

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Note - We have an existing 3 year strategy which will continue to be utilised until the end of the summer term 2022

School overview

Detail	Data
School name	Hanley St Luke's
Number of pupils in school	439 (388 without nursery)
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Lynne Williamson
Pupil premium lead	Charlie Martin
Governor / Trustee lead	Heather Emery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247314
Recovery premium funding allocation this academic year	£27695
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	£275009

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 both academically and personally. Our pupil premium strategy is therefore designed to support disadvantaged pupils to be successful learners.

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.

Due to the lost-learning of many children due to COVID, our approach also focuses on our recovery curriculum and ensuring those worst affected pupils are targeted for additional tutoring support.

Our approach is in line with the needs that we come across in our unique and challenging setting. We adopt evidence-based approaches which ensure children are identified early and supported effectively to succeed.

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.
2	Disadvantaged pupils have greater difficulties in phonics than their peers and this has a direct impact on their ability to read effectively.
3	Internal and external assessments indicate that attainment for disadvantaged pupils in reading, writing and maths is below that of non-disadvantaged pupils.
4	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.
5	Our attendance data for 2020-2021 shows that disadvantaged pupils attend 2.24% less than non-disadvantaged pupils. 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
Identified difficulties that disadvantaged pupils have with vocabulary and language development / comprehension are more rapidly addressed due to whole school approach across the full curriculum.	Whole school approach for WordAware is adopted and this is observed in the oral language, engagement and book scrutiny of disadvantaged pupils.
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.
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.

<p>To meet the identified needs linked to social and emotional learning and improve the wellbeing of our pupils.</p>	<p>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.</p>
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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: £7130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training and support for staff to ensure they are administered correctly and children are supported fairly and accordingly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil</p>	2, 3
<p>Implementation of a whole school approach of Word Aware from nursery to Y6.</p> <p>CPD for all school staff to have the skills to implement and deliver Word Aware.</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 (Link to EEF)</p>	1, 2, 3
<p>Purchase of a DfE validated Systematic synthetic phonics programme to secure the teaching of phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Link to EEF</p>	2
<p>Metacognition, self-regulation and self-regulated activities are explicitly addressed in class teaching across the curriculum.</p>	<p>Recommendations from EEF metacognition guidance to be taught explicitly throughout school. Link to EEF</p>	3, 4

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

Budgeted cost: £142265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of language programmes e.g. Early Talk Boost, Talk Boost, Time to Talk and NELI	There is strong evidence that suggests oral language interventions have a very high impact for very low cost based on extensive evidence. Link to EEF	1, 2, 3
Same day interventions and additional phonics sessions targeted at disadvantaged pupils who require further phonics support	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. Link to EEF	2
Effective deployment of Teaching assistants in class	EEF guidance 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
Engaging with the catch-up funding and running tutoring sessions for those whose education has been most impacted by the pandemic	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Link to EEF	1, 2, 3, 4
EAL specialist to support children with their development of English	An EEF review 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
Use of EAL programme Flash Academy to develop language acquisition and skills	An EEF review 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: £125614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team available throughout the day to support 1:1 where needed to ensure children are able to access teaching learning effectively	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. Link to EEF	4
Attendance at extra-curricular clubs for disadvantaged pupils	EEF guidance for supporting pupil premium states schools need to diagnose pupil needs and support accordingly. For our demographic, access to extra-curricular clubs is limited and so promoting this will support our pupils development.	4
Educational Welfare Officer (EWO) package from the LA to support and monitor attendance	EEF states that attendance is one of the most significant non-academic barriers to success in school. DfE guidance	5
Employment of a dedicated Safeguarding officer to support the wellbeing of children and their families	The EEF guidance on Working with parents to support children's learning is clear that being proactive in safeguarding is a stepping stone to parental engagement, which in turn will support pupil outcomes	4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	1, 2, 3, 4, 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. Link to EEF	4
Nurture provision for children to support their social and	Targeted social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. Link to EEF	4

emotional wellbeing in small targeted groups		
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Total budgeted cost: £ 275009

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 2020 to 2021 academic year.

Please see our existing 3 year pupil premium strategy statement from 2021-24 for the outcomes of the previous year