

# Pupil premium strategy statement – Skerton St Luke's CE School

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	189
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027 Version 2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Leanne Gaffiney
Pupil premium lead	Leanne Gaffiney
Governor / Trustee lead	Jude Gault

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,330
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£151,330

## Part A: Pupil premium strategy plan

### Challenges

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

Challenge number	Detail of challenge
1	Pupils falling behind ARE due to challenging circumstances
2	Speech and Language skills
3	Mental Health concerns related to pandemic and family issues
4	Early development milestones missed due to missed experiences and learning.
5	Affordability of experiences beyond the classroom

### 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
Raise achievement and accelerate progress throughout the curriculum	Pupils are broadly in line with ARE, making good progress from starting points.
Oracy remains a whole-school focus. Speech and Language interventions are effective in developing vocabulary for communication	Pupils can communicate and this enables them to access learning more effectively
Pupils know how to deal with setbacks and challenges to keep mentally healthy	Pupils are in school on time every day. Pupils are happy and settled most of the time but seek support when they are not.
Children develop skills of effective learning so they can develop perseverance and resilience	Pupils work hard to overcome challenges in their learning and develop chrematistics to support them throughout life
The curriculum is developed to allow pupils to experience learning beyond the classroom	Pupils remember and retain learning through practical experiences beyond the classroom.

## 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: £67,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Red Rose Training for KS1 Staff	Red Rose Phonics and Spelling is used throughout the school and staff that are new to their year group need to have up to date training. <a href="#">\\stlukes.learning\userdata\$\OfficeData\My Documents\Head Teacher\pupil premium\Pupil Premium Statement 2024-2025 a.docx</a> <a href="#">Red Rose Letters and Sounds</a>	1
Meta-cognition and self-regulation strategies	EEF – Closing the Disadvantage Gap (7+ months impact)	1 and 3
Reading comprehension	EEF – Closing the Disadvantage Gap (7+ months impact)	1
Feedback	EEF – Closing the Disadvantage Gap (6+ months impact)	1
CPD in Maths number and fluency	Continuing to raise standards in Maths in KS2. <a href="#">White Rose Maths</a>	1
CPD for EYFS staff to develop understanding of early years.	<a href="#">LPDS – Early Years</a>	2 and 4
Continued training and resourcing for Zones of Regulation and Executive Functioning Skills to support self-regulation and positive mental health	<a href="#">EEF – Self-Regulation</a>  <a href="#">DFE – mental health and wellbeing</a>	3 and 4

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants focus on closing gaps in learning and ensuring rapid progress for those not at ARE	<a href="#">EEF Small group tuition</a>	1 and 3

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

Budgeted cost: £ 74,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance project and training with LCC to engage hard to reach families and persistent absentees	<a href="#">EEF Attendance Interventions</a> <a href="#">DFE Pupil Attendance</a>	3 and 4
Provision of Nurture Environment and interventions to support pupils access classroom and playground provision	<a href="#">EEF Improving Social and Emotional Learning in Schools</a>	1-5
Provision of music opportunities, before and after-school clubs and trip subsidies	EEF Closing the Disadvantage Gap	3 and 5

**Total budgeted cost: £151,330**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium strategy had on pupils in the 2024 to 2025 academic year.

#### Context

Our school currently has 37% of pupils eligible for FSM6. This is significantly higher than both Lancashire and England averages and has remained so consistently over recent years. Our socio-economic indicators show that our children join us with multiple indices of deprivation (IMD) with 56.58% in band E or E\* and 86.88% in Bands D to E\*.

#### Attainment

2025 Statutory Data – Whole School

EYFS GLD- 74%

Y1 Phonics – 84%

KS1 – Reading 66%, Writing 60%, Maths 70%

KS2 – Reading 47%, Writing 63%, Maths 63%, Combined RWM 40%

### 2025 Statutory Data – Disadvantaged Learners

Percentages of pupils eligible for FSM by year group:

Year R = 25%   Year 1 = 35.7%   Year 2 = 34.5%   Year 4 = 46.7%   Year 6 = 60%

Again, these are significantly higher than Lancashire averages.

EYFS GLD: 85.7%

Y1 Phonics – 63% (non-disadvantaged 94.4%)

KS2 – Reading 47.4% (non-disadvantaged 94.4%)

Writing 52.6% (non-disadvantaged 81.8%)

Maths 47.4% (non-disadvantaged 81.8%)

Combined RWM 36.8% (non-disadvantaged 45.5%)

This shows that our disadvantaged pupils are performing less well than the non-disadvantaged. We need to continue to work hard to address this. This is also lower than disadvantaged pupils in other settings.

To raise awareness, we now clearly identify pupils from different learner groups on a whole school 'Learner Group' map. Teachers use this to supporting planning and teaching, to maximise the impact of our inclusive practices. Pupils who flag in any group (or indeed multiple groups) are discussed in pupil progress meetings as well as our new Pupil Support Meetings where we take a whole school approach to identifying and removing barriers.

### **Priority areas for action**

1. Raise achievement and accelerate progress throughout the curriculum

Last year's attainment data was good for the lower school but weaker at KS2. This was an anomaly year with the data being significantly lower than in previous years. We know that disadvantage was prevalent as was SEND with 16.7% of pupils receiving SEND support (above Lancashire averages whereas in other year groups we are significantly lower). A focus on consistent high-quality first teaching is key this academic year and moving forwards.

2. Oracy remains a whole school focus and coupled with S&L interventions is effective in developing communication

In terms of SEND need in school, our highest primary category of need remains Speech, Language and Communication needs, which is significantly higher than any

other primary area. This has also historically been the pattern hence the need for oracy and S&L interventions as part of our ongoing strategy.

3. Pupils know how to deal with setbacks and challenges to keep mentally healthy

Our children face numerous barriers and disadvantage so we are committed to developing the whole child. For this, we take particular care in educating our pupils about mental health and supporting them effectively through times of greater challenge.

4. Children develop skills of effective learning so they can develop perseverance and resilience

We want to prepare our children to be successful adults in a complex and ever-changing world. This is why we find and maximise any and all opportunities for enhancing their characteristics as learners.

5. The curriculum is developed to allow pupils to experience learning beyond the classroom

We want to continue to find opportunities for bringing learning to life so that it is more memorable. This will support us in ensuring that all pupils can **'learn more and remember more'**.

## Externally provided programmes

Programme	Provider
Zones of Regulation	<a href="https://zonesofregulation.com/">https://zonesofregulation.com/</a>
Red Rose Letter and Sounds	<a href="https://www.lancashire.gov.uk/lpds/teachingand-learning/primary/english-andliteracy/lpdsrrls/">https://www.lancashire.gov.uk/lpds/teachingand-learning/primary/english-andliteracy/lpdsrrls/</a>
Seasons for Growth	<a href="https://www.seasonsforgrowth.org.uk/">https://www.seasonsforgrowth.org.uk/</a>
Odizzi Geography Resources	<a href="https://www.oddizzi.com/">https://www.oddizzi.com/</a>
Access Art	<a href="https://www.accessart.org.uk/">https://www.accessart.org.uk/</a>

## Action plan to support success

Pupils are broadly in line with ARE, making good progress from starting points.	<ul style="list-style-type: none"> <li>• CPD on high-quality first teaching throughout year in all subjects especially phonics and core subjects</li> <li>• Planned out monitoring that is impactful of teaching practice</li> <li>• CPD on formative assessment and feedback</li> <li>• Team support planning in writing and maths</li> <li>• New assessment system for recording and tracking data (SONAR)</li> <li>• Learner Group map created so that disadvantaged pupils are clearly identified for each class.</li> <li>• Careful deployment of additional adults to support disadvantaged pupils</li> <li>• Pupil progress meetings focus on disadvantaged pupils</li> </ul>
Pupils can communicate and this enables them to access learning more effectively	<ul style="list-style-type: none"> <li>• Continued 'oracy' project to increase opportunities for incorporating 'talk' into learning in both English and maths</li> </ul>
Pupils are in school on time every day. Pupils are happy and settled most of the time but seek support when they are not.	<ul style="list-style-type: none"> <li>• Good attendance and punctuality is promoted across the community</li> <li>• Breakfast club offered free to disadvantaged pupils</li> <li>• Culture of 'Every child matters' with staff knowing children well and valuing them as individuals created in God's love</li> <li>• Continue to follow Zones of Regulation to support learning</li> <li>• Children with additional vulnerabilities are tracked through Pupil Support meetings where a whole-school approach is taken to next steps</li> <li>• Dedicated pastoral team, without teaching commitment, for support at point of need as well as leading intervention</li> <li>• Referrals to other agencies as needed</li> </ul>
Pupils work hard to overcome challenges in their learning and develop chrematistics to support them throughout life	<ul style="list-style-type: none"> <li>• Continued promotion of 'growth mindset' through direct lessons as well as through worship</li> <li>• Reintroduction of Pupil Parliament and Green Guardians to give pupils opportunities in leadership development</li> <li>• BEE Adventures – personal development project for 8 KS2 pupils</li> <li>• Increased reference to metacognition and self-regulation strategies</li> </ul>
Pupils remember and retain learning through practical experiences beyond the classroom.	<ul style="list-style-type: none"> <li>• Vibrant in-house breakfast and after-school clubs to provide opportunities to socialise</li> <li>• Newly-reformed PTA to provide exciting opportunities for experience, such as discos and fayres</li> <li>• Continued outdoor learning opportunities for all classes exploring the local area</li> </ul>