St Luke's CE Primary School Pupil Premium Strategy Statement 2026-2027

This statement details our school's use of pupil premium funding for the 2026 to 2027 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for the next year, 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.

School overview

Detail	Data
School name	St Luke's CE Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	12% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	Rachel Goplen
Pupil premium lead	Deborah East
Governor lead	Phillippa Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,650
Recovery premium funding allocation this academic year	£0
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	£35,650

Part A: Pupil premium strategy plan

Statement of intent

At St Luke's, our ambition is that every pupil premium pupil thrives academically, socially and personally. We want all pupils to leave our school achieving strong outcomes across the curriculum, with secure foundational knowledge in reading, writing and mathematics, so they are fully prepared for the next stage of their education and life beyond. Our pupil premium pupils will be confident, independent and resilient learners who can think critically, communicate effectively and recognise their own strengths and value.

Our Pupil Premium Strategy focuses on identifying and tackling the specific challenges faced by our pupil premium pupils at the earliest possible point. We prioritise high-quality teaching – particularly in English and mathematics – as the most effective way to raise attainment and close learning gaps. This includes strengthening subject knowledge, planning, assessment and adaptive practice so that all pupils receive consistently strong instruction every day.
Alongside this, we deploy sharply targeted academic support to prevent gaps from widening and to accelerate progress where needed. We also recognise the significant impact that attendance, wellbeing, confidence and access to experiences have on pupils' readiness and ability to learn. Therefore, we place equal emphasis on removing wider barriers, promoting strong attendance, supporting emotional and social development, and ensuring all disadvantaged pupils have access to enrichment and cultural capital opportunities.

The key principles that underpin our strategy are:

- High-quality teaching first – strong classroom practice, ongoing professional development and precise assessment drive improvement in outcomes and ensure equity for disadvantaged pupils.
- Early identification and rapid, targeted support – intervention is timely, evidence-informed and focused on securing progress.
- Addressing wider barriers – attendance, wellbeing and enrichment support ensures pupils are ready to learn, feel a strong sense of belonging and can fully participate in school life.
- Inclusive culture and high expectations – every member of staff holds responsibility for disadvantaged pupils and believes in their potential to excel.

Through these principles, we ensure that disadvantage is never a barrier to success. We are committed to enabling every pupil to flourish – academically, emotionally and spiritually – as a valued member of our school family.

Our Pupil Premium Strategy has been developed after referring to guidance in the Education Endowment Fund (EEF) Teaching and Learning Toolkit, Ofsted's latest reports on the use of pupil premium and the NFER report on supporting the attainment of disadvantaged pupils. We have chosen approaches based on this research and based on strategies that have worked well in previous years.

Challenges

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

Challenge number	Detail of challenge
1	Potential for **lower expectations** of disadvantaged pupils impacting negatively on educational outcomes
2	**Limited money** to fund extra-curricular activities reduces opportunities. Access to technology and educational materials may also be limited
3	Potential for disadvantaged pupils to be less engaged in learning and display **poor metacognition** and **self-regulation skills** (learning to learn skills)
4	Research shows that disadvantaged pupils may not develop phonological awareness and vocabulary at the same rate as other pupils, due to **exposure** to **fewer words spoken** and **books read at home**.
5	Research shows that disadvantaged pupils may be more likely to have **lower attainment** or struggle in particular areas.
6	**Wellbeing**, **mental health** and **safeguarding** concerns are more likely to be prevalent.
7	**Attendance** of disadvantaged pupils is not as good as that of non disadvantaged pupils.

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
All staff will continue to be aware of who our disadvantaged pupils are and have high expectations that impact positively on educational outcomes and wellbeing.	Disadvantaged pupils will make at least expected progress, have equal opportunities to wider extra curriculum opportunities when compared to non-disadvantaged pupils.
Continued use of the Revised Little Wandle Letters and Sounds Phonics Scheme, a systematic, synthetic phonics approach to teaching phonics will result in all pupils, including disadvantaged pupils learning to decode well and read in line with age related expectations. In addition to this, continued use of the Revised Little Wandle Catch up programme, the Little Wandle Fluency Programme and targeted reading teaching Reading Fluency strategies to support children in KS2 who need to catch up.	Disadvantaged pupils will as a result of targeted phonics teaching, interventions and vocabulary teaching be able to decode and read well, reading at least in in line with age related expectations. Disadvantaged pupils in KS2 will develop their reading confidence, stamina and speed and acquire the necessary skills for reading and understanding challenging texts.
The Pupil Premium Leader will support staff to meet the needs of disadvantaged pupils.	Provision for disadvantaged pupils will be continually reviewed and adjusted to meet needs. All staff will feel supported and confident in providing for and meeting the needs of disadvantaged pupils.
Make use of teaching assistant time to provide small group teaching in reading, writing and Maths. Make use of heatmaps in Little Wandle Assessment tracker and Maths Fluency Assessments to rigorously target any weaker areas. Additional teaching assistant hours will be used to work one to one or with groups to provide precision teaching, providing	Targeted one to one or group support will support those identified as having lower prior attainment or who are at risk of falling behind to make accelerated progress.

mastery learning that focuses on breaking learning into small steps.	

In addition to the use of the school's Heart Smart programme, provide ELSA support to disadvantaged pupils so that key social and emotional skills can be taught.	Disadvantaged pupils will show improved attitudes and better learning how to learn skills.
Admin time will be allocated to review and monitor the attendance of pupil premium pupils raising any attendance issues with the Headteacher and Designated Pupil Premium Teacher who will then contact parents to discuss support strategies for improving attendance. The Wonde portal will be used to share data with the attendance data with the DFE and to monitor trends. Focus on the 3 PP pupils with PA in 2025-2026.	Attendance of disadvantaged pupils will be as good as that of other pupils.

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 (Designated Pupil Premium Teacher, Phonics Teaching, Vocabulary instruction, CPD,)

Budgeted cost: £6,500

(Pupil Premium Teacher £3300, Extra curricular activities and new resources – Little Wandle Fluency Books / Catch up Programme - £3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>All staff to ensure high expectations and standards for pupil premium pupils</u> - A named governor will oversee and monitor provision for pupil premium pupils - In school, a designated senior teacher, Mrs East will lead and manage pupil premium provision ensuring that - all staff are aware of which pupil are eligible for pupil premium - all staff make use of a clear assessment system to track the progress of pupil premium pupils - all staff ensure that day to day teaching meets the needs of pupil premium learners and that feedback to pupil premium pupils is specific, accurate and clear. - in each class, pupil premium pupils' needs are identified and met, including those of more able pupil premium pupil through planned additional support. - all staff actively target pupil premium pupils to ensure that they have opportunities to engage and take part in wider extra-curricular opportunities and	Research shows that stereotypical views of disadvantaged pupils can result in lower expectations and in turn educational outcomes for disadvantaged pupils. A member of staff and governor with a specific role to monitor and oversee provision for pupil premium pupils will ensure that all staff are aware of who our disadvantaged pupils are and have high expectations that impact positively on educational outcomes for them and wider aspects of life.	1,2,3,4,5,6 and 7.

resources required to achieve well. For example, staff to monitor extra-curricular opportunities inside and outside of school. - Pupil Premium funding is used to support additional activities and resources e.g., additional workshops purchase of equipment, uniform, Maths textbooks for use at home.		

<u>Use the Revised Little Wandle Letters and Sounds Phonics Scheme, a systematic, synthetic phonics approach to teach phonics</u> - Ensure all new staff complete updated Little Wandle phonics training - Update phonics resources for use in Year R, 1 and 2 where needed. - Carefully monitor progress to ensure that the delivery of the phonics programme is responsive and provides extra support where necessary. - All classes to explicitly teach new vocabulary- Tier 2 and 3 words. **<u>In addition to this, make use of the Revised Little Wandle Catch up programme, the Little Wandle Fluency Programme and targeted reading teaching Reading Fluency strategies to support children in KS2 who need to catch up.</u>** - Purchase revised and new titles for Little Wandle Fluency Books for use in KS2. - Provide additional time and staffing to deliver this programme. - Make use of teaching assistant time to provide targeted reading teaching. - In guided reading sessions and targeted teaching, specifically make use of reading fluency strategies and teach these in targeted interventions, focusing on explicit teaching of prosody, questioning pupils to	The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home. Targeted phonics interventions will therefore aim to improve decoding skills more quickly for pupils who have experienced these barriers to learning. Targeted teaching of vocabulary will aim to improve disadvantaged pupils knowledge of vocabulary. The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils are less likely to own a book of their own and read at home with family members and for these reasons may not acquire the necessary skills for	3, 4,5

summarise or identify key points, metacognitive talk to model strategies. (E.g. before reading, clarify the purpose for reading and preview text, during reading, adjust reading speed to fit difficulty of text, address any comprehension difficulties, after reading, check understanding.) Use graphic or semantic organisers (maps, webs, graphs, frames) to focus on the text structure differences between fiction and non-fiction, concepts, sequencing.	reading and understanding challenging texts. Targeted teaching of prosody and comprehension skills will address this potential barrier. Additional catch up in KS2 will support disadvantaged pupils in need of support.	

The Pupil Premium Leader will support staff to meet the needs of pupil premium pupils - Ensure that regular phonics and reading assessments highlight and support catch up interventions for disadvantaged pupils - Support staff with provision for disadvantaged pupils.	See above.	1,2,3,4 and 5

Targeted academic support (Tutoring, one-to-one support and small group structured interventions) Additional teacher to provide interventions and teaching assistant time.

Budgeted cost: £25,851

Coaching to support adaptive practice,Teaching assistant time / additional teaching assistant time – 3 afternoons per week, £25,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
Make use of teaching assistant time to provide tuition / small group teaching in reading, writing and Maths. - Accurately identify pupils that require additional support - Identify learning gaps and use this knowledge to select content for lessons. - Monitor the impact of tuition / additional teaching on pupil progress and adjust provision accordingly. - **Additional teaching assistant hours will be used to work one to one or with groups to provide precision teaching, providing mastery learning that focuses on breaking learning into small steps** - so that learners work though sequential steps in addition to and outside of main teaching in the classroom. There will be a focus on acquisition of maths and literacy skills - phonics intervention for Y1/2 pupils who are not meeting or are not on track to meet the phonics standard in Year 1. - focused work on number bonds, times tables, use of Hit the Button and Times Tables Rockstars Make use of an additional non-class based teacher to provide coaching and mentoring support focusing on adaptive practice.	The Education Endowment Foundation (EEF) reports that studies in England show that disadvantaged pupils receive additional benefits from one -to - one tuition. Targeted reading, writing and maths one to one tuition /small group teaching will enable disadvantaged pupils to make effective progress by providing intensive, targeted academic support, greater levels of interaction compared to whole class teacher. Targeted support will support those identified as having lower prior attainment or who are at risk of falling behind to make accelerated progress.	3, 4 and 5

Wider strategies (Attendance, Behaviour and wellbeing monitoring, ELSA support)

Budgeted cost: ELSA £3299

Activity	Evidence that supports this approach	Challenge number(s) addressed
In addition to the use of the school's HeartSmart programme, provide ELSA support to disadvantaged pupils so that key social and emotional skills can be taught - Self awareness - Self regulation - Social awareness - Relationship skills - Responsible decision making	Research stresses that pupil from disadvantaged backgrounds, on average, have weaker social emotional and literacy skills. ELSA support will focus on addressing this.	6
Admin time will be allocated to review and monitor the attendance of pupil premium pupil raising any attendance issues with the HT and Designated Pupil Premium Teacher who will then contact parents to discuss support strategies for improving attendance The Wonde portal will be used to share data with the attendance data with the DFE and to monitor trends.	Research shows that disadvantaged pupils attend school less than non disadvantaged pupils	7

Total budgeted cost: £35,650

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 2025 to 2026 academic year.

As a result of pupil premium interventions in 2025 to 2026

89% of all pupils achieved the expected standard in the Year 1 national phonics test. 50% of Y1 pupil premium pupils (2 out of 4 in total) achieved the expected standard in the Year 1 national phonics test. The 2 disadvantaged pupils who did not pass will receive continued targeted phonics teaching, interventions and vocabulary teaching to support them to decode and read well and reading at least in line with age related expectations in Year 2.

86% 6 out of 7 disadvantaged pupils in Year 4 achieved a score of 20 or above, in line with or better than the national average score of 20.6 in the national multiplication test. 57%, 4 out of the 7 disadvantaged pupils scored full marks – 25.

In 2026,67% of disadvantaged pupils at the end of KS2 attained the expected standard in reading and 17% attained greater depth in reading, 67% of disadvantaged pupils at the end of KS2 attained the expected standard in writing and 17% attained greater depth in writing, 83% of disadvantaged pupils at the end of KS2 attained the expected standard in maths and 33% attained greater depth in maths. 33% of the PP at the end of KS2 were also pupils with SEND but made strong progress from their starting points.

2 pupil premium pupils received targeted support to purchase lunches and school uniform.

6 pupil premium pupils received targeted support to access wider extra curriculum opportunities including Rocksteady, football club, coding , after school club, residential attendance, and were provided with equipment.

All pupil premium children were offered free attendance at PTA events.

Targeted one to one or group support supported those with lower prior attainment or at risk of falling behind to make accelerated progress. Disadvantaged pupils in receipt of support showed improved attitudes and better learning how to learn skills.

Attendance is consistently focused on in school. Although attendance at St Luke's for all pupils is 96.4% (as at 15th July 2026) better than the national of 95% and persistent absence at St Luke's is 6.4% compared to 12.1% nationally, the school is acutely aware that 3 out of the 13 pupils who were persistent absentees in 2025-2026 with attendance that is 90% and less are pupil premium pupils. Rigorous monitoring and support / challenge will continue to be a focus next year.