

## Pupil premium strategy statement

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 (23/24) and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Hanley St Luke's
Number of pupils in school	423 ( 385 without nursery)
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	January 2022
Date on which it will be reviewed	Reviewed Oct 23 and new 3 year strategy to be adopted to coincide with Joining Three Spires Trust by January 24
Statement authorised by	Lynne Williamson
Pupil premium lead	Lynne Williamson
Governor / Trustee lead	Heather Emery

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£288,090
Recovery premium funding allocation this academic year	£29,435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year ( 23/24)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£317,525

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all children, regardless of their background and starting points, are able to achieve their full potential academically, achieve personal fulfilment and experience safety and security in their lives to thrive. We have identified a range of ongoing impacts of the COVID period, not only in lost learning for pupils at the school but also for our younger pupils starting nursery and school for whom socialisation opportunities were restricted which has increased challenges for our families and impacted on child development.

The mobility of our school has also increased considerably over the previous 12 months meaning we provide education to many asylum seekers and families moving into the area, often on work or education visas from abroad, and domestic families seeking refuge from in new areas of the country. All of this means pupils often require immediate support in order to feel safe and secure before they are able to access learning. It is our intent to utilise the Pupil Premium to provide additional support to these pupils to achieve these aims. We have a collective understanding of the need to be compassionate and inclusive and the impact that disadvantage in its many forms can have on pupils learning and life experiences.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and 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.

We adopt evidence-based approaches utilizing partnership working and school improvement opportunities with a range of partners to support our aims.

## Challenges

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

Challenge number	Detail of challenge
1	Many of our pupils do not have a good level of vocabulary and are below expected standard in language development and comprehension. It is noticeable throughout the school from nursery to KS2 and especially with those who are disadvantaged. On entry to nursery 2021 17% of disadvantaged pupils were on track for speaking; on entry to nursery 2022 0% of disadvantaged pupils were on track. On entry to Reception 2021 33% of pupils were on track and on entry 2022 13% of pupils were on track.
2	Some disadvantaged pupils have greater difficulties in phonics and fluency than their peers and this has a direct impact on their ability to read effectively but this varies year on year- (Y1 disadvantaged group out performed their non disadvantaged peers in 22/23).
3	Children arrive at school mid- year with little or no English from challenging backgrounds including those seeking asylum
4	Internal and external assessments indicate that attainment for disadvantaged pupils in reading, writing and maths is sometimes below that of non-disadvantaged pupils.
5	Many of our pupils need a greater level of support in relation to SEMH due to the wide range of backgrounds and personal challenges that many of them face. This has been widened due to the impact of COVID.
6	Our attendance data for 22/23 shows that disadvantaged pupils attend less than non-disadvantaged pupils ( FSM 92.2% against non FSM 93.5% ). Our attendance generally is lower than national. Absenteeism negatively impacts on disadvantaged pupils' progress.

## 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 amongst disadvantaged groups	Assessments & observations indicate significantly improved language amongst identified group. Evidenced via range of assessments and observations

Improved phonics attainment among disadvantaged pupils through embedded high quality teaching.	High quality teaching of phonics is embedded across EYFS/KS1, leading to an increased number of disadvantaged children making the expected standard.
Our Non- English speaking children will show good levels of early English acquisition and developing fluency over time	Variety of assessments and observations will indicate increased confidence when speaking and reading which is translating into ability to write in English with improved competence from starting points.
Attainment will improve overall from starting points for disadvantaged groups	KS2 outcomes will be closer to national average for disadvantaged groups where they have been in school sufficiently long for us to make an impact.
To meet the identified needs linked to social and emotional learning and improve the wellbeing of our pupils.	The socio-economic disadvantage will be explicitly addressed in class teaching across the curriculum through metacognition, self-regulation and self-regulated learning. This will be evident in monitoring and through discussions with pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by reduced persistent absence and a reduction in absence between disadvantaged and non-disadvantaged children.

## Activity in this academic year ( 23/24)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of diagnostic assessments relating to reading fluency</p> <p>Training and support for staff to ensure they are administered correctly and children identified for fluency interventions</p>	<p>Diagnostic tests for tests can provide reliable insights into the specific strengths and weaknesses of each pupil</p>	<p>2, 3,4</p>
<p>Partial funding of release time for key leaders to monitor standards, support and coach staff to meet expectations and embed quality adult/ child interactions in EYFS .</p> <p>Introduce well targeted Walk-thrus to support inclusive practice, quality questioning and modelling</p> <p>Metacognition, self-regulation and self-regulated activities are explicitly addressed in class teaching across the curriculum.</p> <p>Embed and maintain Word aware strategies and train new staff</p>	<p>Recommendations from EEF metacognition guidance to be taught explicitly throughout school. <a href="#">Link to EEF</a></p> <p>Word Aware is an oral language intervention. There is strong evidence that suggests oral language interventions have a very high impact for very low cost based on extensive evidence (<a href="#">Link to EEF</a>)</p> <p><a href="#">EEF Early Literacy Reports</a> <a href="#">EEF Literacy Reports KS2</a></p> <p>EEF document <a href="#">EEF Guidance on Improving Maths in KS2/3</a></p> <p><a href="#">EEF Guidance on Early maths</a></p>	<p>1,2,3, 4</p>

<p>Fund teacher release time to undertake quality CPD relating to English, maths Via Maths Hub or English partnerships</p> <p>Ensure robust approaches to Behaviour and invest in quality CPD for all staff</p> <p>Keep up to date with relevant research.</p>	<p><a href="#"><u>EEF Guidance report on Behaviour</u></a></p>	
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***Targeted academic support (for example, tutoring, one-to-one support structured interventions)***

*Budgeted cost: £210,000*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Use of language programmes e.g. Early Talk Boost, Talk Boost, Time to Talk and NELI</p>	<p>There is strong evidence that suggests oral language interventions have a very high impact for very low cost based on extensive evidence. <a href="#"><u>Link to EEF</u></a></p>	<p>1, 2, 3</p>
<p>Same day interventions and additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p>	<p>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="#"><u>Link to EEF</u></a></p>	<p>2</p>

Effective deployment of Teaching assistants in class to maximise learning opportunities and supporting feedback	<a href="#">EEF guidance</a> on Maximising the Impact of Teaching Assistant's shows that there is strong evidence for how the deployment of TA's improves pupil outcomes.	1, 2, 3, 4
Funding of dedicated EAL Teaching assistant to facilitate development of English	An <a href="#">EEF review</a> state that interventions which focus on vocabulary, and specific aspects of word reading (e.g., decoding) can be effective for a number of different reasons, but clearly must be aimed at the needs of the students.	1, 2, 3
Partial funding of EAL programme Flash Academy to develop language acquisition and skills	An <a href="#">EEF review</a> state that interventions which focus on vocabulary, and specific aspects of word reading (e.g., decoding) can be effective for a number of different reasons, but clearly must be aimed at the needs of the students.	1, 2, 3

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

Budgeted cost: £67,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partial funding of fulltime Safeguarding officer to promote safety, wellbeing and parental support and engagement for targeted pupils & parent groups	<a href="#">EEF Guidance on working with parents</a> Our own evidence of the success of our programmes and the direct benefit to pupils	5,6
Partial funding of release time for Sendco to guide and oversee provision for most disadvantaged pupils and plan and implement strategies to prevent exclusion	<a href="#">EEF Improving Social &amp; emotional Learning in Primary Schools</a> <b>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</b>	1,2, 5,6

Educational Welfare Officer (EWO) package from the LA to support and monitor attendance	<a href="#">EEF</a> states that attendance is one of the most significant non-academic barriers to success in school. <a href="#">DfE guidance</a>	5
School counsellor to support the social and emotional wellbeing of pupils, particularly those who are disadvantaged	Targeted social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. <a href="#">Link to EEF</a>	4,5, 6
Nurture provision and internal alternative prov for children to support their social and emotional wellbeing in small targeted groups	Targeted social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. <a href="#">Link to EEF</a>	4,5, 6
Partial funding of residential trip for Y6 to ensure inclusion of disadvantage pupils	Evidence of benefits of outdoor learning and residential to promote, physical literacy, self -esteem and general wellbeing promoting wider metacognitive skills. To ensure inclusion of curriculum offer.	4,5,6
Emergency support for families in need e.g. to access trip, breakfast club , short term nursery placement	Experience shows we need to reserve a small amount for contingency to meet unforeseen needs of disadvantaged pupils to safeguard or promote wellbeing and ensure attendance	3,6

**Total Budgeted Cost= £317,500**

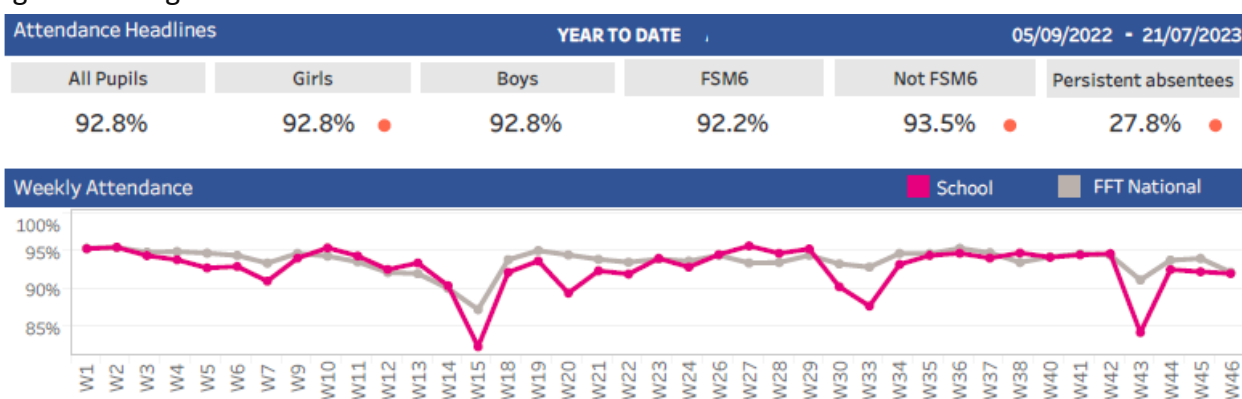


## Part B: Review of outcomes in the previous academic year (22-23)

### Pupil premium strategy outcomes

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

- Our approaches to vocabulary and use of support in the classroom meant that the gap in EYFS & KS1 is narrow and disadvantaged outperformed their non-disadvantaged peers but the overall gap with national is still wide with clear contextual reasons.
- Whole school approach to explicit vocabulary instruction is now embedded using Word Aware. There is a clear impact on pupils' excitement for words and enthusiasm for learning new words. Our weekly Celebration Assembly focus is clear evidence of this. This strategy is designed to have impact over the life of the child's primary journey but evidence from pupil work shows that it is translating into written work and pupils' oral language.
- High quality Phonics teaching is embedded across EYFS/ KS1 For Y1 cohort 22/2s overall attainment for disadvantaged groups was better than non-disadvantaged but lower than national.
- Attendance nationally has been in decline since the pandemic. Our careful tracking of attendance shows we have been more or less in line with national trends but our context has meant that the impact of dips nationally around school holiday periods is exacerbated for us with so many pupils taking extended trips abroad to visit relatives and this has a negative impact on our overall yearly figures ending at:



We continue to work hard to support our families to understand the reasons behind low attendance and will engage with all national and local initiatives to strive to improve our attendance rates. However, our increasing mobility means that often families arrive with embedded attitudes to attendance and/ or our relationships with parents can be short-lived

- Our strategies to support pupils wellbeing & social and emotional learning evidence real and meaningful impact on individual children across the range of provisions in place such as Nurture, counsellor, access to high quality teaching including meta cognition strategies. OFSTED & SIAMS

reports of OCT 22 evidence the real positive impact we are making to pupils' lives in this area but we are constantly seeking to do more to address the growing needs of our pupils.

- EAL support was stretched to capacity with the arrival of unprecedented numbers of pupils to the school in a short period of time ( 24 asylum seekers within 2 week period).
- Our outcomes and progress for some pupils were not as good as we had anticipated by end of Y6 for some pupils. There was a large gap between disadvantaged and their non- disadvantaged peers. This was mainly down to context for individual pupils and the fact that staff absence impacted on the interventions and support that we were able to offer.
- We engaged with the tutoring programme but again found that the logistics of this along with staff absence and variable quality of tutors did not produce the outcomes we had hoped for all children. Some children made excellent progress particularly with our own teacher led tutoring programme.
- Overall, across the school we feel our strategies had good impact but more needs to be done to meet the increasing levels of need that our disadvantaged groups present and the increased mobility of cohorts which frustrates any linear progress..