

Pupil premium strategy statement – *Hanley St Luke’s Church Of England Academy*

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	204
Proportion (%) of pupil premium eligible pupils	45%
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)	
Date this statement was published	September 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Academy Committee
Pupil premium lead	Zoe Cooper
Governor / Trustee lead	Andrew Wragg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,000
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>	£296,000

Part A: Pupil premium strategy plan

Statement of intent

It is our aim to provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying effective pedagogy and proven intervention strategies supported by delegated and appropriate use of funding. We work in partnership with families and pupils eligible for pupil premium to plan, monitor and evaluate effective support, intervention and opportunities.

The Principal, who is a Specialist Leader of Education (SLE) for Pupil Premium ensures the school continues to provide effective intervention and opportunities for all pupils, especially those eligible for pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	EYFS- Language deficit
2	Early Reading- early identification and addressing gaps in learning immediately
3	Mental Health and wellbeing- access to specialist provision (school counsellor)
4	Mental Health and wellbeing- MIND UP and nurture
5	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
EYFS – For children entering the Early Years Foundation Stage to be ready to access learning and thrive.	EYFS- An increase in % of PP pupils achieving a Good Level of Development by the end of the EYFS.
Early Reading- Children comfortably pass the Year 1 phonics screening check	Year 1- Increased % of pupils passing the phonics screening check Year 2- 100% retakes

Mental Health and wellbeing- access to specialist provision is clear and measurable (school counsellor)	Pupils accessing specialist school counselling service show: <ol style="list-style-type: none"> 1. Improvements from the baseline assessment 2. Progress in SEMH after 6 week intervention. 3. Clear process in place for the referral, participation and exit strategy for in school counselling service.
Mental Health and wellbeing- MIND UP and nurture are fully embedded into school provision across the key stages for PP pupils	MIND UP part of the daily routine. Pupils able to express feelings appropriately and use MIND UP to articulate feelings, wants and needs. Referral to breakfast and lunchtime provision clear and evidence based. Nurture facility available for PP pupils requiring support.
Attendance Improved systems and procedures to monitor attendance daily. Track throughout each week and know who and why the persistent absentee pupils are not attending. Support PA families to eradicate the barriers.	

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 246,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early Reading and Phonics review to identify gaps in: resources, staff CPD</i> 1. <i>Early Reading and Phonics review</i>	EEF English Hub The Education Endowment Foundation (EEF) is the government-designated What Works Centre for Education, providing authoritative advice on evidence to improve teaching and learning. The EEF considers synthetic phonics to be one of the most secure and best	26 Teaching Assistants 16 Teachers

<p>2. <i>Soundstart phonics INSET training</i></p> <p>3. <i>Peer support for colleagues</i></p> <p>Target setting, tracking and measuring impact.</p> <p>Investing in staff CPD to improve outcomes in GLD, Phonics and Y6 SATS</p>	<p>evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. The DfE's Early Career Framework, which was quality assured by the EEF, sets out the expectation that all early career teachers learn about phonics and says that SSP is the most effective approach for teaching pupils to decode. Schools should therefore be confident in the rationale for teaching SSP as part of their teaching of reading.</p> <p>Targeted staff CPD.</p> <p>Rigorous monitoring of the teaching of reading, language, grammar and spelling.</p> <p>An increase in the opportunities teachers and teaching assistants work with other schools.</p>	
<p>Whole school MIND UP and nurture training.</p> <p>Appoint a nurture lead.</p> <p>Provide a clear process for referral to nurture provision across the key stages for PP pupils.</p>	<p>The importance of good mental health in schools and colleges</p> <p>Good mental health and wellbeing helps children and young people:</p> <ul style="list-style-type: none"> • develop • attend school • engage in learning • fulfil their potential <p>Schools and colleges contribute to well-being by providing:</p> <ul style="list-style-type: none"> • a safe, calm and supportive learning environment • early targeted support for pupils and learners who need help <p>Embedding an evidence-based, holistic, whole school or college approach helps achieve this.</p>	

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

Budgeted cost: £ 18,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Interventions (daily)	Early Reading review Monitoring by phonics read Sound! Start Phonics intervention materials as per scheme.	
Daily guided reading	Education Endowment Foundation	

Total budgeted cost: £296,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Good level of Development (GLD)

EYFS – Reception	
Number of pupils:	56

EYFS GLD* (Attainment)				
All %	SEND (%)	Non SEND (%)	PP (%)	Non PP (%)
46.4%	1/8 SEN got GLD 12.5%	26/48 = 54.1%	7/17 = 41.1%	19/39 = 48.7%
Area		Working Towards (Emerging)	Age Related Progress (Expected)	
GLD		53.6 %	46.4 %	
GLD or missing 1 ELG O				
GLD or missing up to 2 ELG's		= 3.6% (2 chdn)		
GLD or missing up to 3 ELG's		= 3.6% (2 chdn)		
GLD or missing up to 4 ELG's		= 3.6% (2 chdn)		
GLD or missing up to 5 ELG's		= 1.8% (1 chd)		
GLD or missing up to 6 ELG's		= 5.4% (3 chdn)		

Phonics

Year 1 & 2	
Number of pupils:	83 (60- Year 1) (23- retake -Y2)

Y1 Phonics check (Attainment)					
		SEND	Non SEND	PP	Non PP
2024	All %	10% (6/60 children)	90% (54/60 children)	58% (35/60 children)	42% (25/60 children)
	62% (37/60 children)	17% (1/6 children)	67% (36/54 children)	60% (21/35 children)	64% (16/25 children)

Y2 Phonics check (Attainment)					
Retakes- 23 children					
		SEND	Non SEND	PP	Non PP
2024	All %	(39%) (9/23 children)	(61%) (14/23 children)	47% (11/23 children)	53% (12/23 children)
	57% (13/23 children)	22% (2/9 children)	79% (11/14 children)	36% (4/ 11 children)	75% (9/12 children)