

# Pupil premium strategy statement – Slyne-with-Hest St. Luke’s Church of England Primary 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	203
Proportion (%) of pupil premium eligible pupils	8.4% (17 chn)
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
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Paul Bowden (HT)
Pupil premium lead	Paul Bowden
Governor / Trustee lead	Paul Beach (CoG)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£27,935</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by a variety of factors including the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

As a school we have relatively few disadvantaged pupils compared with all schools nationally. Those that we do have also often have a number of other challenges:

- EAL (we currently have 7 children in school who have English as an additional language – many of these are refugees from overseas)

- Specific SEND needs

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

Challenge number	Detail of challenge
1	5 of the 17 pupils have English as an additional language. They all arrived in the UK over the past 3 years and required input from the LA EAL team as well as daily support in school.
2	7 of the 17 pupils have specific SEND needs that also need specific targets / support. 4 have EHCPs in place. Their learning / additional needs are the main barriers to learning rather than being disadvantaged
3	External assessments indicate that disadvantaged pupils are not meeting the expected standard in KS2 tests. In most school years there are very small numbers of children entitled to PP – often with other needs - there is a detailed breakdown of these children in school. This includes progress they have made and the additional barriers that were / are in place.
4	Attendance data indicates that the attendance of a small group of our disadvantaged pupils has been lower than the majority of other children in school. 5 were classed as persistently absent in 24 – 25.

## 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.

It should be noted that this is challenging as our small numbers in many year groups make global targets more difficult and individual targets more appropriate. Currently (academic year 25-26) numbers of disadvantaged pupils in KS2 are:

Year 3: 3 (one of whom is on the pathway for an EHCP)

Year 4 : 2 (one of whom is on the pathway for an EHCP)

Year 5 : 3 (one has an EHCP)

Year 6 : 6 (two have EHCPs)

Intended outcome	Success criteria
To achieve and sustain improved reading and writing attainment among disadvantaged pupils	This will be child specific e.g. in the current Y6 class (25-26) we are working towards 2/6 (33%) passing the reading assessment. The other 4 are working towards their own targets / progress measures.

For each child to make sustained progress from their baseline / on entry assessments	Analysis of data (PIVATs / assessments etc) shows developmental and measurable progress year on year. (This is reflective of the specific needs of individual children)
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<i>The overall school attendance % is very positive and a high % of disadvantaged pupils also have very good attendance. There is a group based around a small number of families that we will continue to work with.</i> Sustained high attendance by 2027/8 – target of 97% attendance and reduced persistent absence data

## 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)

The school already has:

- A very experienced teaching staff
- Accessed a wide range of CPD (and all subject leads receive annual cluster up date training)
- Excellent retention of staff

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

Budgeted cost: £27,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.  Tutoring will be implemented with the help of DfE's guide:	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2,3

<a href="#">Tutoring: guidance for education settings</a>		
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Without the pupil premium funding we would not be able to provide daily in class support for all our classes. The support provided allows all pupils to make progress but has a focus on working with those that are disadvantaged in any way.

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

Budgeted cost: £0 This will come from within HT / bursar funding

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  Working with the schools attendance consultant, regularly reviewing attendance data and providing support for families	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

**Total budgeted cost: £27,935**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In Summer 2025 out of a cohort of 29 there were only 2 disadvantaged pupils so comparisons are difficult. The IDSR records 'small cohort' Of these 2 pupils one made good progress based on her additional needs and the other outstanding progress since joining the school from overseas. A full summary is available in school but can't be published as it could lead to the children being identified.

While attainment of the small number of disadvantaged pupils has been significantly less than the whole school data over the past 3 years (which is above national and local levels) the progress recorded for 2022 and 2023 (when the last progress data was available) shows reading and maths progress as being 'close to average' and writing progress as being 'above average'.

### Externally provided programmes

Programme	Provider
n/a	

### Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The school received £350 in the last academic year which was used within the PP funding allocated to support staff and intervention.
The impact of that spending on service pupil premium eligible pupils
As there is only one pupil a comment can't be recorded as this could lead to the child being identified.