



St. Paul with St. Luke
& St. Saviour's
CoE Primary School Federation

Pupil premium strategy statement - St Paul with St Luke CofE Primary Federation

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	176
Proportion (%) of pupil premium eligible pupils	54%
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)	2024/25 2025/26 2026/27
Date this statement was published	19/11/2024



Date on which it will be reviewed	31/10/2024
Statement authorised by	Executive Headteacher
Pupil premium lead	Head of School
Governor / Trustee lead	Mr Chris Coyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£142,800



Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- ***What are your ultimate objectives for your disadvantaged pupils?***

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. For all disadvantaged pupils in school to make or exceed nationally expected progress rates. To support our children's health and wellbeing to enable them to access learning at an appropriate level.

- ***How does your current pupil premium strategy plan work towards achieving those objectives?***

Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

- ***What are the key principles of your strategy plan?***

Identify pupils' eligibility for Pupil Premium, and providing tailored interventions to meet their specific needs. Use data to track progress and evaluate the effectiveness of interventions to ensure resources are used effectively. Focusing on improving quality of teaching for all pupils, as this benefits disadvantaged learners effectively. Encouraging active involvement of parents/carers in their children's education, offering support and resources to strengthen home and school partnership.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues
2	Behaviour difficulties
3	English as additional language - limited communication skills



4	Disadvantaged pupils are new to the school and have limited prior-schooling
5	Lack of engagement from some parents, e.g. attendance at Parents' Evenings, support with homework, children not attending extra-curricular activities due to transport issues

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Parental Engagement	Reading Workshops, strengthen home and school partnership

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: £56,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist teacher appointed to work with	The teacher continuously conducts assessments to specify learning needs or	2, 3, 4



high complex SEND needs	disabilities, providing detailed reports and inform instructional strategies to parents/carers. They continue working closely with classroom teachers and support staff to ensure a cohesive approach to pupil learning. Flamingo and Peacock class are a separate space for pupils who require additional support and are not able to cope in a regular classroom, where the specialist teacher tracks pupil progress over time, adjusting strategies, and interventions as necessary to ensure effective support.	
CPD Total: 2,248	Various training to support disadvantaged/medical needs pupils Teach training £150 First Aid with Epilepsy £345 The Autism Show £89 Para-Sports £60 Mike Project £500 Early Intervention £45 Mental Health Lead £1,200	2, 3, 4

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

Budgeted cost: £78,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring/National Tutoring Program £9,870 x3 TAs – Afterschool booster support and Interventions £53,254	Targeted academic support by external tutor, such as small group or one to one tuition. Afterschool booster sessions delivered by TAs offered a personalised support, addressing each child's unique learnings needs. These sessions allowed for concentrated practice on particular subjects, reinforcing key concepts that	3, 4



	may have been challenging in regular classroom setting.	
Educational Psychologist £3,000	The Educational Psychologist continue providing a range of evidence-based interventions and support by conducting assessments to identify learning difficulties, emotional issues and development delays. This has helped the school in tailoring intervention plans. They also continue providing training for school staff on topics such as special education needs (SEN) and mental health, which has been shown to improve teachers' confidence and competence.	1, 2, 4
Speech and Language therapist £4,500	The Speech and Language therapist has created individual intervention plans based on their assessment findings outlining specific goals, strategies, and recommend activities to support the pupils. SLT have worked alongside the therapist to provide a comprehensive approach to a number of disadvantaged pupils. The plans have been successful based on feedback from parents/carers.	3, 4
School Social Worker £7,666	The school Social Worker has worked very closely with families by showing engagement efforts that strengthen the school community. They have also worked with SLT and outside agencies to address pupils needs and improve school practice.	1, 5

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

Budgeted cost: £32,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance staff and Attendance Welfare Advisor (AWA)	The Attendance Welfare Advisor continues supporting the school in analysing and maintaining pupil attendance. Engagement with	1, 5



£32,840	parents/carers to address barriers to attendance have proven to be successful. Support is continuously offered on areas that families are in need of e.g. free breakfast club and afterschool stay & play sessions.	
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Total budgeted cost: £168,128



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Academic Achievement: Improved attainment in key subjects, such as reading, writing, and mathematics, often reflected in standardised test scores and assessments.
2. Attendance Rates: Increased attendance and reduced rates of persistent absenteeism, contributing to better engagement with learning.
3. Social and Emotional Wellbeing: Enhanced emotional resilience and social skills, leading to improved behaviour and reduced incidents of exclusion.
4. Increased Engagement: Greater participation in school activities, including extracurricular programs, which can foster a sense of belonging and motivation.
5. Higher Progress Rates: Demonstrated academic progress that is in line with or exceeds national averages, indicating effective interventions.
6. Improved Parental Involvement: Increased engagement from families in their children's education, fostering a supportive home learning environment.
7. Post-School Outcomes: Better preparation for secondary education, further education, or employment, with more students achieving qualifications or entering pathways leading to successful careers.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	



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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

N/A

The impact of that spending on service pupil premium eligible pupils

N/A



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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.