



Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year to help improve the attainment of our Pupil Premium eligible pupils 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.E. Primary School |
| Number of pupils in school | 240 |
| Proportion (%) of pupil premium eligible pupils | 10.8% (26 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2025-26 2026-27 2027-28 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | By December 2026 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Gareth Dutton / Dan Bates |
| Governor lead | Maria Netley |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £38,225 |
| Total budget for this academic year | £38,225 |

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that all pupils, irrespective of background or individual challenge, achieve well across the curriculum and leave St Luke's as confident, resilient learners who embody the best version of themselves. Our Pupil Premium strategy supports all disadvantaged pupils in achieving that goal.

We value the abilities and achievements of every pupil and are committed to providing each child with the best possible environment for learning. We recognise that every child is unique, with differing needs that may vary throughout their time at school. Our Pupil Premium funding is carefully planned and allocated to provide the support each pupil requires.

We are mindful of the barriers faced by vulnerable pupils, such as those with a social worker or who speak English as an Additional Language; however, we do not view these factors as the sole drivers of disadvantage. At St Luke's, we align our perspective with the National Governance Association's (NGA 2025) definition, taking a holistic view of disadvantage within our community. The strategies outlined in this statement address the needs of all pupils who may face barriers to learning, regardless of formal disadvantaged status.

Our strategy identifies current challenges and outlines the actions we will take to address them. We draw on research evidence and our own experience to allocate funding to activities most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, focusing on supporting disadvantaged pupils to reach the highest levels of attainment.

Overcoming barriers to learning is at the heart of our use of Pupil Premium Grant (PPG) funding. We understand that needs and costs differ depending on the barriers being addressed. As such, we do not allocate individual budgets to each pupil in receipt of the PPG. Instead, we use robust diagnostic assessments to identify key barriers, determine the necessary interventions—whether for individuals, small groups, larger cohorts, or the whole school—and allocate funding accordingly.

Quality First Teaching is the most powerful tool schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils and has a particularly positive impact on those eligible for the Pupil Premium.

Our key priorities at St Luke's C.E. Primary School are to ensure that:

- A highly effective teacher is in front of every class and that every teacher is supported to keep improving (EEF).
- All staff take responsibility for the outcomes of disadvantaged pupils and maintain high expectations of what they can achieve (Marc Rowland).
- Early intervention is provided as soon as a need is identified.

Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium eligible pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessment – our internal assessment data shows an attainment gap between Pupil Premium eligible pupils and their peers. |
| 2 | Socio-economic gap and digital poverty - while St Luke's serves a predominantly advantaged community, we have identified a wide socio-economic gap between our Pupil Premium eligible pupils and their peers. |
| 3 | Attendance – school data shows that Pupil Premium eligible pupils have lower attendance than our non-Pupil Premium eligible pupils (94.9% vs 96.8% in 2024-25). |
| 4 | Access to language - the development of language skills for some Pupil Premium eligible pupils is not as advanced as other pupils. |
| 5 | Emotional support - there is an increasing number of Pupil Premium eligible pupils with a wide range of emotional needs. |
| 6 | Intersectionality of barriers to learning - Some Pupil Premium eligible pupils face intersecting barriers to learning, such as additional educational needs, language barriers, or social and emotional challenges. |
| 7 | Cultural capital – Pupil Premium eligible pupils often do not have access to the same opportunities due to cultural capital. |

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 |
|--|---|
| Pupil Premium eligible pupils make equal or better progress compared to Non-Pupil Premium eligible pupils including those pupils with multiple barriers to learning (Intersectionality). | Close the progress gap between Pupil Premium and Non-Pupil Premium eligible pupils. Overlapping factors are recognised and addressed to ensure that all pupils have equitable opportunities to make progress and fully engage with their learning. Progress will be monitored and evidenced through internal teacher assessments. |
| Socio-economic circumstances do not impact the attendance of Pupil Premium eligible pupils at enrichment activities that provide cultural capital. | The school provides financial support to ensure Pupil Premium eligible pupils can fully participate in enrichment experiences. This includes every Pupil Premium eligible pupil attending at least one extra-curricular club each term, taking part in educational trips and being fully equipped for residential journeys. |
| Pupil Premium eligible pupils are able to access home and enrichment learning opportunities. | All St Luke's pupils will have access to Google Classroom for homework and other school apps through the provision of loan digital devices. |

| | |
|--|--|
| Attendance figures for pupils who are Pupil Premium eligible and Non-Pupil Premium will be comparable. | Attendance data to show a reduction in absence comparative term by term and using data over the last three years. This is tracked by monitoring the Pupil Premium and Non-Pupil Premium groups. |
| Pastoral and emotional support is provided for Pupil Premium eligible pupils at the earliest possible stage to ensure their wellbeing, engagement, and readiness to learn. | Pupils and families are supported to access additional services including ELSA, KMHS & Early Help. |
| Pupil Premium eligible pupils have a strong sense of belonging. | Stable or improved scores on the adapted PSSM-P survey, alongside evidence of pupils' active engagement in class, group activities, and school events. Positive feedback from parents will further reflect pupils' sense of belonging and emotional wellbeing within the school community. |

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: £11,592

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD time given to staff to support professional development. | Evidence provided by EEF highlights the importance of CPD, as demonstrated in the case studies provided in their guide (EEF 2020). | 3,4,5,6 |

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

Budgeted cost: £21,843

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide additional teaching support in class for Pupil Premium eligible pupils. | Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020). | 2,3,4,5,6 |
| Provide ELSA support sessions for Pupil Premium eligible pupils. | Government advice and guidance regarding Pupil Premium states: You should also develop an understanding of any non-academic challenges e.g. mental health. | 2,3,4,6 |

| | | |
|---|--|-----------|
| Provide additional support for Pupil Premium eligible pupils with SEND. | Evidence indicates that the education system neglects those with SEND, who struggle to keep pace with their peers (Closing the Gap, Andrews, Robinson and Hutchinson). | 2,3,4,5,6 |
|---|--|-----------|

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

Budgeted cost: £4,995

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide financial support for Pupil Premium families to assess a range of offsite trips and experiences. | Outdoor adventure learning provides opportunities for Pupil Premium eligible pupils to participate in activities that they otherwise might be able to access. The application of non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF 2020). | 1,2,3,6 |
| Provide school uniform for Pupil Premium eligible pupils. | Wearing a uniform can develop the school ethos and improvement of behaviour and discipline (EEF 2020). | 1,6 |
| Provide places at The Lookout Club for Pupil Premium eligible pupils. | Creating an ethos of inclusion where all are welcome when running extra-curricular clubs will raise participation and engagement of pupils (EEF 2020). | 1,3,4,6 |
| Provide an online learning platform. | Facilitating independent study and engage parental support. EEF suggest +8 months' progress on average for metacognition and self-regulation (EEF 2020). | 2,3,6 |
| Provide access to premium educational apps and mobile devices. | Digital technology can add up to four additional months' progress on average (EEF, 2020). | 2,3,5,6 |
| Provide extracurricular sport provision for Pupil Premium eligible pupils before, during and after school | Ensuring Pupil Premium eligible pupils have access to ensure physical wellbeing during several points of the school day https://www.nhs.uk/live-well/exercise/exercise-health-benefits/ | 1,2,3,4,5,6 |

Total budgeted cost: £38,430

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 2024 to 2025 academic year.

Internal School Performance Data:

| <i>Attainment Data:</i> | | | | |
|-------------------------|----------------------|----------------------|------------|-------------------------|
| | PPG Expected+ | All Expected+ | Gap | Last Year (2024) |
| Maths | 59.3% | 86.0% | -26.7% | -24.9% |
| Reading | 70.4% | 83.8% | -13.4% | -13.9% |
| Writing | 51.9% | 76.0% | -24.1% | -18.6% |

| <i>Good or Better Progress Data:</i> | | | |
|--------------------------------------|------------|------------|------------|
| | PPG | All | Gap |
| Maths | 100.0% | 100.0% | ±0.0% |
| Reading | 100.0% | 100.0% | ±0.0% |
| Writing | 100.0% | 100.0% | ±0.0% |

| <i>Better than Expected Progress Data:</i> | | | |
|--|------------|------------|------------|
| | PPG | All | Gap |
| Maths | 33.3% | 39.7% | -6.4% |
| Reading | 33.3% | 45.8% | -12.5% |
| Writing | 22.2% | 28.5% | -6.3% |

The pupil premium activities deployed during the year resulted in all Pupil Premium eligible pupils making good or better than expected progress in Maths, Reading and Writing.

The Expected+ attainment gap between Pupil Premium eligible pupils and all pupils has reduced in Reading (from -13.9% to -13.4%). The attainment gap has increased in Writing and slightly in Maths.

All Pupil Premium eligible pupils made good or better progress in Maths, Reading and Writing.

Additional Outcomes:

The additional support in class has helped pupils with their confidence and their ability to work independently to access the curriculum. Pupils accessing ELSA support has improved their self-esteem and resilience.

There was an increase in the number of children participating in extra-curricular activities which resulted in an observed improvement in sporting and curriculum ability.

Children who attended the Lookout Club during term time developed their social skills and improved their confidence and self-esteem.

The PPG enabled pupils to take part in many educational trips and residential journeys, which enriched their understanding of key concepts across the curriculum.

PPG Expenditure for 2024-25:

| | |
|---|---------|
| Teaching | £11,592 |
| Targeted academic support | £22,480 |
| Wider strategies | £6,095 |
| Total spent | £40,167 |
| Total budget for the academic year | £37,010 |

Externally provided programmes

| Programme | Provider |
|-----------------------|------------------|
| Purple Mash | 2 Simple |
| Times Table RockStars | Maths Circle Ltd |

Service pupil premium funding

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | Pupils received similar support to Pupil Premium and accessed additional support in class and financial support for the Lookout Club. |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupils made better than expected progress in each of the subjects. |