Children can discuss books they’ve read independently and will select books for enjoyment. ● All children have access to a range of quality reading books.

Activity in this academic year (2026 – 2027)

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to access continuing professional development (CPD) in order to meet the individual needs of our Pupil Premium pupils. - Subject Leadership - Reading - Writing - Maths - Teach Like a Champion pedagogy - Reading Reconsidered - Assessment - Sounds Write Training - Explicit vocabulary instruction	Education Endowment Foundation Guide to Pupil Premium – tiered approach – Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	1, 2 and 4
High Quality Teaching through our broad curriculum, utilising a mastery approach.	Education Endowment Foundation impact **+8 months** in Primary schools. Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.	1 2 and 4

	Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.	
The continued implementation of Can Do Maths - investing in a scheme that uses CPA (Concrete-Pictorial-Abstract) to ensure no child is left behind by abstract procedures.	EEF: Mastery approaches (+5 months). Focusing on mathematical structures reduces cognitive load for PP pupils. Can Do Maths uses an approach that is in line with the EEF Guidance on improving mathematics in KS1 and KS2. All pupils are encouraged to use manipulatives in every lesson, and pupils are supported to develop their network of mathematical knowledge. In order to implement this effectively, teachers need access to relevant CPD and ongoing support from the maths SL and HT. All children require access to appropriate manipulatives and resources to ensure that all children within each lesson.	1

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff appointed for small group support work with Pupil Premium pupils. - Reading Fluency: Small group and 1:1 reading sessions for pupils who have passed phonics but lack the speed to comprehend. - Maths pre-teaching: Brief 15-minute "preview" sessions of lesson concepts/ vocab to ensure	Education Endowment Foundation impact **+4 months**. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as	1, 2 and 4

pupils can participate confidently in the main lesson. - Increased fluency in multiplication tables, including through use Times Tables Rock Stars to target gaps and improve engagement - Targeted phonics interventions using Sounds Write for those who are significantly below ARE.	having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	

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

Budgeted cost: £1,191.66

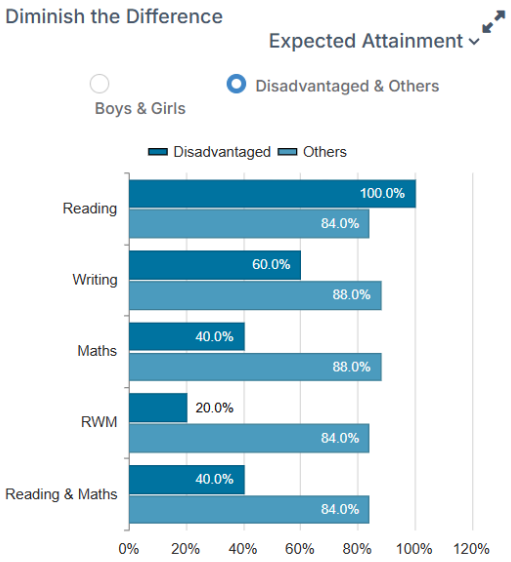
Activity	Evidence that supports this approach	Challenge number(s) addressed
See also Attendance Action Plan. Attendance data will be analysed on a weekly basis by Headteacher and Attendance Assistant. Families will be contacted if a pupil is not in school, and support offered. Support to be provided to families to raise attendance / punctuality. Headteacher and Attendance Assistant will work closely together, pupils below 95% are identified and protocols followed.	Attendance data (2024/25 85.7% for Pupil Premium pupils compared to 91.9% overall). Persistent Absence data: 45.9% compared to 19.8% for non-PP, and 24.8% overall. Data shows pupils with highest attendance make the most academic progress, due to increased opportunities for overlearning and access to a broad and balanced curriculum. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. Personalised daily check-ins for at-risk PP pupils. Celebrating academic "wins" to build school belonging.	3

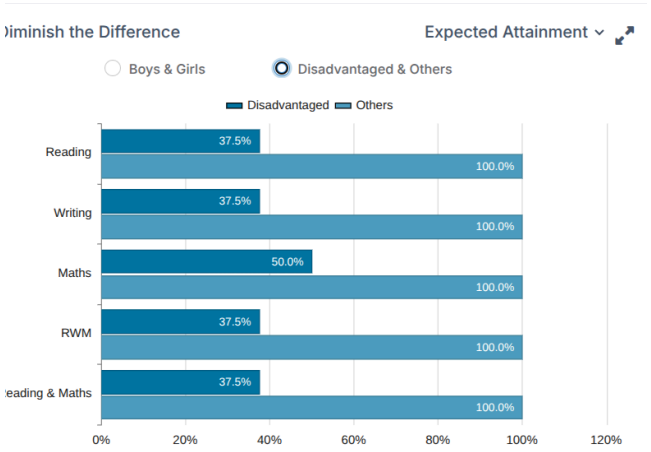
WAC - After School Club – in place where Pupil Premium pupils are prioritised. Range of extra-curriculum clubs and activities in which Pupil Premium pupils are prioritised. Explore requirements for Breakfast Club to support all pupils.	Improvement in attendance and punctuality for our Pupil Premium pupils. Pupil Premium pupils have the opportunity to socialise and make friends. Children are exposed to a range of opportunities to take them beyond their lived experience.	1 and 3
Building on our reading canon with a selection of high-quality enrichment texts and ensuring teachers have time to read aloud to pupils daily to model prosody.	Research evidence on reading for pleasure (DfE, 2012) highlights that *'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002)'*. Developing a whole-school 'Reading for pleasure' strategy, to ensure all children have access to high quality texts and opportunities to engage with these. Ensuring classroom libraries contain high-interest, diverse texts that act as "mirrors and windows" for Pupil Premium pupils. To implement some of the suggested recommendations from New Wave English Hub Early Reading around the promotion of reading across the school.	4

Total budgeted cost: £29,191.66

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils





2025 **2026**

KS2 outcomes continue to be varied, with three out of eight PP children achieving EXS in all three subjects (RWM Combined). However, three of the five PP children who did not achieve EXS also had additional learning needs (SEN), with two of these children attending the school for less than three years.

GLD: In 2024, 50% of those who did not make GLD were in receipt of PP. In 2025, all of the children who did not make GLD were from disadvantaged backgrounds – 3 children (two of these had significant SEN needs and one was new to English). GLD for 2026 was 66% or two pupils. 100% of PP pupils in EYFS in 2025/26 did not make GLD, however SEN needs coexisting alongside disadvantage add to this challenge.

Small, transient cohorts make it challenging to track data.

Attendance: 2024-2025: 85.7% for PP children compared to 91.9% overall. PA = 45.9% compared to 19.8% for non-PP, and 24.8% overall. National PA = 32.35% for PP children. 2023/24: 83.5% PP compared to 92.5% overall. Increased attendance from previous year, but still significantly behind national, especially for persistent absence.

Attendance improved in 2025/26: 93.8% overall compared to 90.1% for PP children. The appointment of an attendance assistant to build relationships with families and improve communication has helped improve attendance for all, including our disadvantaged children. Persistent absence remained stubborn for a small number of pupils: 27% overall and 40% PP. Three PP children for whom attendance was a concern benefitted from regular meetings and the use of attendance contracts to increase their attendance. The school experiences frequent changes to its pupil roll; when leavers are removed, PA figures drop to 17.9% overall versus 35.3% PP.

Significant improvement in behaviour and wellbeing of PP children as evidenced by pupil voice.

CanDoMaths was implemented in one class during the year. All year groups will be following the scheme from September 2026. Pupils in Year 3/4 reported greater enjoyment in maths. Termly assessment data showed a significant improvement in results for almost all pupils,

especially our disadvantaged pupils. Resources were purchased to support the roll-out across the school. A wide range of new books were purchased for the school library to ensure a diverse range of texts for pupils of all ages.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Complete Maths	Complete Maths
Sounds Write Phonics	Sounds-Write Ltd