

# Pupil Premium Strategy Statement

## School Overview

Detail	Data
School name	St Luke's Catholic Academy
Number of pupils in school	226 inc Nursery (26)
Proportion (%) of pupil premium eligible pupils	FSM 14.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Mr Kendal Executive Headteacher
Pupil Premium Lead	Miss V Kendell Inclusion Lead
Governor / Trustee Lead	Mr Morris

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	The whole package of support is approximately £63,000 <b>Which is greater than our allocation.</b>

# 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 high attainment 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.

The purpose of the Pupil Premium is to raise the achievement and aspirations of disadvantaged groups of children. In Essex, we know that the performance of disadvantaged pupils is lower when compared to their peers (Addressing Educational Disadvantage, Rowland, 2021).

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF and similar evidence-based research e.g., Marc Rowlands. The pupil premium provides important support to contribute to the attainment of pupils from disadvantaged backgrounds. [Research has found that disadvantaged pupils have been worst affected by partial school closures](#) due to COVID 19, and that the attainment gap has grown as a result of national lockdowns.

Common barriers to learning for disadvantaged children can be less support at home, poor language and communication skills, poor concentration skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

It is the intent of this strategy (Addressing Educational Disadvantage, Rowland, 2021) to support our Disadvantaged Pupils by following the 4 Core Elements identified by Marc Rowland, Unity Research and Essex County Council. These are:

- Relationships
- Language Development and Comprehension.
- Metacognition and Self-Regulation.
- Social, Emotional and Mental Health

These are interlinked with our “school drivers” which underpin our School Development Plan. The methods for supporting our pupils will be driven by research.

### Principles

- We ensure that teaching and learning opportunities endeavors to meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the educational needs of socially disadvantaged pupils are adequately assessed and addressed

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also 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
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals, groups or classes. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. In addition, it is possible not all will require an intervention.

### **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within internal school data
- For all disadvantaged pupils in school to make accelerated progress in order to reach Age Related Expectation at the end of Year 6.
- For all disadvantaged pupils to be confident, independent and resilient learners

### **Achieving These Objectives**

The range of provision for this group includes and would not be limited to:

- High quality teaching for all pupils with a focus on explicit vocabulary teaching.
- Access to a wide range of reading experiences and high-quality books.
- A 'catch up' teacher and HLTA to year groups whose disadvantaged pupils are making least progress, providing small group work focussed on overcoming gaps in learning.
- 1-1 support
- Additional teaching and learning opportunities provided through trained LSAs
- Emotional and wellbeing support from trained staff members, young carers, and mentoring.
- Pupil premium will be used strategically to allow disadvantaged children access to a wealth of cultural capital and learning resources and experiences. For example:
- Payment support for activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom
- Payment support for breakfast club and after school club and activities
- Other support e.g. uniforms

## **Challenges**

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

<b>Challenge Number</b>	<b>Detail of Challenge</b>
1	Poor language and communication skills and limited vocabulary
2	Gaps in basic number knowledge and arithmetic skills
3	Poor metacognition and low self-confidence
4	Limited access to reading materials at home

5	Lack of family engagement and support with learning
6	Limited experiences of cultural activities
7	Social and emotional difficulties
8	Attendance

## 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
<b>Progress in Reading</b> To ensure that disadvantaged pupils make at accelerated progress in reading, based on their starting points. To improve pupil's engagement with and enjoyment of reading. To ensure that pupils develop a richer vocabulary.	Quality First teaching Engaging Hook with a Book choices for all curriculum topics Read for pleasure strategy across the school First news intervention group Regular meeting of HLTA supporting reading fluency interventions to accelerate progress. Identified slow to progress children read with more regularly and tracked very closely.  Disadvantaged pupils achieve above national average progress scores in reading. Pupil voice shows that children enjoy reading and are reading for pleasure.
<b>Progress in Phonics</b> To ensure that disadvantaged pupils will reach the expected standards in phonics by end of Year 1.	Quality First teaching Accurate assessments of phonics Regular Pupil progress check ins with intervention HLTA Tracked data shows disadvantaged children passing the phonics test at year 1  Disadvantaged pupils pass the Phonics Screening Test at the end of Year 1
<b>Progress in Maths</b> To ensure that disadvantaged pupils make at accelerated progress in maths, based on their starting points.	Daily LSA interventions Access to online motivational games to consolidate basic skills %of pupils attaining high standard in line with non- disadvantaged pupils At end of year 6 Disadvantaged pupils achieve above national average progress scores in Maths.
<b>Develop self-confidence and social and emotional wellbeing</b> To ensure that disadvantaged pupils grow in confidence in their abilities and are emotionally ready to learn.	Effective PSHE teaching through JIGSAW PATHS social literacy programme Explicit teaching of growth mindset

	Disadvantaged pupils are confident, positive learners who are ambitious and set high expectations for their achievements.
<b>Improve attendance</b> To achieve and sustain improved attendance for disadvantaged pupils.	Rigorous assessment procedures in place using effective attendance policy Regular attendance meetings with cause for concern parents Support offered though attendance meetings  To increase attendance of all learners in particular disadvantage learners and identify barriers to attendance and strategies to support with improving attendance.

## 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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. E.g. NELI in Reception Poetry Basket in Nursery Welcome assessment and intervention in EYFS Explicit Academic Vocabulary teaching in all planning and teaching Oracy Activities threaded into all planning	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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2,3,4,6,7, 8
Embed use of Floppy's Phonics 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 (though not necessarily comprehension), particularly for disadvantaged pupils:	1, 2, 3, 4, 5, 7, 8

Intervention Phonics to be used in year 3,4,5 Specific HLTA to track and support identified groups	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Enhancement of our Maths teaching together with curriculum planning in line with DfE and EEF guidance.  We will fund time to embed key elements of guidance in school and to access 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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	2
HLTA to support teaching and learning in classes with greatest need	In the classes with greatest number of disadvantaged children, the HLTA will support teaching and learning in class as well as run pre-teach and catch-up sessions for small groups.	1, 2, 3, 4, 5, 6, 8,
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices. Use the new PATHS program  Targeted Nurture support for those who require it. Lunch time chill zone to support emotional needs  Use of JIGSAW PHSE programme throughout whole trust. Use of Metacognition to support learning.  Whole school Trauma Perceptive Practice. (TPP)	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):  <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>  <a href="#">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>  TPP- a holistic approach to looking after our own emotional and mental wellbeing, to understand behaviour and support emotional wellbeing. Becoming Trauma Perceptive encourages us all to think and act more boldly, through our values, policies and practice. This is vital in helping us to understand how to	1, 2, 6, 7, 8,

	effectively support children and young people in our schools and beyond, whilst enabling us to create safe places where all can flourish, become resilient and learn. <a href="#">TPP Leaflet.pdf (essex.gov.uk)</a>	
Staff CPD  Disadvantaged strategy  Whole school trauma perceptive Practice (TPP)	High quality staff CPD is essential to follow EEF and TPP principles. This is followed up during staff meetings and INSET.  Partnership with Harlow Educational Consortium to provide up to date research and training.	1, 2, 3, 4, 5, 6, 7, 8

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group structured interventions  Employ Fluency intervention to relevant year groups (Herts F L)  Paired after school tuition for identified children (where necessary/possible)  Toe by Toe	EEF Research has shown that: “One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.” Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words. Improving <u>Literacy</u> in Key Stage 2 – EEF	1, 2, 3, 4, 5, 6, 7, 8
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4,8

Reading volunteers, daily readers	COVID-related disruption has had a considerable impact on reading outcomes, especially in EYFS (current Year 1). The percentage of children attaining the expected standards in reading in Many children also do not have the opportunity to read at home due to a variety of reasons. Reading volunteers from our local community and reading buddies from our school are a great way to support reading for those who do not read at home or who have other specific barriers to their reading progress.	1, 2, 3, 4, 5, 6, 7, 8
NELI Subscription and implementation	NELI is a program for children in Reception which has been found to improve children's language and early Literacy skills. Subscription now subsidised.	1, 2, 3, 4, 5, 8
Purchase of CGP support books for those targeted CGP children to support individual learning and parental support and confidence from home.  Parental workshops and learning share sessions to increase parental involvement across the year	Increased parental engagement has a direct impact on child' progress. See EEF <a href="#">Parental</a> Engagement	1,2,3,4,5,



## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture led by an Adult (where possible)	Some of our disadvantaged pupils suffer from low confidence and social and emotional difficulties. Some also have poor routines and diets at home and suffer with low motivation and energy levels. Since Covid 19 we have noticed that many of our children are suffering with their mental health and emotional wellbeing. Adult facilitated small group and one-to-one nurture interventions have shown to have significant effects on improving pupils' emotional literacy skills, for example, improvements in pupils' social skills, well-being, self-esteem and coping mechanisms and reductions in anxiety and bullying behaviours.	1, 2, 3, 4, 5, 6, 7, 8,
Learning support assistant.  With focus on SEMH  BCCS paid counsellor visiting weekly.	Some of our children need further support with emotional health and wellbeing, We have a learning support assistant who works individually with children to support their emotional well-being to help Emotional health allows you to work productively and cope with the stresses of everyday life. It can help you realise your full potential, to work with other people and contribute to society. Research has found that "Inducing positive emotions enlarges cognitive perspectives and enhances the ability of individuals to attend to more information, make richer interpretations, and experience higher levels of creativity and productivity" (Cameron, 2012, p. 26). Simply put, those who feel better can learn better.	1, 3, 4, 6, 7, 8,
Educational visits, residential trips etc	A rich cultural capital is an indicator of how well an individual can succeed academically and engage in wider society. We organise a wealth of educational visits, activities and learning opportunities in order to give all our children the rich cultural capital needed for them to succeed. Many of our disadvantaged pupils do not have the opportunity to participate in the wealth of experiences that other children from this area do and so the gap appears wider, by making these experiences financially	7, 8,

	accessible, we ensure that all children have the same opportunities. Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	<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 and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>First day absence check. Contacting families to check in and provide support and guidance when needed.</p>	1, 2, 3, 4, 5, 6, 7, 8,
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.	1, 2, 3, 4, 5, 6, 7, 8,

## Part B: Review of Outcomes in the Previous Academic Year

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

**To continue to support with social and emotional needs for pupils and their families.**

**To diminish the difference between disadvantaged and non-disadvantaged.  
Outcome**

**To improve language skills throughout the school.**

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted two years ago and continue. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

A counsellor have been supporting emotional health and well being along with a new PHSE scheme of work, and CPD training for all staff.

Although our disadvantaged pupils are making progress, data shows the gap is still present.

### Externally Provided Programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
NELI	Nuffield Foundation
JIGSAW	Paths