

# Pupil premium strategy statement – St Luke’s Park Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	21% (17 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	<i>Jen Kendall-Hobbs</i> Headteacher
Pupil premium lead	<i>Jen Kendall-Hobbs,</i>
Governor / Trustee lead	<i>Steve Davis</i> lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13095
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£13095

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as any who have a social worker and/or young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will respond to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are given
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged pupils have less well-developed <b>oral language skills and vocabulary</b> gaps. These are evident from

	Reception onwards and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Some of our disadvantaged pupils have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.
3	Some of our disadvantaged pupils continues to be affected by the impact of the <b>interrupted pre-school</b> education during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in gaps in early readiness for school and some <b>anxieties around attendance</b> and separation.
5	We have identified <b>social and emotional</b> issues for some pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our <b>attendance</b> data indicates that attendance among disadvantaged pupils is often lower than for non-disadvantaged pupils.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations to indicate improvements in oral language and vocabulary and improvements in reading levels.
Closing the phonics gap	Phonics outcomes to be broadly in line with national for eligible pupils
Improved attendance as the year goes on	PPG attendance to be close to non-disadvantaged by July 2024 and in line with national including persistent absence
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent surveys and teacher observations</li> <li>• no suspensions or exclusions</li> <li>• high rates of participation in enrichment activities and clubs, particularly among disadvantaged pupils</li> </ul>

## 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: **£12440**

Activity	Evidence that supports this approach
<p>Purchase of reading scheme books for progression beyond early phonics scheme</p> <p><a href="#">DfE validated Systematic Synthetic Phonics programme</a></p>	<p>Phonics studies, DfE focus on phonics, Ofsted research into early reading <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>
<p>Strong focus on speaking, listening and responding in lessons</p>	<p>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:</p> <p><a href="#">Education Endowment Foundation  </a></p>
<p>Ensure good quality of social and emotional (SEL) learning and strong support from classroom support staff and access to MAT family support worker advice and guidance</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>

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

Budgeted cost: **£300**

Activity	Evidence that supports this approach
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged</p>

support. This will be delivered by classroom support staff.	backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£355**

Activity	Evidence that supports this approach
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training for office manager staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>
<p>Purchase of uniform</p>	<p>We have identified a need to support families with uniform requirements</p>
<p>Contingency fund for acute issues.</p>	<p>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>

**Total budgeted cost: £13095**

## **Review of the Outcomes in the Previous Academic Year**

Our phonics programme is well embedded with strong outcomes across EYFS and Year One.

Classroom support staff use the materials from the Little Wandle programme effectively to enable catch up work. 81% of pupils passed the phonics check in 2024.

The Family Support worker employed by the school supports 19 children and families, the majority of whom are eligible for the pupil premium grant. She runs 'Drawing and Talking' interventions, sand therapy and also supports families access services beyond the school. These interventions have supported children with behaviour, self-regulation and navigating circumstances in their lives over which they do not have control.

The contingency for school trips allowed children to attend the pantomime at Towngate Theatre, Basildon.