Pupil premium strategy statement – St Luke and St Philip's C of E Primary Blackburn.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year**	2026/2027 to 2029/2030
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Colin Walton
Pupil premium lead	Colin Walton
Governor / Trustee lead	Michelle Battersby

Funding overview

Detail	**Amount**

Pupil premium funding allocation this academic year	£143,052
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£143,052

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding will be used for ensuring that children who are disadvantaged-

- Achieve to their fullest potential,
- Access all lessons, experiences, and life lessons with a full understanding and the ability to retain knowledge,
- Experience a curriculum which broadens horizons and aspirations,
- Are included in all aspects of school life,
- Have settled home lives and have staff in school to discuss concerns with, and access to full wellbeing support in order to be safe, regulated and happy,
- Have their needs and strengths understood fully in order to ensure high-quality adaptive teaching is experienced every day.

The School Development Plan addresses the following areas as priorities for the school whilst the pupil premium document works alongside this.

Key barriers to learning identified-

- Children start school life in Reception with below age-related language acquisition,
- Low levels of receptive vocabulary across school which affect understanding of classroom learning,
- Percentage of children and families starting school in different year groups with who are new to the country and have English as an additional language or no English language at all,
- Mental health and wellbeing concerns for some children and families,
- Many of the children in receipt of pupil premium funding are also on the SEND register,
- More disadvantaged children in need of adaptive teaching

strategies and scaffolds this academic year than previously.

Key focuses to address these barriers

- Ensuring whole class vocabulary teaching as suggested and supported by the Speech and Language Therapist (use of word wheels, pre-teaching vocab to whole class)
- Incorporating oracy techniques within the curriculum,
- Targeted support for speech, language and communication needs through assessments, targeted interventions, reasonable adjustments/ scaffolds in lessons and external professional support,
- Increased awareness of children communicating a need and trying to understand what they are finding difficult- adjusting teaching strategies, wellbeing needs and using appropriate adaptive teaching strategies to support need. (Needs based approach),
- Increased awareness of children's wellbeing and how to support pupils with those needs in order to maximise learning potential.
- Increasing the number of ELSA trained staff in school to allow for the wellbeing and emotional needs of children.
- Identification of send needs through early assessment and targeted/ classroom strategies/high-quality adaptations to be input immediately in order to close learning gaps.
- Reading attainment to be improved through high quality phonics teaching as well as supplemented with precision teaching training, precision teaching interventions across school, and a new scheme of books in order to support whole word fluency reading for those who are EAL and struggling with synthetic phonics.

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 needs across the whole school as well as on entry level.** Assessments including WELCOMM, Private SALT (Speech Bubble) assessments show that pupils who are disadvantaged have lower levels of language understanding and language expression which affects overall learning outcomes in pupils. Upon entering Reception, 83% of children have language levels below their chronological age and are automatically in need of intervention. In some cases, children are 7/8/9 levels below their chronological age upon entering Reception, meaning their ability in language when starting school is chronologically 6-11months – 24-29 months.  60% of children on the SEND register are SLCN, a further 20% have diagnosis of Autism and have SLCN needs.
2	**High proportions of disadvantaged/ pupil premium learners also have SEND needs- some of those needs are still unknown and need identifying by professionals, SENCO, SALT (Speech Bubble), SEND SS or pediatrician.** A large proportion of children in school are pupil premium. 54% of children are Pupil Premium in school.
3	**Wellbeing needs across disadvantaged pupils.** 16% of children on the SEND register are identified as having SEMH needs. Of those children with an EHCP, two of those children has support for SEMH needs- they are also PP. Across the pupil premium register, 61% of children on pupil premium have identified wellbeing needs and need some level of emotional support throughout the day, either through class teacher, social skills groups, support regulating when struggling with regulation, and understanding the social

	communication of others. There are further children in school that need more bespoke support, going to an ELSA trained member of staff for check ins to discuss major difficulties either in home or school. Of all children on the pupil premium register, 80% of them have had some level of 'ad hock' wellbeing support throughout the past 12 months.
4	**Attendance** Our attendance data over this last academic year indicates that attendance amongst disadvantaged pupils is below national average attendance in our LA this year. This figure is 2% lower than those not identified as Pupil premium. 93% compared to 95%
5	**Attainment** Attainment data shows that pupils who are disadvantaged are more likely to be attaining below their peers in reading, writing and maths in the Key Stage Two SATS. Only 25% of pupil premium children achieved the expected KS2 standard.

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
Improved receptive and expressive language skills amongst disadvantaged pupils.	Assessments on WELCOMM, SALT reports, and observations report that children who are disadvantaged have significantly increased levels of language by the end of June 2026 compared with September 2025. SALT bubble assessments show increased percentile ranks across all language assessment in children who are disadvantaged by June 2026 compared with entry level results in September 2025.

	Children in Reception who are disadvantaged have higher levels of language upon reassessment in June 2026 compared with entry level results in 2025 after WELCOMM interventions.
Identified SEND needs and the correct professional involvement/ reasonable adjustments/ interventions will be in place for children who are disadvantaged and SEND.	Children who are disadvantaged and SEND will have their SEND needs identified by either our in-house SALT, paediatrician, or SENCO. The correct professional involvement will be in place for all children who are disadvantaged and SEND including SEND SS advisory teachers/ paediatrician if needed and/or SALT. The SENCO/ SALT will assess the needs of all children who are disadvantaged and SEND so that their needs are identified and gaps can be filled through intervention.
Improved Reading, Writing and Maths attainment for disadvantaged pupils at the end of KS2.	KS2 Reading, Writing and Maths outcomes in 2026/27 and beyond, for EXS and GDS, show that more disadvantaged pupils meet the expected standard and are closing the gap with all pupils nationally
Improved wellbeing amongst pupils who are disadvantaged through trained professionals running specific therapies/ interventions and ELSA trainee staff.	Two extra members of staff will be ELSA trained in order to run emotional literacy sessions as well as therapies to improve wellbeing across children who are disadvantaged. Whole school training on Zones of Regulation will take place in order to support disadvantaged pupils with self-regulation strategies. (see action plan) Whole school training on Trauma informed behaviour management techniques will support all staff members to identify and support children who are disadvantaged and have experienced trauma. Whole school training on emotional coaching and which will support all staff members to identify dysregulation early and support regulation of children.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: · qualitative data from student voice, student and parent surveys and teacher observations · · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: · the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. · the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: **£51638**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1, 2, 3,

Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	1, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning in Primary Schools | EEF	4,5

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

Budgeted cost: **£46000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics | Teaching and Learning Toolkit | EEF	2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak 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: Oral language interventions | Teaching and Learning Toolkit | EEF	1

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

Budgeted cost: **£35938**

Activity	Evidence that supports this approach	Challenge number(s) addressed

Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	4,5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £143,052

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the 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.

The data demonstrated that in EYFS 60% of Pupil Premium Pupils achieved GLD compared to 35% of Non Pupil Premium Pupil. The LA Pupil Premium Children achieved 54.1. This exceeds expectations.

In Phonics only 50% of Pupil Premium achieved the Expected Standard compared to 75% of Non Pupil Premium Pupils. Scoring an average of 24.7 compared to LA 31.4 Pupil Premium Pupils. This is a target area for 2026/27.

In the MTC, Pupil Premium Pupils achieved an average score of 19.9, compared to 21.5 of None Pupil Premium Pupils and 20.4 achieved by LA Pupil Premium Pupils. This is almost inline with expectations

In Key Stage Two, Pupil Premium Pupils greatly underperformed with only 18% achieving the Expected Standard in Reading, Writing and Maths. This did not meet expectations.

Predictions at present are *on course* to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above. Phonics data for our Pupil Premium Pupils looks challenging for 2026/27.

Our evaluation of the approaches delivered last academic year indicates that St Luke's and St Philip's *highlight GLD, MTC aspects of their strategy that their analysis found to be particularly effective. While less effective during the previous academic year* was Phonics and Key Stage Two Attainment data.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. Focusing on Key Stage Two and Phonics.

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Oracy Training	Voice 21

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.