

Pupil premium strategy statement – St Luke and St Philip’s Primary Academy

This statement details our school’s use of pupil premium (and recovery 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	210
Proportion (%) of pupil premium eligible pupils	54.7%
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)	2023/24 - 2026/27
Date this statement was published	08.12.23
Date on which it will be reviewed	08.12.24
Statement authorised by	Samantha O’Connell
Pupil premium lead	Ann Webster
Governor / Trustee lead	Alec Johnston/Charlotte Rolfe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,325
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£167,325

Part A: Pupil premium strategy plan

Statement of intent

In line with our school vision and Christian values, our aim is for all disadvantaged children, regardless of background, to

- achieve to their fullest potential,
- experience a curriculum which broadens their horizons and aspirations,
- be fully included in all aspects of school life,
- develop the necessary skills of resilience, confidence and independence to thrive socially and emotionally in the community,
- flourish; having happy and settled home and school lives.

This includes supporting children who are underachieving, challenging those who are attaining at a high level and supporting children's families to engage with their education, promoting high aspirations.

Our approach is based on

- diagnostic assessment
- external research
- a deep understanding of our local community, our school and our families' needs.

We recognise that, although more than 50% of our families qualify for free school meals and pupil premium funding, actually 90% of our families are living in areas classified as the bottom 20% nationally for deprivation, with 66% of families being in the bottom 5% nationally (Index of Deprivation). Therefore, we strive to support all our children as much as possible, acknowledging that the strategies that are successful for supporting disadvantaged children, are successful for all.

Challenges

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

Challenge no.	Detail of challenge
1	Children beginning school in Reception with below ARE language acquisition.
2	Poor knowledge and understanding of vocabulary across school.
3	A lack of external experiences, meaning a limited understanding of the curriculum at baseline.
4	Children's attainment in reading, writing and maths not in line with National expectations.
5	The long-term impact of COVID and periods of isolation on children's social and emotional development, leading to an increase in challenging behaviours.
6	Mental health and wellbeing needs for some children and their families.

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
Language acquisition of disadvantaged children develops to be within age appropriate expectations.	<ul style="list-style-type: none"> ● Assessments by Speech and Language Therapist and Wellcomm assessments across school show a changing trend in children's language acquisition, with increased numbers of children achieving ARE, following specific intervention. ● Increased language acquisition evident in children's work and in their oracy skills.
Attainment is raised across the curriculum in core and foundation subjects, with 75% achieving ARE.	<ul style="list-style-type: none"> ● Year 1 children to achieve at least the national average expectation for the phonics screening test. ● Year 4 children to achieve the national average expectation in the multiplication tables check. ● Children in KS2 to achieve the national average expectations in the SATs tests. ● In-house teacher assessment data in all year groups to be in line with national expectations. ● Children demonstrate retention of knowledge, through pupil conferencing and evidence in books. ● Knowledge learnt is applied in enquiry based lessons, demonstrating a deeper understanding of the curriculum.
Children displaying positive behaviours around school	<ul style="list-style-type: none"> ● Numbers of disadvantaged children displaying challenging behaviours is reduced. ● Percentage of positive behaviour across school to be at least 90% in each class, each month, as reported on Clasdojo.
To develop the children's character (resilience, independence, confidence) in preparation for their future.	<ul style="list-style-type: none"> ● Children's work in their books shows they have an understanding of metacognition and will choose the strategies that work best for them. ● Children can confidently express themselves in class and around school. ● Children's independence with completing work and reasoning skills is evident in books and the way they engage with others. ● Children show perseverance and resilience throughout the school day eg with tricky tasks or situations. ● A reduction in behaviour difficulties during unstructured times (eg on the playground)
A reduction in the numbers of persistent absences, to be in line with school target of 96%	<ul style="list-style-type: none"> ● All children in line with the target of 96%. ● Children struggling with persistent absence difficulties work with the Head Teacher and Pupil Wellbeing Lead, accepting support where needed.

<p>Children and their families to be in good mental health with a positive impact on wellbeing.</p>	<ul style="list-style-type: none"> • Children and parent/carers questionnaires indicate positive mental health and wellbeing. • Parent/carers questionnaires and comment slips indicate their child is happy in school. • Children can speak positively about their mental health in PSHEC lessons and throughout the curriculum. • Children and their families know where to go to get support if needed. • Numbers of families engaging with school and the Pupil Wellbeing Lead. • Attendance at Parent/Carer support workshops eg the Henry programme, the Pasta Project
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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: £93,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc phonics for all children in Reception and KS1, through streamed classes.</p>	<p>The Education Endowment Foundation (EEF) EEF Teaching and Learning Toolkit highlights phonics as having a high impact for very low cost based on very extensive research, with 5+ months progress made.</p>	<p>1, 2, 4</p>
<p>Read Write Inc development and training days - CPD for the Reading Lead and all staff who deliver RWI.</p>	<p>The EEF - Using pupil premium guidance for school leaders. advocates developing high-quality teaching and professional development to support DfE validated programmes as an effective approach to using Pupil Premium Funding.</p>	<p>1, 2, 4</p>
<p>Learning Support Assistant (LSA) in each class every morning supporting maths and English.</p>	<p>Following the guidance report from the EEF - Making Best Use of Teaching Assistants our LSAs support the children's learning in Maths and English in every class in KS2, and Maths in KS1, with a focus on academic progress, metacognition and promoting independence.</p>	<p>1, 2, 4</p>
<p>Instructional Coaching programme through the Ambition Institute</p>	<p>The purpose of instructional coaching is to improve teachers' instructional practices to create more effective lessons and increase students' achievement. Following training from the Ambition Institute, SLT members and subject leads will adopt instructional</p>	<p>1, 2, 3, 4</p>

	coaching techniques to enhance the ability of others. This approach also upskills other staff members in leadership techniques and supports retention of staff. Using pupil premium guidance for school leaders	
Continued CPD on the curriculum, including - adaptive teaching, embedding oracy strategies, embedding metacognition, ensuring cultural capital throughout the curriculum.	<p>The National College states that</p> <ul style="list-style-type: none"> Continuing CPD not only helps educators to keep pace with current standards, but also ensures school staff and teachers can deliver high-quality teaching and impact positively on pupil outcomes. Teacher CPD enables growth of the school; it underpins achievement of the school vision and ensures all school staff and teachers are working towards a common purpose. CPD increases teacher motivation, confidence and commitment to teaching; CPD ensures that all teachers and school staff are compliant with DfE and Ofsted's requirements, which is particularly pertinent as legislation continues to change and evolve. 	1, 2, 3, 4
Lancashire consultants delivering programme of CPD throughout the year to develop English.		1, 2, 3, 4
Mastery in Maths teacher development training days for all class teachers		2, 4
Training and delivery of the Mentoring programme for Early Career Teacher	The EEF guidance advocates supporting the recruitment and retention of teaching staff as an effective approach to implement, providing cover time to undertake professional development and to mentor the ECT using instructional coaching techniques.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £56,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech Bubble Speech and Language Therapist	Weekly access to a speech therapist ensures quick assessment of need, training for staff on whole class communication friendly strategies, interventions to address specific needs and referral to NHS support. This early identification of need is now showing children in years 1 and 2 to be narrowing the gap with their language acquisition, compared to KS2 classes. Whole class strategies for the communication friendly classroom.	1, 2, 4
A tiered approach to speech and language support across school - NHS individual programmes, S&L intervention groups, EALIP intervention for those with	83% of children on the SEND register have speech and language difficulties. The EEF guidance advocates targeted intervention to support language development. The support is based on Speech Therapy assessments to deliver personalised programmes, the Wellcomm S&L assessment	1, 2, 4

EAL needs, whole class communication-friendly strategies	completed with every child across school and EALIP assessments for those with EAL learning needs. Currently 38 children across school are supported with either individual or group programmes. Children are assessed at the beginning and end of each intervention to track progress.	
EEF project - 1stClass@Number1 (2022 - 2024 trial) for pupils in Year 2	EEF trail - 1stClass@Number1 This trial focuses on the impact on children eligible for Free School Meals. The previous year's trail suggested children made approximately 2 months additional progress during the 10 week sessions.	4
Gross Motor Skills interventions	According to the Blackburn with Darwen Graduated Response , pupils with specific learning difficulties including motor skills difficulties may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with coordination. At least 10% of children in each class have been assessed to have gross motor skills difficulties. The majority of Reception class are at the emerging stage for the basic fundamental movement skills, with 40% of Year 1 still at the developing stage and requiring additional sessions.	4
Targeted individual or small group support from the class LSA	From Pupil Progress meetings held throughout the year, children are identified and targeted for small group or individual support, based on their needs e.g Precision Teaching, additional phonics.	

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

Budgeted cost: £37,904

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting improvements in the local community through community meetings involving councillors, the Police, Churches, Secondary schools and local residents.	Police data shows an increase in anti-social behaviours in the local area. School data from MyConcern shows the anti-social behaviours occurring out of school within the local community are affecting the learning and behaviour of children in school.	5, 6
Parent classes and support groups - The Henry Programme, The Pasta Project, SEND parent support groups	Actions for families supported either through a CAF or by Social Care identifies that parents and carers would benefit from support in managing and leading healthy lifestyles, for themselves and their children.	5, 6

	<p>The current cost of living crisis is impacting on parents and carers abilities to provide healthy and nutritious meals on a budget.</p> <p>Through formal review meetings and informal discussions with the SENCO, parents of children with SEND needs (in particular ASD) are feeling isolated and in need of support.</p>	
<p>A tiered approach to supporting children's mental health and wellbeing -</p> <ul style="list-style-type: none"> • 1:1 sessions with the School Counsellor • Social skills intervention groups (LSA) and 1:1 Nurture intervention (Pupil Wellbeing Lead), using Talkabout for Children - Developing Self Awareness and Self Esteem programme. • The 1:1 Assertive Mentoring programme (Behaviour Lead) supports individuals in KS2, focusing on attitudes to learning, raising self-esteem, confidence and resilience. • Completion of NHS wellbeing questionnaire for Yr 6 • Children in years 5 and 6 accessing Kooth 	<p>According to The Children's Society https://www.childrensociety.org.uk/, in the last three years, the likelihood of young people having a mental health problem has increased by 50%. The Good Childhood Report 2022 shows that children's happiness continues to decline. Five children in a classroom of 30 are likely to have a mental health problem.</p> <p>Whole school staff training from Blackburn with Darwen Educational Psychology Service on Childhood Trauma and the impact.</p> <p>Individual staff trained through MHFA on awareness of mental health for children and adults and how best to provide support.</p> <p>Through analysis of behaviour records, following advice from both Blackburn with Darwen SEND Support Advisory Teachers and the Speech and Language Therapist, and children supported by a CAF or Social Care, it has been identified that a number of children across school require additional intervention to support their mental health and wellbeing.</p> <p>The questionnaire allows children to have a voice and then access support afterwards if required.</p> <p>PSHEC is taught weekly. Staff personalise PSHEC lessons where necessary to address issues raised from the questionnaire, individual concerns that are raised and advice from external professionals.</p> <p>Kooth provides effective and personalised online mental health care.</p> <p>Parents are informed and invited to be involved in all aspects of their child's personal development.</p>	3, 4, 5, 6
<p>Pupil Wellbeing Lead (PWL) family support</p>	<p>Following the Keeping Children Safe In Education document KCSIE DfE 2023, staff record any concerns on MyConcern. From these records, families are supported with early intervention from the PWL, under a CAF or Social Care.</p> <p>This helps families to address actions ensuring their children are safe, and ensures children and families know where to get support from if they need it.</p>	1, 2, 3, 4, 5, 6

<p>PWL - attendance officer, ensuring persistent attendance issues are addressed.</p>	<p>Education Hub DfE data shows that</p> <ul style="list-style-type: none"> • Pupils with higher attainment at KS2 had lower levels of absence over the key stage compared to those with lower attainment. • Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent. • Pupils who did not achieve the expected standard in reading, writing and maths in 2019 had an overall absence rate of 4.7% over the key stage, compared with 3.5% among pupils who achieved the expected standard and 2.7% among those who achieved the higher standard. <p>The PWL monitors attendance daily, and ensures -</p> <ul style="list-style-type: none"> • Rewards for regular attendance, • Parents invited into school for support meetings if attendance drops below 90%, • External support if required for persistent absences from Children's Services. 	<p>1, 2, 3, 4, 5, 6</p>
<p>Subsidising school trips and the KS2 residential.</p>	<p>Linking with the School Development Plan and providing essential cultural capital, school aims to provide experiences focusing on developing team building, resilience, confidence and independence. This is through experiences incorporated within the curriculum, school trips (such as the whole school visit to a local theatre production) and the upper KS2 residential trip to Winmarleigh.</p>	<p>3, 5, 6</p>
<p>Providing school uniform, PE kit</p>	<p>School provide children with PE kits so all can take part in lessons. We have a 'New to You' school uniform system where parents can get the correct school uniform for their child for a minimal donation or for free if needed. This ensures all children feel part of the family of St Luke and St Philip's.</p>	<p>5, 6</p>
<p>Subsidising Breakfast Club/providing toast/breakfast bars and school lunches.</p>	<p>Breakfast Club is subsidised alongside being supported by Magic Breakfast. Other food schemes such as free toast for all children during playtime, free breakfast bars and lunchtime meals being subsidised ensures all children's basic essential need of not being hungry is met.</p>	<p>5, 6</p>
<p>Improving behaviour around school -</p> <ul style="list-style-type: none"> • Children's barriers to learning to be identified 	<p>Analysis of in-house data looking at behaviour patterns in school found the majority of children are consistently achieving good levels of behaviour (87% 100 good behaviour).</p>	<p>4, 5, 6</p>

<p>to unpick certain behaviours,</p> <ul style="list-style-type: none"> ● Development of the behaviour management policy in line with external whole school training, ensuring consistent approaches from all staff, ● The school's vision and values to be at the core of children's reflections, and used in restorative justice discussions. 	<p>However, changes in anti-behaviour in the local community, and patterns of behaviour following periods of isolation due to COVID are showing a small number of children struggling to follow school rules.</p> <p>There are some inconsistencies in the use of the positive behaviour policy amongst staff.</p>	
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Total budgeted cost: £187,682

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1 – Raised progress and attainment in reading, writing, phonics and maths	Success criteria – Year 1 children to achieve at least the national average expectation for the phonics screening test. Year 4 children to achieve the national average expectation in the multiplication tables check. Children in KS1 and KS2 to achieve the national average expectations in the SATs tests. In-house teacher assessment data in all year groups to be in line with national expectations.
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Attainment -

2023 EYFS GLD and Y1 Phonics test with comparisons to 2022 school and national

	2023		2022		2022 national
	No / 30	%	No/30	%	%
EYFS GLD	15	50	17	57	65.2
Y1 Phonics	19	63	14	47	75
Y2 Phonics retake 15 children retook the test	12	80	6	50	

EYFS GLD

47% of children entering Reception were working at Nursery level w+
4 / 30 children -4 EHCPs - 3 x children ASD diagnosis working below nursery level, 1 x delayed speech and language plus 1/30 children - social, emotional, mental health with behaviour needs, delayed speech and language - EHCP July panel (16.6%)

Phonics

Increase 16% from 22/23

20 children off the RWI programme entering year 2 - 23/24

Yr 2 retakes

3 children did not pass - 1 SEN / 2 EAL - with phonic support in Year 3 during the Autumn term the 2 EAL children should achieve pass score at the end of the term. 1 SEN child - going to panel for an EHC plan in January 24. Ongoing support needed.

2023 Key Stage 1 outcomes with comparisons to 2022 school and national data

Year 2	Working at Expected Standard (EXS) + 2023		Working at EXS + 2022		Working at a higher level 2023		Working at a higher level 2022	
	No/30	%	%	Nat %	No/30	%	%	Nat %
Reading	15	50	54	67	2	7	2	18
Writing	12	40	39	58	0	0	0	8
Maths	11	37	43	68	2	7	1	15
RWM	10	33	30		0	0	0	

With this particular cohort 50% of children came up into year 2 still on the RWI programme, this has made an impact on their writing. Going forward 80% of children are now off the programme so children will be exposed to writing daily.

Maths and English Leads worked closely with the class teacher to narrow the gap before the class progressed to Year 3.

2023 Year 4 Time Tables Test

	25/25	24+/25	23+/25	22+/25	21+/25	20+/25
2023 No/30	3	5	11	11	14	16
2023 %	12%	20%	44%	44%	56%	53%
2022 % / 25 chn in class	5chn/20%	9chn/36%	10chn/40%	11chn/44%	15chn/60%	15chn/60%

2023 Key Stage 2 writing with reading, maths and combined RWM Test Results

Y6	Working at Expected Standard (EXS) + 2022/23		Av scaled score	(EXS)+ 21/22	Nat EXS + 2022	Working at a higher standard 22/23		Working at a higher standard 21/22		Nat Higher standard 2022
	No.	%				No.	%	No.	%	
Reading	14	47		61	75	2	7	7	25	28
Writing	19	63		79	69			3	11	13
GPS	16	53		79	72	3	10	3	11	28
Maths	13	43		68	71	3	10	3	11	22
RWM	11	37		57	59			2	7	7

Achievement across school Y1,Y3,Y4,Y5

	Reading %/no.		Writing %/no		Maths %/no	
	EXS+	GDS	EXS+	GDS	EXS	GDS
Y1	53%/16	3%/1	40%/12	0	53%/16	0
Y3	47% / 14	7% / 2	33% / 10	0	40% / 12	0
Y4	33% / 10	0	8/27%	0	47%/14	0
Y5	50% / 15	7% / 2	43% / 13	0	60% / 18	10% / 3

Progress -

Summative Chart of Termly Progress

Expected progress: Autumn -1 term - 2 points Spring - 2 terms - 4 points Summer - 3 terms - 6 points
 Reception and Year 1: Autumn - 1 point Spring - 3 points Summer - 5 points

	N ^o s	All pupils			N ^o s	Pupil Premium			N ^o s	Non Pupil Premium		
		R	W	M		R	W	M		R	W	M
Re c	30	4.8	4.9	5.0	13	4.7	4.7	4.9	17	4.8	5.1	4.9
Y1	30	4.6	4.8	5.0	15	4.7	4.7	4.9	15	4.4	4.8	5.1
Y2	29	4.9	4.4	4.8	15	5.0	4.5	5.1	14	4.8	4.3	4.5
Y3	30	7.4	6.8	7.4	21	6.8	6.5	6.7	9	9.1	7.6	9.3
Y4	30	5.7	5.2	6.4	16	5.6	4.9	5.9	14	5.9	5.6	6.9
Y5	30	6.3	6.6	5.4	17	6.5	6.9	5.3	13	5.9	6.1	5.7
Y6	30	5.9	5.3	6.3	24	5.5	5.2	6.1	6	7.2	5.8	6.8

Outcome 2 –

Children will have a deeper understanding of all aspects of the curriculum

Success criteria –

Book scrutiny and pupil conferencing evidence children's deeper understanding of the curriculum.

Children can confidently talk about their learning, making links to previous learning.

Children have enquiring minds and actively dig deeper with their questioning, justifying their thoughts.

Children use metacognitive strategies to self-regulate their learning.

Impact -

Pupil conferencing in Summer 23 showed children are enjoying the structure of the sequence of learning. They can confidently talk about their prior learning using the Pre-Topic Starter Script and make links with new learning. 'Show its' at the end of a unit of work enable the children to demonstrate the learning throughout and retrieval tasks are now woven into the curriculum in all subjects.

Lesson observations showed that staff were confident with the sequence of learning, the new composite and component planning, the non-negotiables and developing the use of vocabulary during lessons.

Book scrutiny shows enquiry activities are woven through the curriculum, in particular in Science, Geography and History. These activities encourage the children to ask their own questions and give reasons for their predictions.

Metacognitive strategies continue to be encouraged by teachers, particularly in KS2, to enable the children to think for themselves about their own learning, about the strategies that suit their learning styles best.

Outcome 3 – Attendance of all children to be at least 96%	Success criteria – All children to be attending school fully. Families where persistent absence is an issue understand the impact absence has on their child’s learning and wellbeing. Pupil Wellbeing Lead (PWL) has good working relationships with such families and supports where necessary.
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Impact –

ATTENDANCE	AUTUMN	SPRING	SUMMER
Actual attendance against target of 96%	93.6%	92.2%	92.2%
Percentage of authorised and unauthorised absences	5.3% Authorised 2.1% Unauthorised	5.4% Authorised 2.4% Unauthorised	5.1% 2.7%
Percentage of Persistent Absence	31.4%	27.6%	29%
Number of unauthorised holidays	14 unauthorised	7 Unauthorised	7 Unauthorised

Explanation of any changes

Absences through illnesses - Sickness and viral infections.

Attendance meeting held for 42 pupils with 35 pupils’ attendance rising. One child has had heart surgery.

Meeting LA Attendance Inclusion officer, Amjad Raja every term. Discussed that when children get to 50% attendance a referral to children services for educational neglect and a Social Worker could be assigned to the family.

Governor Maggie Beck attended under 80% attendance meetings. Parents given a target for the end of the year.

Outcome 4 – All children and families to be in good mental health having	Success criteria – Children can talk about their own mental health and wellbeing e.g. through the PSHEC curriculum. Children and families know how, where and when to get support if it is needed.
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a positive impact on wellbeing.	Children and families engage with support from the PWL, staff and external agencies.
<p>Impact – PSHEC lessons have been personalised to incorporate the results from children and parent/carer questionnaires where necessary e.g. bringing in activities and resources so children in KS1 can clean their teeth in school, following training.</p> <p>PSHEC floor books show children’s comments and plans for how to be healthy, including healthy eating, regular exercise and taking part in activities that help you to feel calm and happy.</p> <p>Families and children are regularly signposted to additional support e.g. Mental Health drop-in sessions for children and young adults at the Children’s Centre next to school, monthly online workshops on a variety of topics from Blackburn with Darwen Mental Health Support Team and hot meals during the holidays for 50p from the Children’s Centre.</p> <p>The PWL continues to support children and families across school, linking well with the School Counsellor and external professionals. Children have benefitted from small group and 1:1 sessions using the Talkabout resources to increase their self awareness and self esteem. Personal assessments show these have increased for individuals. Children across school see Miss Dean as the ‘go-to’ person if they need to talk.</p>	

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
Read Write Inc	Ruth Miskin
Oracy training	Voice 21
Mastery in Maths	EEF
Continued developments to the bespoke curriculum schemes of work for Geography, History, Science	Focus Education

