

Pupil Premium Strategy Statement



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values

How will we succeed?



- Selflessness**
- put **children** at the heart of all we do
 - prioritise others and build **healthy teams**
 - **be brave**
- Ambition**
- **work hard**
 - **strive** to be even better
 - be the **best** we can
- Collaboration**
- **build trust**
 - **build strong relationships**
 - **be stronger together**



This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year’s spending of pupil premium had within our school.

School Overview

Detail	Data
School name	St Luke’s C of E School
Number of pupils in school	853
Proportion (%) of pupil premium eligible pupils	34.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Harrison Littler
Pupil premium lead	Will Matthews
Governor / Trustee lead	John Davey

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,520
Recovery premium funding allocation this academic year	£75,072
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	£356,592

Part A: Pupil Premium Strategy Plan

Statement of Intent

St Luke’s Church of England School is dedicated to providing the best education for all, and the brightest future. Our mission “Life to the Full.” is at the heart of everything we do. This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because they can be even better (Dylan William).

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged 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”. 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.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school’s KPIs have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

Principled – decisions we make, as individuals and as a collective, are deeply rooted in our core values:

- Achieving your best
- Taking responsibility
- Giving hope
- Being inclusive
- Showing respect
- Achieving Your Best:
 - **High quality classroom delivery** – the biggest impact will be felt by those who are disadvantaged, allowing them to keep up rather than catch up. Excellent teachers coached to be even better using the St Luke’s lesson framework to support. Our curriculum is ambitious, knowledge rich and sequenced over a 5-year journey. The curriculum is dynamic and tailored to the needs of our students. Lessons allow for frequent independent practice, retrieval and reviews of learning.
 - **Guidance** – we offer excellent careers and post-16 education guidance across the curriculum and through opportunities to meet with specialist advisers.
- **Taking Responsibility:**
 - **Attendance** – if you are not in school then you cannot learn. Excellent attendance is a cornerstone to success.
- **Giving Hope:**
 - **Knowledge as an individual** - all staff know the disadvantaged students they teach and interact with. They invest in forming authentic, lasting connections with them and getting to know them as individuals.
 - **Every child needs a champion** – we are powerful role models for our students. We are proactive in encouraging and fostering talents. We champion them in every situation.
 - **Aspiration** – we know that for many students we are the key eye-opener for aspiration once they have left school. We actively seek opportunities for our students to raise their aspirations and encourage them to dream big.
- **Being Inclusive:**
 - **Enrichment** – all students have an entitlement to access enrichment opportunities: cost should not be a barrier to taking a full part in school life whether inside or outside of the classroom. We actively offer support for families through access to grants and use of school funds where appropriate.

- **Transition** – we have a strong approach to KS2-3 and 4-5 transition with enhanced transition opportunities for any student who would benefit from it.

- **Showing Respect:**

High expectations – We model our habits of excellence and expect them of all our students. We do not lower our expectations; instead, we offer support as and when needed.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Weak Literacy & Reading</p> <p>On entry, our Year 7 students were 10 months behind the national average for writing. This gap widened to 11 months behind national average for our students eligible for the Pupil Premium.</p> <p>On entry, the reading age of students eligible for pupil premium were 10 months behind, on average, compared to their non-PP peers (10y 4m vs 11y 2m).</p>
2	<p>Lower Cultural Capital</p> <p>Students' knowledge of the wider world and exposure to bigger ideas is less for those from a disadvantaged background, on average. Students are less likely to be exposed to high quality reading and experiences at home</p>
3	<p>More frequent behaviour difficulties.</p> <p>Disadvantaged students are more likely to be removed from lessons due to LEARN warnings resulting in them spending increased time outside of lessons. Last year 61% of reset days were attributed to disadvantaged students compared to 39% of non-DS.</p> <p>74% of days lost due to FTE can be attributed to pupils eligible for the pupil premium.</p>
4	<p>Greater need for family support at home</p> <p>Over the last academic year, 62% of students referred to our family support worker have been eligible for the pupil premium grant.</p>
5	<p>Involvement in extra-curricular enrichment opportunities</p> <p>Many of our disadvantaged students do not take part in any activities outside of school for a variety of different socio-economic barriers.</p>
6	<p>Less likely to make expected progress through secondary school</p> <p>Whilst internal data suggests that our disadvantaged students are making good progress, there is still a gap between the progress made by our disadvantaged students and their non-disadvantaged peers.</p>
7	<p>Lower Attendance</p> <p>The attendance of DS pupils last year was 84.5% compared to their non-DS peers which was 91.2%. The percentage of DS classed as persistently absent was 58% compared to 36.8% for non-DS.</p> <p>For the summer term last year, the attendance figures were as follows:</p> <p>DS: 83.9 vs non-DS 92.1.</p> <p>Persistent absentees:</p> <p>DS 55.1% vs non-DS 78.7%</p>
8	<p>Support for school transfer of pupils eligible for the pupil premium</p> <p>In 2021 there were 75 of which 42 were DS, significantly over 50%.</p>

	<p>We had 28 DS leavers out of 63.</p> <p>The disruption of schooling for disadvantaged students was significant.</p>
9	<p>Rewards for disadvantaged</p> <p>Last academic year, as a school, we awarded 423,596 merits, of which 132,933 were awarded to pupils eligible for the pupil premium. At 31%, this is proportionally representative of the school population, however we would like the proportion of merits awarded to DS to be higher so that they experience success and encouragement more frequently.</p>

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 literacy (Reading and Writing) for pupils eligible for Pupil Premium.	<p>Students in year 7 who are eligible for Pupil Premium make rapid progress by the end of year 7 so that all pupils who are eligible for Pupil Premium meet age related reading and writing expectations at least.</p> <p>Students in all year groups who are eligible for the Pupil Premium demonstrate improved quality of literacy via their extended writing.</p> <p>Students in all year groups accessing the NGRT demonstrate improved reading ages.</p> <p>The 'no more marking' project demonstrates improved writing skills and a closing of the writing gap between PP and non-PP.</p>
Higher rates of progress across all areas of the curriculum in line with non-disadvantaged peers.	<p>Students eligible for the pupil premium make the same progress as those who are not eligible across their 5 years with us at school.</p> <p>The progress 8 score for disadvantaged students is in line with non-disadvantaged.</p>
Fewer students who receive the pupil premium spending time in reset due to their behavioural choices through developing an understanding of any reasons for the behaviour so that strategies can be implemented to address them.	<p>Fewer incidences of RESET or red card detentions for students who are eligible for the Pupil Premium.</p> <p>Effective intervention ensures that students who are repeatedly flagged up through visiting the RESET room reduce their number of visits over time and are able to demonstrate effective learning behaviours in lessons.</p> <p>Reductions in the number of Pupil Premium students who receive a FTE and a reduction in the number who receive repeat FTE.</p>
Improved attendance at enrichment opportunities so that the attendance of Pupil Premium students is representative of the school population.	<p>All students eligible for the Pupil Premium attend compulsory enrichment in Years 7 and 8.</p> <p>The enrichment culture continues into Year 9 and beyond, with the numbers of Pupil Premium students attending all enrichment clubs being representative of the school population.</p>
Improved attendance so that Pupil Premium students attend as regularly as their non-PP peers.	<p>The attendance of Pupil Premium students is in line with their non-PP peers and above national averages. The number of Pupil Premium students classed as PA reduces.</p>
Families identified as in need of support are supported through a multi-agency approach.	<p>Students and families who are identified as needing additional support from our family support worker are able to access the provision in school.</p> <p>Students, and their families, feel well supported by the school community.</p> <p>Parent and student voice surveys will reflect a positive intervention from school and external agencies as required.</p>

<p>Increased parental engagement and support from home.</p>	<p>Increase in the number of parents of students eligible for Pupil Premium attending parents' evening (more than 50%). Last academic year, 27% of parents of students eligible for pupil premium attended parents evening, in comparison to over 50% of non-pupil premium.</p>
<p>Pupil Premium pupils accumulate the skills and experiences needed to improve cultural & social capital and life aspirations.</p>	<p>Every PP student will attend enrichment week activities and work experience. PP students make aspirational next steps when choosing college courses and beyond. An increased number of Pupil Premium students will engage with the tutor reading programme and develop a lifelong love of reading which builds their knowledge of the wider world. Our aspiration is that every student spends one hour reading each day.</p>
<p>Completion of homework for PP is in line with non-PP.</p>	<p>Pupil Premium students complete their homework to the same high quality as non-pupil premium students. Appropriate strategies to support, such as homework club, are used effectively to ensure that homework is completed to a high standard.</p>
<p>The number of PP students choosing to leave school in-year reduces and there is effective transition in place for PP students that join in-year.</p>	<p>Pupil Premium students feel supported at school and transition in to school is effective for both in-year admissions and year 7 new starters.</p>

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

Budgeted cost: £178,296.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'. Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Teachers will also benefit from Incremental Coaching; Kraft, Blazar and Hogan (2017) found 'large positive effects of coaching on teachers' instructional practice.'	1, 2, 3, 6, 9
Incremental Coaching	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo.	1, 2, 6, 9
Literacy/Reading	The EEF shows on average, reading comprehension approaches deliver an additional six months' progress (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies). Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1, 2, 6, 8

Targeted academic support

Budgeted cost: £89,148.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutorial Reading Programme	The EEF shows on average, reading comprehension approaches deliver an additional six months' progress (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies). Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1, 2
Academic Mentor and Tuition	In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring). To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.	3, 6

Finding my voice (whole school approach)	Ofsted's 2015 report 'KS3: the wasted years?' highlights the importance of ensuring KS3 intervention is effective. Galton (1999), almost 40 per cent of children fail to make expected progress during the year immediately following a change of schools and Department for Education (DfE) data from 2011 shows that average progress drops between key stage 2 and 3 for reading, writing and maths. Moreover, the effects of transition are amplified by risk factors such as poverty and ethnicity.	8
Enhanced Transition	In the academic research paper from researchers at Birbank University, "What Makes a Successful Transition from Primary to Secondary School?" (2008), it is identified that the following 5 features make for an effective transition: <ul style="list-style-type: none"> • developed new friendships and improved their self-esteem and confidence • settled so well in school life that they caused no concerns to their parents • shown an increasing interest in school and school work • got used to their new routines and school organisation with great ease • experienced curriculum continuity 	4, 6, 8
In-school interventions led by teaching assistants	The EEF guidance (https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) shows that interventions led by teaching assistants can add 4 months of progress. Their research shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.	1, 3, 6
Whole School Literacy Strategy	The EEF report on 'Improving Literacy in secondary schools' (https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) highlights that disciplinary literacy should have a priority across the curriculum and that this should be a whole school approach to improving students' literacy.	1, 2, 6, 8

Wider strategies

Budgeted cost: £89,148.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Evaluation from the EEF (https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs) found that in schools where there are free of charge, universally provided breakfast, before school, there was significant additional progress for students as well as improved attendance.	6, 7
Early Help/Family Support Worker &	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.	3, 4, 6, 7

Education Welfare Service	Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	
Learning Café/Homework Club	<p>The EEF shows that completing homework can add 5 months of progress for students (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework). From Willingham's work on how students learn and his book 'Why don't students like school?', we run a knowledge organiser based homework system building schema and ensuring that working memory is not overloaded during lessons.</p> <p>The EEF also notes: Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported</p>	6, 7
Free or subsidised uniform, equipment & resources	<p>The EEF suggest that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform). Having a school uniform has been shown to have a positive effect on self-esteem, identity and in turn behaviour. Children will know what it means to be ready to learn and will take pride in their appearance. In addition, the removal of barriers associated with resources, equipment and access to enrichment will ensure that access to the curriculum is equal for all.</p>	3, 4, 5
Enrichment Programme & Access to Music tuition	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances (https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap).</p> <p>"Intelligence plus character-that is the goal of true education." — Martin Luther King, Jr.</p>	2, 3, 4, 5

Total budgeted cost: £356,592.00

Pupil Premium Strategy Outcomes

Outcomes for disadvantaged pupils

Secondary

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 students in receipt of pupil premium made positive progress which was significantly above national average (P8, +0.07; A8, 46.78 [2022 National A8 for all pupils was 48.8]). The EBacc entry rate for disadvantaged students was 53%, compared to 43% of disadvantaged students nationally.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that our academic progress for disadvantaged students is above national progress for all pupils and significantly above other disadvantaged students. We are, justifiably, very proud of this achievement. There does, however, still remain a gap between disadvantaged students and their peers in terms of progress and attainment.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that whilst we have made progress with the attendance and behaviour of our disadvantaged students, their attendance and removal from lessons shows a gap from their non-disadvantaged peers. We know that if you are disadvantaged, then you are more likely to have low attendance and to experience more time in our behaviour and inclusion provision.

Based on all the information above, the performance of our disadvantaged pupils *exceeded* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we have made a positive impact in the classroom for our most disadvantaged students, giving them a positive progress score which is above national average for all students, and significantly above for a direct comparison. We

know that whilst lesson removals have reduced, this has not had the same impact on disadvantaged students, who are more likely to end up in our inclusion provision or on a fixed-term suspension from school. Attendance data also shows that good attendance at school remains a clear priority area for our disadvantaged students, including working to reduce the number of disadvantaged students who are persistently or severely absent.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

This details the impact that our Pupil Premium activity had on pupils in the 2022 to 2023 academic year.

Intended Outcome	Success Criteria	21-22	22-23	23-24
Improved literacy (Reading and Writing) for pupils eligible for Pupil Premium.	<p>Students in year 7 who are eligible for Pupil Premium make rapid progress by the end of year 7 so that all pupils who are eligible for Pupil Premium meet age related reading and writing expectations at least.</p> <p>Students in all year groups who are eligible for the Pupil Premium demonstrate improved quality of literacy via their extended writing.</p> <p>Students in all year groups accessing the NGRT demonstrate improved reading ages.</p> <p>The 'no more marking' project demonstrates improved writing skills and a closing of the writing gap between PP and non-PP.</p>			
Higher rates of progress across all areas of the curriculum in line with non-disadvantaged peers	<p>Students eligible for the pupil premium make the same progress as those who are not eligible across their 5 years with us at school.</p> <p>The progress 8 score for disadvantaged students is in line with non-disadvantaged.</p>			
Fewer students who receive the pupil premium spending time in reset due to their behavioural choices through developing an understanding of any reasons for the behaviour so that strategies can be implemented to address them.	<p>Fewer incidences of RESET or red card detentions for students who are eligible for the Pupil Premium.</p> <p>Effective intervention ensures that students who are repeatedly flagged up through visiting the RESET room reduce their number of visits over time and are able to demonstrate effective learning behaviours in lessons.</p> <p>Reductions in the number of Pupil Premium students who receive a FTE and a reduction in the number who receive repeat FTE.</p>			
Improved attendance at enrichment	All students eligible for the Pupil Premium attend enrichment in Years 7 and 8.			

opportunities so that the attendance of Pupil Premium students is representative of the school population.	The enrichment culture continues into Year 9 and beyond, with the numbers of Pupil Premium students attending all enrichment clubs being representative of the school population.			
Improved attendance so that Pupil Premium students attend as regularly as their non-PP peers.	The attendance of Pupil Premium students is in line with their non-PP peers and above national averages. The number of Pupil Premium students classed as PA reduces.			
Families identified as in need of support are supported through a multi-agency approach	Students and families who are identified as needing additional support from our family support worker are able to access the provision in school. Students, and their families, feel well supported by the school community. Parent and student voice surveys will reflect a positive intervention from school and external agencies as required.			
Increased parental engagement and support from home	Increase in the number of parents of students eligible for Pupil Premium attending parents' evening (more than 50%). Last academic year, 27% of parents of students eligible for pupil premium attended parents evening, in comparison to over 50% of non-pupil premium.			
Pupil Premium pupils accumulate the skills and experiences needed to improve cultural & social capital and life aspirations.	Every PP student will attend enrichment week activities and work experience. PP students make aspirational next steps when choosing college courses and beyond. An increased number of Pupil Premium students will engage with the tutor reading programme and develop a lifelong love of reading which builds their knowledge of the wider world. Our aspiration is that every student spends one hour reading each day.			
Completion of homework for PP is in line with non PP	Pupil Premium students complete their homework to the same high quality as non-pupil premium students. Appropriate strategies to support, such as homework club, are used effectively to ensure that homework is completed to a high standard.			
The number of PP students choosing to leave school in-year reduces and there is effective transition in place for PP students that join in-year.	Pupil Premium students feel supported at school and transition in to school is effective for both in-year admissions and year 7 new starters.			
Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started	

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
Lexia Core 5 Reading	Lexia UK
Read, Write, Gold	Texthelp
SPARX Maths	SPARX

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Involvement in music tuition, pastoral support and enrichment programme.
What was the impact of that spending on service pupil premium eligible pupils?	All children with a close family member in the services are offered support to engage with extra-curricular opportunities, such as music lessons and the wider enrichment programme.

Further Information (optional)

We use school funds in addition to our pupil premium funding allocation and Recovery Premium funding allocation to resource the above strategies.

All senior leaders are involved in the planning, review and evaluation process, contributing a rich and diverse set of data linked to each of the intended outcomes at key points during the academic year. This data is then used to determine if we are on track for those outcomes to be met and to inform the RAG rating process above. When we are implementing the strategy, we utilise the EEF implementation guidance for schools. Different elements of the strategy are at different phases of implementation, with many sitting in stage 6, sustain and other, newer strategies sitting in stage 3, explore.