

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.

School overview

Detail	Data
School name	Beeston Hill St. Luke's C/E Primary School, Leeds
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	28.6% (111)
Academic year/years that our current pupil premium strategy plan covers	09/21 – 07/24
Date this statement was published	17 December 2021
Date on which it will be reviewed	01 July 2022
Statement authorised by	Louise Booth
Pupil premium lead	Kate Cook
Governor / Trustee lead	Rowena Brewer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,640.00
Recovery premium funding allocation this academic year	£7,540.00
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	£160,180.00

Part A: Pupil premium strategy plan

Statement of intent

To make decisions about the Pupil Premium Strategy Plan we have taken a tiered, evidence-informed approach by using the Education Endowment Foundation research recommendations as well as considering our school context and all barriers faced by all pupils. Barriers include some pupils: having limited English language and communication skills, limited opportunities for cultural experiences, and limited access to resources at home. The number of children in our school who qualify for Pupil Premium is 111. However, this number can be misleading as our pupil base is quintile 5 which shows that the majority of our pupils live in one of the most deprived areas in the country; the vast majority in our school are from low-income families.

Our approach focuses on teaching, targeted academic support and wider strategies. Our strategy aims for disadvantaged pupils are:

- for at least 90% of pupils to pass the Phonics Screening Check.
- to provide targeted interventions for pupils not making expected progress,
- to contribute towards cultural capital for Pupil Premium children by increasing knowledge and understanding of the world for all through a high quality broad and balanced curriculum. For pupils to go on trips to see for themselves all the things we are teaching them in our curriculum, opening up a world of possibilities for them.

The total amount for our Pupil Premium spending includes the Covid Recovery Funding and is £168,948.00. This money can be spent on all children in school.

The Covid Recovery Funding is £7,540.00 for this financial year and will be the same for 2022/23.

This money is being used to fund an additional teacher.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have limited English language, literacy and communication skills.
2	Some pupils have limited opportunities for enriching cultural experiences.
3	Some pupils have poor attendance therefore missing vital learning. There are currently 49 children whose attendance is below 90%, 23 of these children are considered pupil premium (Oct 2021).

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
For at least 90% of disadvantaged pupils to pass the Phonics Screening Check.	Phonics Screening Check results for 2021/22 show that more than 90% of disadvantaged pupils passed the check.
To increase all pupils' knowledge and understanding of the world through a high quality broad and balanced curriculum and half-termly trips for all pupils.	Demonstrated by: Participation in trips by all pupils Qualitative data from student voice and teacher observations in the enjoyment of trips and lessons. Carefully planned cross-curricular links monitored by subject leaders.
To provide targeted interventions for all pupils, particularly disadvantaged pupils not making expected progress.	Key Stage Assessments from 2021/22 show progress being made. Monitoring of teaching and learning shows pupils making progress.
To improve and/or maintain attendance levels of all pupils.	Sustained high attendance from 2021/22 demonstrated by: The overall attendance figure being 97%.

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: £ 27,000.00

***Evidence is taken from The Education Endowment Foundation - an independent charity dedicated to breaking the link between family income and educational achievement.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide enhanced staffing in KS1 to allow for more differentiated phonic groups. (£15,000.00)	“Great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” EEF * Smaller, differentiated groups allow the teachers to be able to address the needs of the children through high-quality first teaching.	1
To provide Miskin training for all appropriate staff. (£6,000.00)	“The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.” EEF*	1
To provide release time for senior leader to co-ordinate the phonic approach. (£6,000.00)	“The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).” EEF* Allowing a senior leader to continuously assess the children means they will be matched to the correct teaching level while the overview taken of all groups allows for consistency of good quality-first teaching.	1

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

Budgeted cost: £ 91,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ specialist teachers to work alongside the class teacher for: Art, Computing and Gardening (£79,000.00)	“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” EEF* To provide a broad and balanced curriculum builds cultural capital for all pupils.	1 and 2
To use the National Tutor trust to focus on gaps in progress. (£5,000.00)	“The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.” EEF*	1
To work with the Yorkshire Dyslexia Support to provide support for some pupils. (£7,000.00)	“Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.” EEF*	1

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

Budgeted cost: £34,640.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
A newly appointed attendance officer to target low or non-attendance, ensuring full attendance in phonic sessions.	Our phonic sessions are at the start of each day so it is vital all pupils are in school and on time: “The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course	3

<p>(£20,000.00)</p>	<p>of a year.” EEF* “We can’t improve attainment for children if they aren’t attending school.” NFER briefing for school leaders identifies addressing attendance as a key step.</p>	
<p>To provide every pupil with a heavily-subsidised trip every half-term. (£14,640.00)</p>	<p>We aim to provide exciting and stimulating activities and exposure to situations that some pupils would not normally be exposed to. Trips can increase pupils’ cultural awareness of global issues and become well-informed individuals.</p>	<p>1 and 2</p>

Total budgeted cost: £152,640.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

We worked relentlessly to provide support for all pupils during the school and bubble closures and continually adapted to meet the needs of all pupils. Individual iPads were given to all pupils in KS2 ensuring all pupils had access to lessons and teachers. We provided internet access for those pupils who did not have it at home and technical support from our Computing teacher. Our staff made regular contact through calls and home visits to any pupils who they had not received work from or to pupils who were struggling to do their work. Parents were spoken to, to ensure they had access to all the help they needed, including food and technology.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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