

Pupil premium strategy statement – St Matthew’s Primary School 2024-2027

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	840 (Oct 23 Census)
Proportion (%) of pupil premium eligible pupils	29% (PP funding based on 241 pupils recorded on GIAP 10/6/24)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2024 - July 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jane Thomas
Pupil premium lead	Victoria Rayner
Governor / Trustee lead	Tina Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,680
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£356,680

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged children are held at the forefront of the ethos of St Matthew's Primary School. Disadvantaged pupils at St Matthew's Primary School include those in receipt of Pupil Premium, those in receipt of benefits-related Free School Meals plus children not eligible but identified as potentially vulnerable. Such circumstances may apply to families with no recourse to public funds, asylum seeking families, families with a sudden temporary change in circumstances; for example fleeing domestic abuse or experiencing eviction or rehousing. It is our intention to ensure that any such child is provided with enhanced opportunities to thrive academically, personally, socially, emotionally and physically. Children will receive support for academic attainment, pastoral needs and opportunities to experience the wider world around them. We believe that without exception every child who attends St Matthew's Primary School should receive an excellent education and be in receipt of teaching that is routinely engaging, purposeful and allows all learners to progress well. We recognise that to achieve this we must be committed to the development of our staff at all levels, ensuring the staff team as a whole are supported to develop as exceptional practitioners. Through our commitment to Continued Professional Development we will ensure that all teachers routinely deliver sound Quality First Teaching. When creating our strategy we consider the latest available guidance and research, (including the Education Endowment Foundation), in addition to engaging in continuing professional development opportunities. This supports our identification of strategies. We are mindful of the local context of High Town in Luton and the deprivation challenges potentially facing some of our community. We work closely with our families, stakeholders and local charities to ensure we 'poverty proof' our school experience wherever possible.

The key principles of our strategy:

- Ensuring that spending is directly linked to gaps in progress and attainment
- Making use of our own termly data to target appropriate interventions
- Ensuring that children receive good or better teaching on a day to day basis
- Making sure that children are supported holistically to ensure all basic needs are met

Challenges

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

Challenge number	Detail of challenge
1	<u>Reading</u> Attainment and progress in reading at the end of each year group and key stage remains a challenge for many pupils in receipt of PP or FSM. Statutory outcomes in KS2 (2024) at the 'Expected Standard' were below other pupils nationally.
2	<u>Phonics acquisition</u> Phonics acquisition continues to be challenging for pupils in receipt of PP or FSM; particularly retention and blending skills. 2023 and 2024 Y1 PSC outcomes for St Matthew's disadvantaged cohort were above national average for non-disadvantaged pupils. This continued

	focus will ensure the proportion of disadvantaged pupils passing continues to grow.
3	<u>Parental involvement</u> Observations and in-house data indicate that parental involvement with the school is lower amongst some disadvantaged pupils than others. This is evident in Early Years, KS1 and KS2 (for example reading support at home, attendance at Parent Consultations, attendance at school information sessions such as reading mornings)
4	<u>Wider opportunities and aspiration</u> Opportunities to experience the world beyond the locality are limited for many pupils eligible for PP/FSM. This could potentially impact on aspirations and awareness of opportunities available in later life.
5	<u>Attendance</u> Attendance of pupils in receipt of Pupil Premium increased in 2023-24 (93.2%) but remains lower than for all pupils (94.6% 2023-24). 23.1% of pupils in YR-Y6 (2023-24) in receipt of PP were persistent absentees.
6	<u>Impact of deprivation</u> The school location deprivation indicator (0.21) is higher than the national average for all schools (0.18) (source - IDSR Nov 2024) Many families in receipt of FSM/PP face challenges such as health, asylum/immigration/Home Office status, food and fuel poverty, housing issues including evictions and homelessness, antisocial behaviour, mental health, subject to Child Protection/Child in Need plans, families under police protection and bereavement. Some families have No Recourse to Public Funds, and are not always eligible for FSM or PP. PP funding is also used to support these pupils where Necessary

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
1. To raise attainment in reading for disadvantaged pupils	<p><u>End of KS2 outcomes</u></p> <p>By July 2027</p> <ul style="list-style-type: none"> The attainment in reading for children in receipt of PP funding is above the attainment of PP children nationally The attainment in reading for children in receipt of PP funding is in line with the national attainment for all children. <p><i>Internal assessments termly, statutory assessments each May with results available in July (St Matthew's comparisons available) then October (National comparisons available)</i></p> <p><u>Non-statutory year groups</u></p>

	<ul style="list-style-type: none"> Internal teacher assessment in reading demonstrates that children in receipt of PP funding are attaining in line with non-PP children. <p><i>Internal assessments termly</i></p>
<p>2. Accelerate and embed the acquisition of phonics for disadvantaged pupils</p>	<p><u>Y1</u></p> <ul style="list-style-type: none"> Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils (<i>assessed half termly</i>). The proportion of PP pupils passing the phonics screening check in Y1 2025, 2026 and 2027 shows an increase from June 2024 (<i>assessed June each year, national comparisons available October</i>). The proportion of PP pupils passing the phonics screening check in Y1 matches national attainment for all pupils in 2025, 2026 and 2027 (<i>assessed June each year, national comparisons available October</i>). <p><u>Y2</u></p> <p>For children in receipt of PP who did not pass the phonics screening check in Y1:</p> <ul style="list-style-type: none"> Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils (<i>assessed half termly</i>). The proportion of PP pupils passing the phonics screening check in Y2 2025, 2026 and 2027 continues to be above the proportion of PP children passing in Y2 nationally (<i>assessed June each year, national comparisons available October</i>). The proportion of PP pupils passing the phonics screening check in Y2 matches national attainment for all pupils in 2025,26 and 2027 (<i>assessed June each year, national comparisons available October</i>).
<p>3. To increase levels of parental involvement with school activities</p>	<p>100% of pof pupils eligible for PP funding attend school events and activities, including (but not limited to);</p> <p>Parent Consultations Reading Mornings (YR to Y3) Reading workshops Phonics workshops (YR +Y1) Celebration assemblies Class assemblies SATs workshops Family learning activities Curriculum showcases</p> <p><i>(Measured through attendance tracking following activities)</i></p>

<p>4. To provide a series of opportunities for children to develop their understanding of the wider world and opportunities that exist</p>	<p>Children across the school experience opportunities and experiences that increase their awareness of their future options - out of school visits/in school enrichment activities <i>(measured through curriculum scrutiny, pupil voice and parent voice)</i></p> <p>Enhanced plan of additional activities provided for children in receipt of Pupil Premium <i>(measured through curriculum scrutiny, pupil voice and parent voice)</i></p> <p>80% of children eligible for PP funding attend extra curricular before and after school clubs <i>(measured through attendance plus pupil and parent voice)</i></p>
<p>5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by July 2025 (improving in 2026 and 2027) demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 1.5% <i>(Insight 2023-24 = 1.7%)</i> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced <i>(Insight 2023-24 disadvantaged attendance = 93.2%, all pupils' attendance 94.6% - both figures include non stat pupils)</i> the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 5% lower than their peers. <p><i>(Measured through weekly, half-termly and termly attendance data)</i></p>
<p>6. To provide targeted support for families and individual pupils in need to negate the impact of deprivation, within our capacity</p>	<p>Support for families is targeted and impactful.</p> <p>All children are supported to wear adequate clothing and have adequate resources to support homework.</p> <p><i>(Measured by pupil attendance, parental voice, Family Worker intervention, Safeguarding Team intervention, uniform and meals provided to pupils)</i></p>

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)

Budgeted cost: £170,897

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Assistant Head (29% of salary)</p>	<p>The proportion of pupils eligible for PP/FSM with SEND varies in each year group; in September 2024 the smallest proportion was 15% (Y1),</p>	<p>1,2,3,4,5,6</p>

	<p>largest was 44% (Y6). This changes over time as children leave or join the school.</p> <p>The AH for Inclusion supports the Deputy Headteacher and SENDCo in the identification, implementation and evaluation of provision to overcome any barriers to learning for all pupils, including PP/FSM children. In recording and identification of need, the AH for Inclusion has the responsibility for ensuring PP children are not disproportionately represented on the SEND register and that their needs are met.</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p> <p>‘7. Successful schools ‘ Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance’ (p.10)</p> <p>EEF Implementation Guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’</p>	
<p>Teaching Assistants to support children within the classroom and to deliver targeted interventions where identified as necessary (29% of salaries)</p>	<p>Deploying TAs to work with PP children provides them with further opportunities to apply skills learnt in all areas of the curriculum.</p> <p>Activities where TAs can support learning are identified. TAs receive training weekly, including a focus on the impact of poverty, ACEs and trauma. TAs support the teacher with formative assessment and help identify next steps; ensuring that any gaps are quickly plugged where agreed strategies to support and enrich are practised.</p> <p>TAs deliver small group targeted teaching planned by teachers.</p> <p>TAs pastorally support PP pupils’ and their social, moral, spiritual, cultural and emotional development on a day to day basis.</p> <p><i>EEF research on TA effectiveness is varied. At St Matthew’s their support is targeted and they receive high quality training.</i></p> <p><i>Teaching assistants are fully trained to lead pupil interventions such as, Catch-Up Literacy, Catch Up Numeracy and SoundsWrite, IDL and Precision Teaching</i></p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,6</p>

	EEF blog: The Impact of Teaching Assistants – A Holistic Picture EEF (educationendowmentfoundation.org.uk)	
Cover supervisors (29% of salaries)	<p>Provide high quality teaching (following direction and planning from a qualified teacher) for pupils when class teachers are on PPA, CPD or absent due to illness. Cover supervisors attend all CPD training plus year group meetings and are fully involved in planning.</p> <p>Pupils are able to access learning confidently, with trust and respect in adults teaching them.</p> <p>Research: “In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning”.</p> <p>Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011, Sutton Trust Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	1,2,6
Teacher and TA CPD 100% of CPD budget.	<p>Teachers and TAs are equipped with a range of skills and knowledge of potential barriers for PP pupils and how best to support pupils and their families.</p> <p>Training includes (and is not limited to); Quality First Teaching Questioning Metacognition Moderation and standardisation Impact of poverty Curriculum subject knowledge Reading progression Writing progression Pupil Premium courses for DHT (inc Making the Difference for Disadvantaged Pupils - Sandringham Research School/EEF, Improving Educational Outcomes for Disadvantaged Pupils: Raising Aspiration and Attainment Conference, National Pupil Premium Conference).</p> <p>Research : “In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning”.</p> <p>Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011, Sutton Trust Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	1,2,3,4,5,6

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

Budgeted cost: £83,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (Y1 and Y2).	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Early years TAs (29% of salary)	Employing additional Teaching Assistants, with a specific background in child development and qualifications in Early Years (TA 3 - CACHE Level 3 equivalent) allows for enhanced quality interactions with children. This improves childrens' language, communication and interactions. EEF Early Years Toolkit - Communication and language approaches	1,2
EAL HLTA and TA (29% of salary)	By employing colleagues specifically to support pupils with limited English we are able to provide bespoke language development support (Language School) and teach rapid language and Phonics acquisition. The Bell Foundation - Additional Support in the Classroom	1,2
Early Language Support for Every Child (ELSEC) Programme	ELSEC is a two-year pathfinder programme which will fund innovative workforce models to improve early identification and support for children and young people with speech, language and communication needs within early years and primary school settings. ELSEC will take place in nine sites across England, one in each Change Programme Partnership. ELSEC assessments will be undertaken on all YR children admitted in 2024 leading to targeted speech and language interventions.	1,2,6

Additional daily reading for the lowest 20% of readers in each class to enhance reading fluency and comprehension	<p>Rehearsal and targeted daily interactions with reading will support pupils to develop reading fluency, comprehension and vocabulary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://www.ucl.ac.uk/ioe/news/2020/feb/children-who-read-books-daily-score-higher-school-tests-vast-new-study-states</p>	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £83,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional school meals and support for families in crisis (non-PP/FSM families with no access to funds)	<p>The EEF Guide to Pupil Premium</p> <p>We do this to ensure children are in school and able to learn physically. It is also a safeguarding measure to ensure professionals have sight of vulnerable children/families</p>	3,4,5,6
Safeguarding Officer (29% of salary) Approx cost	<p>Our Safeguarding Officer is an integral part of our disadvantaged (and all) pupil care. In partnership with the Family Worker, Inclusion Team, EWO and in-school Attendance Officer she works with professional curiosity to ensure pupil needs are identified and addressed, liaising with and challenging external agencies and holding them to account as required.</p>	3,5,6
Family Worker (29% of salary)	<p>Our Family Worker is an integral link in the chain of support that St Matthew's provides for our families. By ensuring there is assistance for the issues that may face the families of our children, and by keeping them supported with intervention from our Family Worker, we are able to provide another layer of provision for our children. A wide spectrum of support is offered from housing to benefits, from relationships to parenting, from general well-being to domestic violence and a whole host of other issues, and increasingly including asylum seeking/granted and refugee families.</p>	1,2,3,4,5,6

	<p>The Family Centre aims to offer a range of courses, one to one support, group support, family facing events and professional/pastoral signposting to other organisations who could help.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Attendance Officer (29% of salary)</p> <p>Plus EWO service (100%)</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance guidance. (Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk))</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance of individual and groups of pupils</p> <p>(See school's Attendance Policy)</p>	3,5,6
<p>Free extra curricular before and after-school clubs for all pupils.</p> <p>Subsidised trips, residential and enrichment activities</p>	<p>We are aware through discussions with children and parents that our disadvantaged children do not always experience the same activities as their peers outside of school. By providing free extra curricular clubs, heavily subsidising our school trips and residential we are supporting all children to be part of and benefit from these experiences.</p> <p>All trips are planned to enhance the curriculum and offer experiential learning to support the work undertaken in school.</p>	4,5,6
Free fruit for KS2 pupils	We do this to ensure children are able to learn physically and that a basic need is met (for all children)	6
<p>School meals provided for children from families in need</p> <p><i>These children are also provided with vouchers from the LA for school holidays.</i></p> <p>Curriculum resource packs provided to all PP/FSM children to ensure</p>	<p>We do this to ensure children are in school and able to learn physically. It is also a safeguarding measure to ensure professionals have sight of vulnerable children/families</p> <p>We also do this to ensure children are able to learn physically because a basic need is met in school. Many families live under chronic financial stress and many are already living under considerable strain, not having to provide a packed lunch or for example having to choose heating a home over food or vice versa may help.</p> <p>It is also a safeguarding measure to ensure a potential trigger for parental stress and contextual safeguarding issues are lessened, even just a little.</p>	5,6

engagement with homework		
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Total budgeted cost: £337,589 Approximately

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes review 2023-24

Intended outcome	Success criteria	2024 Review																
<p>1. To raise attainment in reading for disadvantaged pupils</p>	<p><u>Statutory year groups</u> By July 2024</p> <ul style="list-style-type: none"> The attainment in reading for children in receipt of PP funding is above the attainment of PP children nationally (as in 2021-22). The attainment in reading for children in receipt of PP funding is in line with the national attainment for all children. <p><i>Internal assessments termly, statutory assessments each May with results available in July (St Matthew's comparisons available) then October (National comparisons available)</i></p> <p><u>Non-statutory year groups</u></p> <ul style="list-style-type: none"> Internal teacher assessment in reading demonstrates that children in receipt of PP funding are attaining in line with non-PP children. <p><i>Internal assessments termly</i></p>	<p><u>Statutory Year Groups</u></p> <p><u>KS2 Outcomes</u> 2024 KS2 outcomes for PP pupils are significantly below all pupils in all subjects but are all increases on the pupil level targets set at the beginning of the year (see HT report to Governors or ASPIRE document).</p> <p>For context, this cohort of 40 disadvantaged pupils has 38% SEND, including 4 EHCPs (over 3 x the national average for EHCPs) and 1 child who has missed Y6 due to significant ill health. 30% (12 children) have joined since Y3. 5/40 are persistently absent.</p> <p>67% of disadvantaged pupils that worked with our additional teacher attained 'Expected' in Reading. The other children that received this support attained a scaled score of 99 or 98. Mock test results show these pupils all made strong progress in terms of test scores.</p> <p><u>Non-statutory year groups</u></p> <table border="1" data-bbox="895 1480 1278 1787"> <thead> <tr> <th colspan="2">Reading 2024 Disadvantaged pupils</th> </tr> <tr> <th colspan="2">St Matthew's Disadvantaged v Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td>Disadvantaged ch above by 1 percentage pts</td> </tr> <tr> <td>Y1</td> <td>Disadvantaged ch above by 14 percentage pts</td> </tr> <tr> <td>Y2</td> <td>Disadvantaged ch above by 2 percentage pts</td> </tr> <tr> <td>Y3</td> <td>Disadvantaged ch below by 24 percentage pts</td> </tr> <tr> <td>Y4</td> <td>Disadvantaged ch above by 2 percentage pts</td> </tr> <tr> <td>Y5</td> <td>Disadvantaged ch below by 13 percentage pts</td> </tr> </tbody> </table>	Reading 2024 Disadvantaged pupils		St Matthew's Disadvantaged v Non-disadvantaged		YR	Disadvantaged ch above by 1 percentage pts	Y1	Disadvantaged ch above by 14 percentage pts	Y2	Disadvantaged ch above by 2 percentage pts	Y3	Disadvantaged ch below by 24 percentage pts	Y4	Disadvantaged ch above by 2 percentage pts	Y5	Disadvantaged ch below by 13 percentage pts
Reading 2024 Disadvantaged pupils																		
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Y5	Disadvantaged ch below by 13 percentage pts																	
<p>0. Accelerate and embed the acquisition of phonics for</p>	<p><u>Y1</u></p> <ul style="list-style-type: none"> Internal phonics assessments demonstrate progress in terms of increased scores 	<p>Phonics Outcomes - Disadvantaged Pupils 2024 (Includes all pupils receiving Pupil Premium and FSM)</p>																

disadvantaged pupils

for disadvantaged pupils (*assessed half termly*).

- The proportion of PP pupils passing the phonics screening check in Y1 2023 and 2024 shows an increase from June 22 (*assessed June each year, national comparisons available October*).
- The proportion of PP pupils passing the phonics screening check in Y1 matches national attainment for all pupils in 2024 (*assessed June each year, national comparisons available October*).

Y2

For children in receipt of PP who did not pass the phonics screening check in Y1:

- Internal phonics assessments demonstrate progress in terms of increased scores for disadvantaged pupils (*assessed half termly*).
- The proportion of PP pupils passing the phonics screening check in Y2 2023 and 2024 continues to be above the proportion of PP children passing in Y2 nationally (*assessed June each year, national comparisons available October*).
- The proportion of PP pupils passing the phonics screening check in Y2 matches national attainment

Phonics 2024 Disadvantaged pupils			
	St Matthew's Disadvantaged 2024	National all pupils 2023 2024 not yet available*	National Disadvantaged 2023 *2024 not yet available*
Y1	83%	79%	67%
Y2	93%	89%	81%

Year 1 Phonics outcomes 2024

- St Matthew's disadvantaged attainment has increased annually since 2022. It increased by 11 percentage points in 22-23 and has increased by a further 17 percentage points in 23-24.
- The gap between St Matthew's disadvantaged (2024) and national disadvantaged (2023 - no 2024 available yet) has decreased by a further 6 percentage points. Currently 4% above national (2023) disadvantaged.

Year 2 Phonics outcomes 2024

- St Matthew's disadvantaged attainment remained at 2023 levels but has also remained in line with national disadvantaged (2023 national). This figure includes the bulge Y2 class. National 2024 disadvantaged figures are expected by October at the earliest.
- The 'Ever St Matthew's' disadvantaged attainment is above the 2023 national for all pupils at 93% (national - 2023 - 89%)

	for all pupils in 2024 <i>(assessed June each year, national comparisons available October).</i>	
0. To increase levels of parental involvement with school activities	<p>100% Parents of pupils eligible for PP funding attend school events and activities, including (but not limited to);</p> <p>Parent Consultations</p> <p>Reading Mornings (YR to Y3)</p> <p>Reading workshops</p> <p>Phonics workshops (YR +Y1)</p> <p>Celebration assemblies</p> <p>Class assemblies</p> <p>SATs workshops</p> <p>Family learning activities</p> <p>Curriculum showcases</p> <p><i>(Measured through attendance tracking following activities)</i></p>	<ul style="list-style-type: none"> • Parent Consultations are well attended with an average of 90% of disadvantaged parents attending across 2023-24. • In school events varied between year groups and depending on the events. • Celebration assemblies and class assemblies are well attended. • Engagement for other events needs to be more closely monitored for engagement of parents of disadvantaged children.
0. To provide a series of opportunities for children to develop their understanding of the wider world and opportunities that exist	<p>Children across the school experience opportunities and experiences that increase their awareness of their future options - out of school visits/in school enrichment activities routinely occur (these were limited during Covid)</p> <p><i>(measured through curriculum scrutiny, pupil voice and parent voice)</i></p> <p>Enhanced plan of additional activities provided for children in receipt of Pupil Premium</p> <p><i>(measured through curriculum scrutiny, pupil voice and parent voice)</i></p> <p>80% of children eligible for PP funding attend extra curricular before and after school clubs</p> <p><i>(measured through attendance plus pupil and parent voice)</i></p>	<ul style="list-style-type: none"> • The school has found it challenging to offer a broad range of experiences this year due to financial and time constraints. • Club attendance remains steady with between 30% and 40% of each club regularly attended by disadvantaged pupils. Sporting clubs and our 'Morning Club' are well attended by our disadvantaged pupils. • Enrichment trips such as visits to the University of Luton continued. • Uptake for our residential trip in Y4, Y5 and Y6 remained high for disadvantaged pupils. Nearly all disadvantaged children attended in 2024. • Many families choose not to access clubs, for a variety of reasons - these include children not wanting to go, families not needing the clubs for childcare, friends not going wtc. This needs to be explored further.
0. To achieve and sustain improved	Sustained high attendance by July 2024 demonstrated by:	September 23- July 24 <u>Unauthorised Absence</u>

<p>attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 2% (SIMs 2.04% 2021-22 This includes CME) the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% (SIMs 2021-22 gap was 2.52% This includes CME). the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 5% lower than their peers. <p><i>(Measured through weekly, half-termly and termly attendance data)</i></p>	<ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils was 1.7% (Source: SIMs -This includes CMEs) <p>This is an improvement for all pupils from 2.39% in 2022-23 and 2021-22 (Source: SIMs - This includes CMEs)</p> <p>Attendance gap</p> <ul style="list-style-type: none"> The attendance gap between disadvantaged pupils (93.31%) and their non-disadvantaged peers (95.09%) in 2023-24 was 1.78 percentage points. <p>This is an improvement from 2021-22 and 2022-23</p> <p>Persistent Absence</p> <ul style="list-style-type: none"> The percentage of all pupils who are persistently absent was not below 12% (actual was 15.3%) The figure for PA disadvantaged pupils was 38.4% (this is higher than their peers).
<p>6. To provide targeted support for families and individual pupils in need to negate the impact of deprivation, within our capacity</p>	<p>Support for families is targeted and impactful. All children are supported to wear adequate clothing and have adequate resources to support homework.</p> <p><i>(Measured by pupil attendance, parental voice, Family Worker intervention, Safeguarding Team intervention, uniform and meals provided to pupils)</i></p>	<p>The school has continued to support families with a wide range of challenges including those captured below:</p>

Referrals 23/24		Total No of families	Total No of children
Aldwickbury support		40	75
Attendance		4	4
Benefits		30	61
Community Gift Shop		100	255
Court		15	30
Dentist		50	68
Domestic Abuse		26	40
Donations ie clothes, furniture		28	58
foodbank		19	44
FSM		69	120
Grants		19	50
Household Support Fund		36	78
Housing		39	91
Hygiene packs		13	33
Immigration		12	33
Level Trust		43	74
New Starters		73	90
Parentmail IT		3	7
passport		7	18
Ramadan Pack		10	23
School Admissions		34	48
school tours		16	22
Tesco Donations		0	0
SMASH		41	41
School holiday club		0	0
Energise Luton holiday club		42	100
Total		769	1463

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.