

Pupil premium strategy statement – Skerton St Luke’s CE School

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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Catherine Armistead
Pupil premium lead	Catherine Armistead
Governor / Trustee lead	Jude Gault

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,930.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£148,930.00

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Pupils falling behind ARE due to challenging circumstances
2	Speech and Language skills
3	Mental Health concerns related to pandemic and family issues
4	Early development milestones missed due to missed experiences and learning.
5	Affordability of experiences beyond the classroom

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
Raise achievement and accelerate progress throughout the curriculum	Pupils are broadly in line with ARE, making good progress from starting points.
Speech and Language interventions are effective in developing vocabulary for communication	Pupils can communicate and this enables them to access reading and writing
Pupils know how to deal with setbacks and challenges to keep mentally healthy	Pupils are in school on time every day. Pupils are reading ARE across all areas of the curriculum.
Children develop skills of effective learning so they can develop perseverance and resilience	Pupils work hard to overcome challenges in their learning in order to make progress to meet ARE.
The curriculum is developed to allow pupils to experience learning beyond the classroom	Pupils remember and retain learning through practical experiences beyond the classroom.

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: £ 61,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Red Rose Training for KS 1 Staff	Red Rose Phonics and Spelling is used throughout the school and staff that are new to their year group need to have up to date training. \\stlukes.learning\userdata\$\OfficeData\My Documents\Head Teacher\pupil premium\Pupil Premium Statement 2024-2025 a.docx Red Rose Letters and Sounds	1
CPD in Maths number and fluency	Continuing to raise standards in Maths in KS2. White Rose Maths	1
Subject Leaders to provide CPD in line with own action plans	Ofsted – Primary Deep Dive	1
CPD for all teachers new to year group	LPDS Evidence Based CPD	1 and 2
CPD for all staff in Learning Beyond the Classroom	LOTG	1 and 5
Speech and Language CPD for all staff	Children’s Speech and Language Therapy Service	2
Whole staff CPD ‘Putting the Fizz into Learning’ – Nina Jackson	Independent Thinking – Nina Jackson	5
Purchase of Power of Reading plans and resources, CPD for staff in using PoR	CLPE – Power of Reading	1
Purchase of Smart technology to aid teaching and learning and staff recruitment	SMART	1 and 2
CPD for EYFS staff to develop understanding of early years.	LPDS – Early Years	2 and 4
Continued training and resourcing for Zones of Regulation and Executive Functioning Skills to support self-regulation and positive mental health	EEF – Self-Regulation DFE – mental health and wellbeing	3 and 4

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor employed to support teaching and learning across KS2	EEF Small group tuition	1 and 3
Teaching Assistants focus on closing gaps in learning and ensuring rapid progress for those not at ARE	EEF Small group tuition	1 and 3

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

Budgeted cost: £ 52,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance project with LCC to engage hard to reach families and persistent absentees	EEF Attendance Interventions DFE Pupil Attendance	3 and 4
Provision of Nurture Environment and interventions to support pupils access classroom and playground provision	EEF Improving Social and Emotional Learning in Schools	1-5

Total budgeted cost: £148,930.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium strategy had on pupils in the 2023 to 2024 academic year.

<p>2024</p> <p>EYFS GLD: 82%</p> <p>Y1 Phonics – 89.3%</p> <p>KS1 – Reading 56.5%, Writing 54.4%, Maths 65.2%</p> <p>KS2 – Reading 73%, Writing 73%, Maths 63%, Combined RWM 59%</p> <p>Pupil Progress meetings, Lesson Observations and CPD have focused on teaching and learning in phonics across KS1.</p> <p>Pupil Progress meetings have included phonics, GPS and different groups.</p> <p>Pupils are gaining subject specific skills in subjects such as Art, Design and Technology and History so that they have a solid foundation in the next stage in their learning. Book Looks and monitoring reflect improvements in subject specific skills through our Enquiry Curriculum.</p> <p>Data indicates that progress has continued throughout the school. Pre Covid19 data was showing that gaps were closing in KS2 with Y6 2020 on track for 70% combined form a starting point of 50% GLD at end EYFS. This end 2024 cohort made progress post pandemic, although the group had 35% mobility and a high number of pupils with SEND.</p> <p>Targeted interventions have been in place and data shows positive impact for all pupils. Tutoring using Catch Up Funding had impact on lower 20% of learners (Not SEND) and many of these pupils are now at ARE.</p>
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Externally provided programmes

Programme	Provider
Zones of Regulation	https://zonesofregulation.com/

Red Rose Letter and Sounds	https://www.lancashire.gov.uk/lpds/teaching-and-learning/primary/english-and-literacy/lpdsrrls/
Seasons for Growth	https://www.seasonsforgrowth.org.uk/
Odizzi Geography Resources	https://www.oddizzi.com/
Access Art	https://www.accessart.org.uk/