

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2022 to 2023 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	408
Proportion (%) of pupil premium eligible pupils	28% (115 pupils)
Academic years that our current pupil premium strategy plan covers	09/21 – 07/24
Date this statement was published	21st July 2022
Date on which it will be reviewed	01 July 2023
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	£186,390.00
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	£193,930.00

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 116. 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.

As a school we invest heavily in Computing and Digital Literacy, especially for our Pupil Premium children. We are committed to equipping them to be able to access secondary school and the workplace as successfully as possible.

The total amount for our Pupil Premium spending includes the Covid Recovery Funding and is £193,930. This money can be spent on all children in school.

The Covid Recovery Funding is £7,540.00 for this financial year and has been included in our total Pupil Premium spending.

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 47 children whose attendance is below 90%, 18 of these children are considered pupil premium (July 2022).
4	The disproportionate effect of lockdown on our children. This year has seen the first full year back in school full-time since 2020.

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 2022/23 to 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 2022/23 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 2022/23 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: £ 70,000.00

***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. (£33,000.00)	“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 resources and training for all appropriate staff when needed. (£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 extend the school day from September 2022. (£30,000.00)	“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 * To provide an extra half hour per day of teaching for all pupils.	1
To provide release time for senior leader to co-ordinate the phonic approach (HLTA cover). (£1,000.00)	“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	1

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

Budgeted cost: **£ 73,000.00**

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 (£59,000.00)	“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 an academic tutor to focus on gaps in progress. (£7,000.00)	“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: **£50,930.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A newly appointed	Our phonic sessions are at the start	3

<p>attendance officer to target low or non-attendance, ensuring full attendance in phonic sessions. (£20,000.00)</p>	<p>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 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. (£30,930.00)</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: £193,930

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 2021 to 2022 academic year.

- Monitoring of the attendance of PP children’s parents during Parents’ Evenings showed 100% of parents met with their class teacher for a Parents’ Evening appointment this year.
- Monitoring of trips showed 100% of Pupil Premium children attended.
- Monitoring the PP children’s results during our assessment times throughout the year (see attached). Any child not making progress is discussed with their teacher who confirms interventions are or have been put in place. This extra layer of monitoring brings to light vulnerable pupils and leads to actions and interventions being put into place.

The results of the **Year 1 Phonics Test** are as follows:

External data: Total Year 1 = 60 pupils. 42/60 passed (70%)

Year 1 PP = 16 pupils (26.6%) 10 passed = 62.5 % passed

Internal data: 54 pupils (due to 3xSEN, 1 Oasis, 2 absentees) = 78% passed

PP = 15 pupils (1 absentee)

The children who didn't pass will continue to work in small groups, receive daily interventions and be targeted to pass by Dec. 2022.

13 PP children in Year 2 didn't pass their Phonics Test in Year 1 so recently took it again. Out of the 13, 12 children passed. The child who didn't pass scored 28 out of 40 and the pass mark was 32. That child will continue to receive targeted intervention as he goes into Year 3.

The results of the **Key Stage 1 End of Key Stage Assessments** are as follows:

62 Pupils/20 PP (32%) 4 pre-key stage in all subjects (1 is PP)

Reading:

Pupils reaching standard or above = 48%, of the 48% Pupil Premium reaching standard or above = 35%

Pupils working towards the standard = 45%, of the 45% Pupil Premium working towards = 17%

(WTS = 28 pupils, 11 PP. EXS = 23 Pupils 6 PP. GDS = 7 pupils, 1 PP)

Writing:

Pupils reaching standard or above = 35%, of the 35% Pupil Premium reaching standard or above = 10%.

Pupils working towards the standard = 26%

The results of the **Key Stage 2 End of Key Stage Assessments** are as follows:

(45 pupils/13PP)

% of all pupils reaching the standard in Reading = 68%

% of PP reaching the standard in Reading = 69%

% of all pupils reaching the standard in Writing = 76%

% of PP reaching the standard in Writing = 69%

% of all pupils reaching the standard in Maths = 60%

% of PP reaching the standard in Maths = 31%

% of all pupils reaching the standard in SPaG = 76%

% of PP reaching the standard in SPaG = 69%

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