Love God. Love your neighbour as yourself:
Be the Good Samaritan. Luke 10. 25-37

Our Vision Statement

Inspired by Jesus' parable of the Good Samaritan, we live out our love for God through collective worship and meaningful opportunities for spiritual growth. Rooted in God's unconditional love, we treat everyone with respect and compassion, nurturing a safe, loving, inclusive school where everyone belongs. Learning together, we flourish and reach our full potential. We empower each other to make positive change for the community we share.

*At St Luke's, we **Love, Include, Flourish**, and **Empower** – our **L.I.F.E.** principles.*

Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium) funding for the 2025 to 2026, 2026-2027 and 2027-2028 academic years 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	St Luke's Primary School
Number of pupils in school	212 (Nursery to Year 6) 188 (Reception-Year 6)
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026 November 2027 November 2028
Statement authorised by	Tom O'Donnell
Pupil premium lead	Senior Leadership team
Governor	Ruth Grant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 161,320
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***	£161,320

Part A: Pupil premium strategy plan

Statement of intent

At St Luke's, our intention is that all pupils — regardless of background or circumstance — reach their full potential, attaining well and achieving strong outcomes across the curriculum. We want every child to value their education, develop a love of learning, and strive to do their very best. This includes challenging our high attainers and ensuring that pupils with additional needs are fully supported to achieve success.

With 59% of our pupils identified as disadvantaged, addressing disadvantage is central to our mission and underpins every aspect of our work. We recognise the diversity within this group and the range of challenges they may face — including social, emotional, and economic barriers — as well as the additional vulnerabilities of pupils. The activity and support outlined in this strategy are therefore designed not only to meet the needs of disadvantaged pupils but also to benefit all vulnerable learners across the school.

Rooted in our Christian vision — that every member of our community is loved, valued, and able to flourish — our approach seeks to remove barriers and ensure equity of opportunity. We want our pupils to grow in confidence, compassion, and resilience, leaving St Luke's as well-rounded individuals ready for the next stage of their education and for life beyond school.

We aim for all disadvantaged pupils to achieve highly in reading, writing, and mathematics; to develop curiosity and critical thinking across the wider curriculum; and to access rich cultural, sporting, and leadership experiences that build aspiration and character. We also recognise the vital role of families in shaping children's success and are committed to engaging parents and carers, supporting them to have high aspirations for their children.

As the National Foundation for Educational Research (NFER) highlights, readiness for secondary education depends not only on academic ability but also on social, emotional, and organisational skills. Disadvantaged pupils often face systemic barriers — including economic hardship, limited enrichment opportunities, or external stressors — that can impede the development of these competencies. Our response is comprehensive: combining high-quality teaching, targeted academic support, pastoral care, and enrichment experiences to ensure every pupil can thrive.

Our approach is responsive to both common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about disadvantage. The approaches we have adopted complement one another to help pupils excel. To ensure they are effective, we will:

- Ensure disadvantaged pupils are consistently challenged through ambitious teaching and learning.
- Act early to intervene when need is identified, providing precise, timely support.

- Adopt a whole-school approach in which all staff take collective responsibility for the progress and outcomes of disadvantaged pupils and maintain high expectations of what every child can achieve.

Through this strategy, St Luke's seeks to eliminate barriers, narrow gaps, and promote excellence for all. Our vision is clear: to nurture pupils who are inspired to learn, empowered to achieve, and equipped to make a positive difference in the world.

Challenges

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

Challenge number	Detail of challenge
1	Many of our youngest children entering our Reception or Nursery are exposed to significantly fewer spoken words in early childhood compared to their more advantaged peers. This reduced exposure impacts in several ways which includes their: Oracy: Fewer opportunities for rich, responsive conversations limit children's ability to develop confident speaking and listening skills. Vocabulary: Limited word exposure directly restricts vocabulary breadth and depth, affecting both expressive and receptive language. Communication: Our children struggle to articulate thoughts clearly, engage in dialogue, or understand nuanced language, which affects learning and social interaction. These early language gaps often persist into schooling and beyond, contributing to educational disadvantage and reduced life opportunities.
2	Many of our disadvantaged children have an identified special educational need or disability. Statistically, 33% of our pupils have an identified Special Educational Need or Disability (SEND), with 6% supported by an Education, Health and Care Plan (EHCP). This places St Luke's well above national averages. SEND This context presents both a challenge and a moral imperative: to ensure that our provision is ambitious, inclusive, and responsive to the diverse needs of our pupils.
3	Our experiences of working with families more holistically show a clear association between economic disadvantage and a broad range of stressors, including limited financial capacity; struggling to ensure an adequate supply of material essentials, including food and warmth; cramped and inadequate housing; exposure to crime and violence; the likelihood of family breakdown and exposure to unhealthy, potentially abusive relationships and social marginalisation.Therefore many of our disadvantaged children experience trauma in an ongoing way. This impacts on their mental and physical health and so their capacity to thrive in school.

4	Securing good attendance- Our school's disadvantaged cohort has an overall absence of 6.6%. This is 2.4% higher than the national non-disadvantaged cohort of 4.2%, Persistent Absence (PA) stands at 17.9% across the school.. Attendance continues to fluctuate between key pupil groups and our disadvantaged children year on year, highlighting the need for it to remain a whole-school focus.
5	Aspiration and Ambition: Raising expectations and inspiring belief in what disadvantaged pupils can achieve is essential to ensure they are fully prepared for the next stage of their education. Focus areas include: ● Inspiring Belief, and Ensuring Secondary Readiness- In 2024/25, 47.1% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths at the end of KS2. This remains 21.8% below the national non-disadvantaged cohort at 68.9%. The gap to non-disadvantaged pupils nationally has widened from -0.7% in 2023/24 to -21.8% in 2024/25, while attainment for disadvantaged pupils has fallen by 19.6% (from 66.7% to 47.1%). ● Year 1 Phonics (Disadvantaged Pupils) In 2024/25, 69.2% of Year 1 disadvantaged pupils achieved the expected standard in Phonics. This is slightly above the national average for disadvantaged pupils by 2.4%, but remains 14.2% below the national non-disadvantaged cohort at 83.4%. Although the gap to non-disadvantaged pupils nationally has narrowed by 10.7% since 2023/24, overall attainment for disadvantaged pupils has fallen by 10.8% (from 80.0% to 69.2%). Improving Phonics outcomes for disadvantaged pupils remains an area of challenge, with continued focus needed to raise attainment and close the gap with non-disadvantaged peers nationally.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	By 2028: ● Disadvantaged pupils, including those with SEND, demonstrate significantly improved oral language and vocabulary skills. ● Assessments and observations show clear, measurable progress in communication and early literacy, supported by evidence from lesson engagement, book scrutiny, and formative assessment. ● Targeted interventions and a language-rich EYFS environment have a sustained impact on attainment, with an increasing number of children with SEND making accelerated progress and the gap between

	disadvantaged and non-disadvantaged pupils narrowing. ● Progress for Pupil Premium children in EYFS is in line with their non-Pupil Premium peers.
Teaching and learning are consistently adaptive and inclusive, ensuring that disadvantaged pupils with SEND receive high-quality, responsive provision that meets their individual needs. All staff demonstrate strong understanding and application of adaptive teaching strategies, enabling pupils to make good or better progress from their starting points.	By 2028: ● Teachers confidently and routinely use adaptive teaching approaches to meet the needs of disadvantaged pupils with SEND. ● Classroom practice reflects high expectations, appropriate scaffolding, and effective use of formative assessment to inform adaptations. ● Learning environments are inclusive, with adjustments made proactively rather than reactively. ● Disadvantaged pupils with SEND show improved engagement, independence, and confidence in learning. ● Internal assessment and progress data show that disadvantaged pupils with SEND are making sustained progress in line with or exceeding their peers nationally with similar starting points. ● Pupil voice and learning walks demonstrate that pupils with SEND feel supported, challenged, and included within classroom learning. ● Professional development focuses on enhanced pedagogy and adaptive practice, with evidence of impact seen through improved classroom delivery and outcomes.
By 2028, disadvantaged pupils will demonstrate improved emotional wellbeing, resilience, and readiness to learn. Through a whole-school approach centred on emotional support, safety, and empowerment, St Luke's will provide a nurturing, predictable, and inclusive environment where all children feel safe, valued, and able to thrive. The school community will actively promote respect, belonging, and cooperation, ensuring children and families have a strong sense of agency and social connection.	By 2028: ● The school environment is consistently experienced as predictable, and nurturing by pupils and families, as shown through surveys, pupil voice, and wellbeing audits. ● Disadvantaged pupils show measurable improvements in emotional regulation, resilience, and engagement in learning. ● Attendance and behaviour data reflect improved stability, with reductions in anxiety-related absence, behavioural incidents, and exclusions. ● Staff demonstrate trauma-informed and emotionally literate practice, with consistent routines, structure, and supportive relationships across the school. ● Families report feeling listened to, respected, and supported, with increased engagement in school and community initiatives. ● Pupils demonstrate stronger social belonging and cooperation, evidenced through peer relationships, participation in wider school life, and positive contributions to the school community. ● Over time, the gap in wellbeing, engagement, and attainment between disadvantaged pupils and their peers narrows, reflecting the impact of enhanced

	emotional support, empowerment, and community cohesion.
Attendance for disadvantaged pupils will be consistently in line with, or better than, national averages. Persistent absence will be reduced significantly through a whole-school approach that promotes belonging, early intervention, and strong partnerships with families. Attendance will no longer fluctuate markedly between pupil groups or year on year.	By 2028: ● Overall absence for disadvantaged pupils is reduced to at least match national non-disadvantaged averages. ● Persistent absence is reduced year on year, reaching or falling below national levels. ● Attendance gaps between disadvantaged and non-disadvantaged pupils narrow significantly. Attendance data shows sustained improvement across all pupil groups, with reduced fluctuation between cohorts. ● Early intervention systems and family engagement strategies are embedded and effective in supporting improved attendance. ● Pupils demonstrate increased motivation, belonging, and engagement in school life, reflected in improved attendance patterns and outcomes.
Disadvantaged pupils will demonstrate higher levels of aspiration, ambition, and achievement across all key stages, with attainment gaps in Reading, Writing, Maths, and Phonics significantly reduced. Pupils will be inspired to believe in their potential and fully prepared—academically, socially, and emotionally—for the next stage of their education. A culture of high expectations will be consistently embedded across the school, ensuring that all disadvantaged pupils, including those with SEND, make strong progress and transition to secondary education with confidence and readiness.	● The proportion of disadvantaged pupils achieving the expected standard in Reading, Writing and Maths at the end of KS2 is in line with or exceeds national averages for disadvantaged pupils, with the gap to non-disadvantaged peers narrowed significantly. ● The percentage of disadvantaged pupils achieving the expected standard in Phonics meets or exceeds national averages and shows sustained improvement year on year. ● Disadvantaged pupils demonstrate increased confidence, motivation, and belief in their ability to succeed, as evidenced through pupil voice, engagement, and participation. ● Teaching and learning consistently reflect high expectations, effective scaffolding, and targeted support to stretch and challenge disadvantaged pupils. ● Transition data and feedback from secondary schools indicate that disadvantaged pupils are well prepared for the academic and personal demands of KS3. ● Staff, pupils, and families share a common culture of aspiration and ambition, where success is celebrated and barriers to achievement are actively addressed.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 53321

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focused on **NELI** (Nuffield Early Language Intervention) and **Early Talk Boost**, led by the Early Years Lead	Staff training and implementation in EYFS; regular assessment of oral language progress; parental workshops to support talk at home *EEF Early Years Toolkit: Communication and Language +6 months; Oral Language Interventions +6 months*	1
Developing oracy across EYFS and Year 1 through Artis: a creative learning charity that enables children to sing, act and dance their curriculum.	Oracy is key to promoting children's literacy skills and life chances. Speaking and listening are foundational skills that underpin children's cognitive, social, and academic development. ARTIS Charity's focus on improving these skills through creative, arts-based interventions aligns with robust research demonstrating the importance of speaking and listening in education and life outcomes. *The Education Endowment Foundation (EEF) highlights that oral language interventions have a high impact for a low cost, with an average of +6 months' progress for pupils, particularly those from disadvantaged backgrounds. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.*	1
Integration of Early years Phase lead role and Early reading and Phonics	Early language intervention supports the children who enter the school with low language and vocabulary. There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF Experienced teacher leading interventions with children well known to them. The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1 and 5
Appointment of a Teaching and Learning Advisor	Advisor to support embedding of EEF Five a day Effective Teaching Principles and Rosenshine's Principles of Instruction into teaching, feedback, and marking policy	2
Targeted CPD for adaptive teaching	Regular INSET, mentoring, coaching and peer development opportunities focused on effective use of questioning, modelling, scaffolding, and adaptive instruction	2

	EEF Metacognition and Self-Regulation +7 months	
Premises adjustments and bespoke training from outreach support (Bridge Outreach)for all staff and SEND team	Improved personalised timetables; sensory environments, flexible learning spaces, and inclusion hubs in support of our most vulnerable disadvantaged children. *EEF Learning Behaviours and Environment Evidence*	2
Teacher continuity from Reception upward	Teachers moving with their classes into year 1 to strengthen early foundations in Phonics and early literacy *EEF Early Literacy and Oral Language +6 months*	5
Aspirational curriculum and enrichment	Review of curriculum and progression by teaching and learning advisor.	5

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

Budgeted cost: £64,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years Lead and teaching assistants to deliver small group language interventions	Implementation of Early talk boost: Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1
Nuffield Language Programme	The Nuffield Early Language Intervention (NELI) is an evidence-based program designed to improve the language skills of children in the early years, particularly those from disadvantaged backgrounds. Key evidence supporting its effectiveness includes: Research by the Education Endowment Foundation (EEF) found that NELI can deliver an average of +4 months' additional progress in language skills for children in the Reception year.	1
ELSA (Emotional Literacy Support Assistant) groups delivered by the child	Social and emotional learning interventions help to improve pupils' decision-making skills, interaction with others and their self-management of emotions. They have been shown to add as much as 4 months impact in the EEF Toolkit.	3

and family support officer.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	
Phonics interventions in Year 1 address gaps in reading attainment from missed early experiences and increased SEND needs.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	5
Downsizing Year 6 – two teachers a three mornings a week	Focused small-group teaching for core subjects; senior leaders teaching to maximise quality and precision *EEF Reducing Class Size +2 months; Small Group Tuition +4 months*	5
Y5– Y6 English Boosters At least I hour per week targeting accelerated progress for disadvantaged pupils	The Education Endowment Foundation (EEF) highlights that small group tuition can lead to an average of +4 months' progress over a year, particularly when sessions are frequent and tailored to specific gaps in understanding. Booster groups allow for individualised attention, enabling our children to address misconceptions, build foundational skills, and extend their learning. Preparation for KS2 SATs:Focused booster sessions in Year 5 and 6 have been shown to significantly improve outcomes in Reading, Writing, and Maths. Many schools including ours find that pupils in booster groups are more confident in tackling formal assessments due to targeted practice and feedback.	5
Slaughter and May 1:1 reading sessions	One-to-one reading sessions are a targeted intervention designed to improve pupils' reading skills, comprehension, confidence, and overall literacy outcomes. These sessions provide individualised attention and tailored support, making them a highly effective strategy for addressing gaps in reading proficiency. Internal assessment data shows these interventions to have a positive impact. The Education Endowment Foundation (EEF) highlights that one-to-one tuition	5

	can accelerate learning by up to **5 months' progress** in a short time frame when implemented effectively.	
Chapter One	Chapter One reading is a program where volunteers read with children online to improve their reading skills and confidence. The program provides one-to-one support, helping children develop stronger vocabularies, reading fluency, and comprehension through weekly 30-minute sessions. The goal is to help children who are at risk of falling behind in reading, building their confidence and a love for reading	5
KS2 More Able small group Maths Boosters outside of the school day.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Small group tuition | EEF (educationendowmentfoundation.org.uk)	5
Toe by Toe KS2 Caseload	The Toe by Toe intervention has had a positive and measurable impact on the reading outcomes of pupils with Special Educational Needs and Disabilities (SEND), particularly those with dyslexia or persistent reading difficulties. This structured, cumulative, and multisensory phonics programme provides intensive one-to-one support, enabling pupils to make accelerated progress in decoding, fluency, and reading confidence. Through consistent implementation, SEND pupils participating in Toe by Toe demonstrate: ● Improved word recognition and phonological awareness, leading to increased reading fluency and comprehension over time. ● Enhanced confidence and independence as readers, reflected in classroom participation and willingness to engage with written texts. ● Sustained progress beyond the intervention, as the method's repetitive and scaffolded structure supports memory retention and automaticity. Toe by Toe aligns with research findings from the Education Endowment Foundation (EEF), which indicate that phonics-based interventions have a high impact (around +5 months' progress) when delivered	5

	with fidelity and by trained adults, particularly for struggling readers and those with SEND. The EEF Guidance Report on Special Educational Needs in Mainstream Schools (2020) also recommends targeted, structured interventions—such as Toe by Toe—that are evidence-informed, short, and focused on specific learning gaps, delivered alongside high-quality classroom teaching. Overall, the implementation of Toe by Toe contributes to narrowing the reading attainment gap for SEND pupils and supports the school's commitment to adaptive, evidence-based practice that ensures all learners make sustained progress.	
The implementation of daily routines for non-verbal autistic children in the Learning Zone	This will focus on providing structure, predictability, and opportunities for communication and collaboration. Using a consistent visual timetable, sequencing activities, and social stories, pupils are supported to understand the flow of the day and to engage meaningfully with peers and adults. A key aspect of this approach is the use of a story and sequencing framework centred on themes of collaboration and working together. This enables pupils to rehearse social interaction and turn-taking in a structured, low-stress context, supporting both emotional regulation and social development. Repetition and visual support help to reinforce understanding, while staff model cooperative behaviours and language through play and group activities. This approach reflects evidence from the Education Endowment Foundation (EEF) and autism education research, which highlight that structured teaching, clear routines, and visual communication strategies have a positive impact on engagement, social understanding, and independence for autistic pupils. Embedding these elements within daily routines fosters a calm, supportive environment where non-verbal autistic children can develop essential communication, sequencing, and collaborative skills that underpin future learning and social participation.	3 and 5

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

Budgeted cost: £43,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
Premises adjustments and outreach support (Bridge Outreach / ARP)	Improved sensory environments, flexible learning spaces, and inclusion hubs *EEF Learning Behaviours and Environment Evidence*	2
Whole-school Zones of Regulation approach	Training for all staff; visual aids in classrooms; embedded in PSHE and wellbeing curriculum EEF Social and Emotional Learning (SEL) +4 months	3
Inset and staff CPD: Implement relational and trauma-informed practices across the school and establish systems that support positive relationships and behaviour, ensuring a safe and nurturing environment for all pupils	INSET training; consistent use of restorative and positive language; behaviour policy aligned with "When the Adults Change" principles *EEF Improving Behaviour in Schools Guidance (Recommendation 2)* There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Insistent and clear expectations around attendance including support for families with persistent absence.	Research shows that schools with an unambiguous culture of high attendance expectations achieve better outcomes. The EEF's Attendance Review (2021**)** emphasises that schools with clear, consistently communicated attendance policies foster a shared understanding among families and pupils about the importance of attendance. Whole-School Messaging**:** Establishing a positive school-wide culture around attendance, with regular reinforcement through assemblies, letters, and rewards, ensures that high expectations are understood by all stakeholders.	4
Targeted work with the Local Authority Attendance Team	Triangulated approach between Attendance Officer, Child & Family Support Worker, and Attendance Mentor	4

	EEF Parental Engagement +4 months; Behaviour Interventions +4 months	
Targeted tracking and mentoring for PA pupils	Monthly tracking meetings; mentoring and rewards for improved attendance Fortnightly tracking meetings; mentoring and rewards for improved attendance	4
Family support and intervention	Home visits, coffee mornings, and workshops focused on routines and wellbeing *EEF Working with Parents Guidance (Recommendation 3)*	4
Cultural Capital, 11 by 11 and personal development enrichment opportunities Integrate programme of trips to museums (Take One Picture), theatres, concerts, cultural experiences, places of worship, adventurous activities, outdoor education, residential trips and sporting opportunities.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive with a projected impact of an additional three months of progress for disadvantaged pupils. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Arts participation | EEF (educationendowmentfoundation.org.uk) Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning | EEF (educationendowmentfoundation.org.uk) There are numerous studies that show the positive impact of spending time outdoors on children's physical and mental wellbeing.	5

Total budgeted cost: £ 161,320

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 2024 to 2025 academic year.

St Luke's 2025 Disadvantaged Outcomes (and over time)

Attainment

Reception	SL GLD 2025	SL GLD 2024	SL GLD 2023	National Disadvantaged
% of Disadvantaged pupils achieving GLD	70%	46%	50%	52%
Total number of disadvantaged pupils in cohort	10			

- 70.0% of our school's Disadvantaged cohort achieved a good level of development This is +18.5% higher than national disadvantaged children at the end of Reception and -1.5% the national Non-Disadvantaged cohort at 71.5%.
- The Disadvantaged pupil(s) in our school are in percentile 23 for EYFS good level of development when compared to other school in the local authority
- Our school's Disadvantaged cohort of 10 had an EYFS average number of ELGs at the expected level of 13.9.This is 0.6 - the national Non-Disadvantaged cohort at 14.5.
- The Disadvantaged pupil(s) in your school are in percentile 37 for EYFS average number of ELGs at the expected level when compared to other Islington schools.

Phonics Screening	SL 2025	SL 2024	SL 2023	National Disadvantaged
% of Disadvantaged pupils achieving GLD	69.2%	80%	87%	66.8%
Total number of disadvantaged pupils in cohort	13			

- 69.2% of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 9 pupils out of 13. This is 2.4% higher than national disadvantaged pupils. This is 14.2% lower than the national Non-Disadvantaged cohort at 83.4%. Our school's gap to Non-Disadvantaged pupils nationally has increased by 10.7% from -3.5% in 2023/24, to -14.2% in 2024/25.
- Our Year 1 Disadvantaged cohort's Phonics Expected Standard has decreased by 10.8% from 80.0% in 2023/24, to 69.2% in 2024/25.
- The Disadvantaged Year 1 pupil(s) in our school are in percentile 48 for Phonics Expected Standard when compared to other schools in the local authority.

Y4 MTC	SL 2025 Results	SL 2024 Results	National Disadvantaged
Average point score for disadvantaged pupils	12.5	21.2	19.4
Total number of pupils in cohort	18	19	

- Our school's Disadvantaged cohort of 18 pupils had an MTC Average Point Score of 12.5. This was 6.9 lower than national disadvantaged. This was 9.1 lower than the national Non-Disadvantaged cohort at 21.6.
- Our school's gap to Non-Disadvantaged pupils nationally has increased by 9.0% from -0.1 in 2023/24, to -9.1 in 2024/25.
- Our Disadvantaged cohort's MTC Average Point Score has decreased by 8.7 from 21.2 in 2023/24, to 12.5 in 2024/25.
- The Disadvantaged pupil(s) in your school are in percentile 94 for MTC Average point score when compared to other schools in the local authority.

Y4 MTC	SL 2025 Results	SL 2024 Results	National Disadvantaged full marks
% Disadvantaged pupils attaining full marks 25/25	22.2%	26.3%	27.9%
Number of Disadvantaged pupils in cohort	18	19	

- 22.2% of your school's Disadvantaged cohort achieved the full marks in MTC, 4 pupils out of 18. This is 5.7% lower than the national % disadvantaged children scoring full marks. This is 18.8% lower than the national Non-Disadvantaged cohort at 41.0%.
- Our school's gap to Non-Disadvantaged pupils nationally has decreased by 7.7% from -11.1% in 2023/24, to -18.8% in 2024/25.
- Our Disadvantaged cohort's MTC Scored Full Marks has decreased by 4.1% from 26.3% in 2023/24, to 22.2% in 2024/25.
- The Disadvantaged pupil(s) in your school are in percentile 47 for MTC Scored Full Marks when compared to other schools.

Year 6 – Expected standard	SL 2025	SL 2024	SL 2023	National Disadvantaged
Reading %	64.7	77.8	68	63.2
Writing %	52.9	77.8	74	59.4
Maths %	76.5	83.3	89	60.6
RWM %	47.1	66.7	63	47.8
Number of disadvantaged pupils	17	18		

KS2 Combined headlines

- 47.1% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 8 pupils out of 17. This is broadly in line with national disadvantaged children (0.3%) This is 21.8% lower than the national Non-Disadvantaged cohort at 68.9%.

- Our school's gap to Non-Disadvantaged pupils nationally has increased by 21.1% from -0.7% in 2023/24, to -21.8% in 2024/25.
- Our Disadvantaged cohort's Reading, Writing & Maths Expected Standard has decreased by 19.6% from 66.7% in 2023/24, to 47.1% in 2024/25
- The Disadvantaged pupil(s) in your school are in percentile 51 for Reading, Writing & Maths Expected Standard when compared to other schools in the local authority.

KS2 Reading headlines

- 64.7% of the school's Disadvantaged cohort achieved the expected standard in Reading, 11 pupils out of 17. This is 1.5% higher than national disadvantaged pupils. This is 15.8% lower than the national Non-Disadvantaged cohort at 80.5%.
- Our school's gap to Non-Disadvantaged pupils nationally has increased by 13.9% from -1.9% in 2023/24, to -15.8% in 2024/25.
- Our Disadvantaged cohort's Reading Expected Standard has decreased by 13.1% from 77.8% in 2023/24, to 64.7% in 2024/25.
- The Disadvantaged pupil(s) in the school are in percentile 54 for Reading Expected Standard when compared to other schools.

KS2 Writing headlines

- 52.9% of the school's Disadvantaged cohort achieved the expected standard in Writing, 9 pupils out of 17. This is 6.5% lower than national disadvantaged pupils. This is 25.2% lower than the national Non-Disadvantaged cohort at 78.1%.
- Our school's gap to Non-Disadvantaged pupils nationally is now 25.2% as of 2024-2025.
- Our Disadvantaged cohort's Writing Expected Standard has decreased by 24.9% from 77.8% in 2023/24, to 52.9% in 2024/25.
- The Disadvantaged pupil(s) in our school are in percentile 64 for Writing Expected Standard when compared to other schools in the local authority.

KS2 Maths Headlines

- 76.5% of our school's Disadvantaged cohort achieved the expected standard in Maths, 13 pupils out of 17. This is 15.9% higher than national disadvantaged pupils. This is 3.8% lower than the national Non-Disadvantaged cohort at 80.3%.
- Our school's gap to Non-Disadvantaged pupils nationally is now -3.8% in 2024/25.
- Our Disadvantaged cohort's Maths Expected Standard has decreased by 6.8% from 83.3% in 2023/24, to 76.5% in 2024/25
- The Disadvantaged pupil(s) in our school are in percentile 26 for Maths Expected Standard when compared to other schools in the local authority.

Year 6 Attainment at Higher standard	St Luke's 2025	St Luke's 2024	SL 2023	National
Reading	17.6%	41%	26%	21.3%
Writing	0%	24%	16%	6.6%
Maths	23.5	41%	26%	15.1%
Combined	0	18%	11%	3.5%
Number of pupils	17	18		

KS2 Higher Standard Combined Headlines

- 0.0% of our school's Disadvantaged cohort achieved the higher standard in Reading, Writing & Maths, 0 pupils out of 17. This is 3.5% lower than national disadvantaged. This is 10.5% lower than the national Non-Disadvantaged cohort at 10.5%.
- Our school's gap to Non-Disadvantaged pupils is now -10.5% in 2024/25.
- Our Disadvantaged cohort's Reading, Writing & Maths Higher Standard has decreased by 16.7% but is in line with national disadvantaged children's achievement at the higher standard combined.
-

KS2 Higher Standard Reading Headlines

- 17.6% of our school's Disadvantaged cohort achieved the higher standard in Reading, 3 pupils out of 17. This is 3.7% lower than national disadvantaged children in Reading. This is 21.2% lower than the national Non-Disadvantaged cohort at 38.8%. Our school's gap to Non-Disadvantaged pupils nationally has increased with the gap now at -21.2% in 2024/25.

- Our Disadvantaged cohort's Reading Higher Standard has decreased by 21.3% from 38.9% in 2023/24, to 17.6% in 2024/25.
- Our Disadvantaged pupil(s) in your school are in percentile 53 for Reading Higher Standard when compared to other schools in the local authority.

KS2 Higher Standard Writing Headlines

- 0% of our school's Disadvantaged cohort achieved the higher standard in Writing, 0 pupils out of 17. This is 6.6% lower than national disadvantaged pupils. This is 15.6% lower than the national Non-Disadvantaged cohort at 15.6%.
- Our school's gap to Non-Disadvantaged pupils nationally has increased and is now -15.6%
- Our Disadvantaged cohort's Writing Higher Standard is now in line with national expectations at the higher standard
- The Disadvantaged pupil(s) in our school are in percentile 43 for Writing Higher Standard when compared to other schools in the local authority.

KS2 Higher Standard Maths Headlines

- 23.5% of our school's Disadvantaged cohort achieved the higher standard in Maths. This is 8.4% higher than national disadvantaged pupils. This is 7.9% lower than the national Non-Disadvantaged cohort at 31.4%.Our school's gap to Non-Disadvantaged pupils nationally has increased and is now -7.9% in 2024/25.
- The Disadvantaged pupil(s) in your school are in percentile 23 for Maths Higher Standard when compared to other schools.

Attendance and Suspensions Headlines

Attendance: overall attendance has risen 0.9% from 93.6% (2023–24) to 94.5%, though still 0.3% below national. The attendance of disadvantaged children and those with FSM and SEND have improved significantly since 2023-2024.Persistent Absence is 17.9% (down from 19.7% in 2023–24), and remains a priority focus. A fully funded Child and Family Support Worker, a local authority-appointed Attendance Mentor, and a full-time Attendance & Welfare Officer ensure rigorous monitoring and robust first-day response. See graphic below:

Overall Absence

Your school's Disadvantaged cohort of 104 enrolments have an **Overall Absence** of **6.6%**.

This is **2.4%** higher than the **national Non-Disadvantaged** cohort at **4.2%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 0.4%** from +2.0% in 2023/24, to +2.4% in 2024/25.

Your Disadvantaged cohort's **Overall Absence** has **increased by 0.1%** from 6.5% in 2023/24, to 6.6% in 2024/25.

The Disadvantaged pupil(s) in your school are in

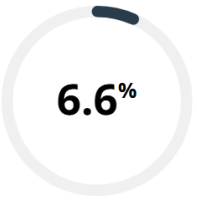
GAP TO:

National: Non-Disadvantaged	+2.4%
National: Disadvantaged	-0.9%
School: Non-Disadvantaged	+1.4%

+0.1% TREND

38th PERCENTILE RANK

SCHOOL: VALUE



Persistent Absence

19.2% of your school's Disadvantaged cohort are **persistently absent**, **20 pupils** out of 104.

This is **10.2%** higher than the **national Non-Disadvantaged** cohort at **9.0%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 0.5%** from +10.7% in 2023/24, to +10.2% in 2024/25.

Your Disadvantaged cohort's **persistent absence** has **decreased by 1.9%** from 21.1% in 2023/24, to 19.2% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 34** for **persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+10.2%
National: Disadvantaged	-5.1%
School: Non-Disadvantaged	+1.3%

-1.9% TREND

34th PERCENTILE RANK

SCHOOL: VALUE



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Severe Persistent Absence

1.0% of your school's Disadvantaged cohort are **severely persistently absent**, **1 pupils** out of 104.

This is **0.4%** higher than the **national Non-Disadvantaged** cohort at **0.6%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 1.0%** from -0.6% in 2023/24, to +0.4% in 2024/25.

Your Disadvantaged cohort's **severe persistent absence** has **increased by 1.0%** from 0.0% in 2023/24, to 1.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 58** for **severe persistent absence** when compared to other schools.

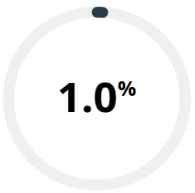
GAP TO:

National: Non-Disadvantaged	+0.4%
National: Disadvantaged	-0.6%
School: Non-Disadvantaged	+1.0%

+1.0% TREND

58th PERCENTILE RANK

SCHOOL: VALUE



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Suspensions: Our 2024–25 suspension rate is 1.57%, which is well below the national primary rate of 2.27%.

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in

Externally provided programmes

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

Programme	Provider
NACE Accreditation Programme	NACE