Pupil Premium Strategy Statement 2026/27

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 impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Luke's CofE Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	FGB
Pupil premium lead	Gemma Ackroyd (Head teacher)
Governor	Nichola Towers (Named Governor for Pupil Premium)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£97,600

Statement of Intent

The research conducted by the EEF on developing an effective Pupil Premium strategy was referred to when writing this strategy statement and is referenced throughout.

It is paramount for us to consider the contexts of our families and children and the challenges they face. The Pupil Premium funding is used to ensure that disadvantaged pupils make progress in line with non-pupil premium pupils.

We want all of our pupils to have a wide range of opportunities and experiences and we aim to support our families to engage well with school, enabling everyone to flourish.

Common barriers to learning faced by disadvantaged children can be weaker language and communication skills, lack of confidence, social and emotional difficulties and issues linked to attendance and punctuality. There may also

be complex family issues to take into consideration that may prevent children from thriving and reaching their potential.

Our objectives are:

♦ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils and ensure pupils achieve in line with ARE

♦ To ensure that children develop a rich vocabulary and have improved communication skills

♦ To ensure cultural capital is realised by all of our pupils through having access to a wide range of ICT resources, trips and memorable experiences

♦ To continue to improve parental involvement in all areas of school life

♦ To ensure that our children are prepared and ready for the next stage in their lives

We aim to do this by:

♦ Ensuring that high quality teaching and learning opportunities meet the needs of all pupils

♦ Ensuring that children who are disadvantaged and also have SEND are quickly identified so that bespoke support and early intervention can be put in place to meet their needs

Challenges

Challenge number	Detail of Challenge
1	The gap between Pupil Premium pupils and non-pupil premium pupils achieving in line with national expectations
2	Use of language and extending the children's vocabulary across school
3	Limited experiences for children– impacting on the development of the pupil's cultural capital
4	Parental engagement – working together with families to develop engagement in all areas of school life and children's learning

Intended Outcomes

Intended Outcome	Success Criteria
Progress rates for PP pupils to be sustained and in line with non-PP pupils across the school Attainment to be in line with national average	PP children will make expected progress in reading, writing and maths and where applicable make more than expected progress to ensure they achieve ARE
Pupils in reception to have access to a language rich environment, ensuring their communication and language skills are in line with their peers	Communication and language skills to be developed by all children. Speech and language concerns to be addressed promptly
All children to have access to high quality resources and experiences	Our bespoke curriculum ensures that our pupils have access to memorable and engaging learning experiences; this will contribute to them realising their cultural capital
Ensuring that parental involvement increases across school. Parents to feel well supported with how to help their child at home. Embed the Vision, Core Values and Christian ethos of St Luke's to enable the school community to flourish	Attendance to events, Collective Worship and Workshops to be increased. Parents to be reading with children more regularly at home and understand the importance of this. Partnership work with Early Help to continue.

Targeted academic support for current academic year

Activity	Evidence which supports this approach
To improve the attainment and progress of disadvantaged children through catch up teaching delivered by both support staff and class teachers	The EEF shows that teaching assistant interventions have a +4months impact on children's progress. We also expect class teachers to deliver their own interventions within the classroom and during planned times throughout the day, which should provide greater impact (EEF toolkit +4months of additional progress)
Provision of counselling, positive mental health sessions and behaviour therapy, to address behaviour issues ensuring children are 'more settled' in order to facilitate a situation conducive to learning. The school inclusion mentor alongside outside agencies will deliver positive mental health sessions, pastoral sessions and one-to-one work as and when required for individual pupils	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. (EEF toolkit +4months of additional progress)
Parents engage fully with the school in all areas to support improved attendance for disadvantaged pupils. Our PIW, attendance officer and INCO work closely with all families from disadvantaged backgrounds with parenting support/ workshops and the promotion of good engagement with school. The use of Class Dojo as a communication app between home and school.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. Specific computing programmes to support learning (EEF toolkit +4months of additional progress)
Projected Spending	£70,000

Wider strategies for current academic year

Activity	
Lunchtime Club to support pupils Trip Grants – all PP pupils to access residential experiences across Key Stage 2 Year 3 –Bramhope Scout Camp (1 night) Year 4 – Bradley Woods (2 nights) Year 5 – Buckden (2 nights) Year 6 – London (2 nights) Forest School Soft-landing breakfast club for targeted pupils Uniform – All PP pupils eligible for a £25 uniform voucher Funded access to after-school extra-curricular clubs	
Projected Spending	£30,000

Pupil premium strategy outcomes

Pupil outcomes - July 2026

Reception GLD - All pupils – 61%. Pupil Premium – 63%

Year 1 phonics - All pupils – 73%. Pupil Premium – 50%

End of Key Stage 2 (3-year average)

Reading – 56% (National 63%)

Writing – 50% (National 59%)

Maths – 53% (National 61%)

RWM combined – 47% (National 47%)

Attendance 2025-2026

All pupils – 95.7%.
Pupil Premium - 95.3% (National - 92.3%)

Links to other policies:

Charges and Remissions Policy