

St Luke's CE (A) Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Luke's CE (A) Primary
Number of pupils in school	464 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	31% (132 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs A Grennan - Headteacher
Pupil premium lead	Mrs K Aldridge – Senior Leader
Governor / Trustee lead	Mr A Chhabra

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,540.00 (based on 132 children)
Recovery premium funding allocation this academic year	£19,458.00
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	£196,998.00

Part A: Pupil premium strategy plan

Statement of intent

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that, '**we can do all things through Christ who strengthens us**' Philippians 4:13.

Our Motto

Aspire, Believe, Achieve

'We can do all things through Christ who strengthens us.'
Philippians 4:13

Our Core Values

Love and **Compassion**

Friendship and **Forgiveness**

Endurance and **Hope**

We strongly believe all children can be successful, confident and successful learners and there are no limits to what they can achieve with dedication and a commitment to learning. We know the 'barriers' for children, such as socio economic factors, low prior attainment, proficiency in English, social care involvement, stability and mental health and well-being and we are therefore determined to create a climate that does not limit a child's potential by providing a fun, stimulating learning environment where each new day brings fresh challenges and rewards, and inspiring our children with our creative balanced approach to the curriculum, providing a firm foundation for lifelong learning.

We believe character development, building strong relationships based on trust and respect and highly valued pupil voice by us all will guide us to listen, value and act on what is important to our children.

We treat all our children as individuals, carefully monitoring their progress and planning next steps on their learning journey to achieve the highest possible standards in everything they do so that no child is left behind

School development plans for 2021/22 will recognise that there are gaps in achievement between certain groups of pupils across school – these vary slightly from cohort to cohort. It is therefore necessary to raise the attainment and achievement of these groups. Raising the attainment and achievement of Pupil Premium children to reach at least national expected standard is a school priority (2021-22). Children who did not make good progress in the last academic year – as well as being impacted by COVID 19 school closures - will be expected to make accelerated progress during the year through quality first teaching and early intervention.

We take an evidence-informed approach that informs teachers and leaders by combining research (Education Endowment Foundation), professional expertise and the school context to make decision

Challenges

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

Challenge number	Detail of challenge
1	English as an additional language and vocabulary gap on entry with their peers.
2	School Readiness: Children not being school ready on entering Reception/Nursery
3	COVID19 school closures – loss of learning time.
4	Children requiring individual support and confidence building feedback.
5	Lack of access to experiences to develop cultural capital and knowledge of the world
6	Children can't access home learning due to lack of available technology.
7	Children needing support to manage emotions and behaviour.
8	Access to high quality reading materials and other teaching materials / online apps both in and out of school.
9	Spelling being a barrier to achieving writing objectives.
10	Poor speed recall of times table facts holding children back from accessing harder maths.
11	Parenting skills, routines and boundaries
12	Punctuality and Attendance issues – attendance particularly affected by concerns related to the pandemic

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
All Pupil Premium children are given opportunities to develop cultural capital across the curriculum to enrich their learning.	<ul style="list-style-type: none"> Children are given experiences they may not receive elsewhere. Children able to access the curriculum and related vocabulary.
The percentage of Pupil Premium children attending free after school clubs to enrich the curriculum is in line with peers.	<ul style="list-style-type: none"> Registers taken from all after school clubs show regular attendance of children who are eligible for Pupil Premium. Children are given experiences to grow and develop talent they may not receive elsewhere.
The percentage of Pupil Premium children attending educational visits and experiences including residential is 100%.	<ul style="list-style-type: none"> Children experience the learning opportunities of experiences and activities that cannot be provided at school as well as a range of residential visits overnight
Punctuality and Attendance of Pupil Premium children is at least in line with peers.	<ul style="list-style-type: none"> Pupil Premium children's punctuality and attendance does not affect their learning.
Behaviour of Pupil Premium children is at least in line with peers.	<ul style="list-style-type: none"> Pupil Premium children's behaviour and attitude does not affect their learning.
In Early Years, all children entitled to Pupil Premium make progress from baseline and the pupil premium gap narrows from baseline to percentage at GLD.	<ul style="list-style-type: none"> Pupil Premium children have strong and secure foundations for learning. Barriers to learning for Pupil Premium children and families are tackled. Children are ready to learn more.
In Year 1, the percentage of children who are entitled to Pupil Premium passing the Phonics Check is at least in line with national.	<ul style="list-style-type: none"> Pupil Premium children have a secure phonic understanding and use decoding and blending effectively as they start their reading journey.
In Year 2, the percentage of children who are entitled to Pupil Premium passing the Year 2 Phonics Check is at least in line with national.	<ul style="list-style-type: none"> Pupil Premium children have a secure phonic understanding and use decoding and blending effectively as they start their reading journey.
In Year 2, the percentage of children who are entitled to Pupil Premium achieving EXS in reading, writing and maths combined shows a narrowing of the gap from %GLD in EYFS.	<ul style="list-style-type: none"> Pupil Premium children have received support and challenge to allow them to succeed. Barriers have been removed to allow children to achieve in line with national expectations.
In Year 4, the percentage of children who are entitled to Pupil Premium passing the Multiplication Check is at least in line with national.	<ul style="list-style-type: none"> Pupil Premium children have a secure knowledge of times table recall facts and this is then not a barrier to deeper mathematical learning
By the time children leave St Luke's in Year 6, the disadvantage gap has been closed. Children eligible for Pupil Premium achieve in line with their peers.	<ul style="list-style-type: none"> Pupil Premium children complete the full curriculum for KS2 and achieve in line with their peers at both EXS and GDS. Barriers have been removed to allow children to achieve in line with national expectations.
Children entitled to Pupil Premium grant are prepared to be successful in transition to next year groups or secondary school.	<ul style="list-style-type: none"> Pupil Premium children settle quickly into new classes and progress continues. Year 6 children are supported with managing anxieties around secondary schools.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £156844.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusive Teaching</p> <ul style="list-style-type: none"> Phase managers /SENCO to support greater consistency in high quality teaching as well as monitoring the effectiveness of interventions Mixed-ability groups for English Smaller groups for Maths in Years 1, 2, 3, 4, 5 and 6 > Increase the teacher to pupil ratio for intensive support for pupils regardless of their starting point and to minimise disruption. Percentage of salaries of KA, CB, EP & CS 	<p>Quality First Teaching Wave 1: Waves of Intervention EEF</p>	<p>1 3 4 8 9 10</p>
<p>Reduced Teaching Groups in Early Years</p> <ul style="list-style-type: none"> Teacher and two L3 Teaching Assistants employed in Nursery to enable 2 Family groups each session and targeted support for children with SEND Higher number of staff employed to enable 3 Family Teaching groups in Reception and targeted support for children with complex SEND needs Percentage of salaries of JC & KS 	<p>EEF: Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families</p>	<p>1 2 3 4 5 7</p>
<p>Inclusive Teaching</p> <p>Targeted in house and external professional development for</p> <ul style="list-style-type: none"> Early Career Teachers Teaching staff Teaching assistants 	<p>Quality First Teaching Wave 1: Waves of Intervention EEF</p> <p>Sutton Trust 2014 – What makes great teaching? (Pedagogical) content knowledge (Strong evidence of impact on student outcomes)</p>	<p>1 3 4 8 9 10</p>
<p>Phonic Development Strategies</p> <ul style="list-style-type: none"> Review teaching strategies for targeted phonics for learners in Reception to Year 2 English team to provide CPD for all staff leading phonics 	<p>EEF: 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</p>	<p>1 3 4 8 9</p>

<ul style="list-style-type: none"> Children taught in small targeted groups Staff identified to undertake RWI training 		
Training Packages for identified staff <ul style="list-style-type: none"> Early Career Teachers or Recently Qualified Teachers 	Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.	1 3 4 8 9 10
Curriculum Development Embedding scaffolding of academic language and vocabulary across the curriculum to improve language acquisition <ul style="list-style-type: none"> Subject leaders review curriculum content and progression > Learner Curriculum Profiles In house professional development 	EEF: Develop Pupils' Language capabilities Purposeful speaking and listening activities to support children's language development Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words	1 2 3 5 9

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

Budgeted cost: £4828.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and Maths - Closing Gaps in Learning across the school. Teaching of gaps to reinforce and consolidate learning linked to the curriculum through afternoon interventions.	EEF Toolkit Teaching Assistant Summative and diagnostic assessments analysed to inform interventions for identified children	1 3 4 8 9 10
National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one tuition and in small groups	1 3 4 6 8 9 10

Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.	EEF: 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	1 3 4 6 8 9
Additional weekly sessions (after-school) for Reading, Writing and Maths using Bug Club, Go Read, My Maths	EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. School Led Tutoring	1 3 4 6 8 9 10
Subscriptions to online apps and sites: Bug Club; My Maths; TTRockstars; Go Read; Phonics Hero	EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	1 3 4 6 8 9 10

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

Budgeted cost: £54233.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable disadvantaged pupils to access a wider curriculum attendance on visits, experiences and residential.	EEF: Evidence suggests that enriching education has intrinsic benefits We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	3 5
Leading Pastoral worker to carry out targeted behavioural / social / emotional / well-being work with targeted children - 1 day per week	EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	4 7
Home School Link worker to work with targeted children and parents/carers, to improve issues around parenting, routines, punctuality and attendance (50% of Salary)	EEF: The association between parental involvement and a child's academic success is well-established.	2 3 5 7 11 12

Total budgeted cost: £215906.15

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. In academic year 2020-21, the following in-house assessments were completed. Please note this is not validated data and children's learning was significantly interrupted by school closures and bubble closures.

Curriculum

- As part of the recovery curriculum, all subject leaders identified the missed learning from during the lockdown period and have built in opportunities to address and teach the gaps, i.e. back-stitch approach or specific focus days.
- Remote Learning plan includes a blended approach with online resources and work packs.
- Curriculum provision across the school continued to be broad and balanced.
- Some restrictions were implemented to ensure school was following covid safe practices.
- Microsoft teams was utilised effectively across the school as well as hard copies of the work for those pupils who need it and individualised learning packs for SEND children.
- 91% accessed remote learning during lockdown with 81% of children (131) demonstrating engagement across all 7 weeks
- 22 children (13.6%) were in school during Lockdown

Attainment and Achievement

- Every child at St Luke's receives at least good, and more frequently, outstanding quality first teaching, so that progress in Reading, Writing and Maths for disadvantaged pupils is at least in line with national by the end of the key stage; and, more disadvantaged pupils achieve greater depth in reading by the end of the key stage.
- St Luke's part of the LA Assessment 'Keep up, not Catch up' project. Children have completed baseline and mid-line assessments and data analysed.

Y6 Data (2020-2021)

Reading:

- Pupil Premium (67%) and Non Pupil Premium (62.5%) at EXS.
- However, significant difference at GDS (PP: 9.5%; XPP 27.5%)

Writing:

- Pupil Premium (62%) and Non Pupil Premium (62.5%) at EXS
- More Non Pupil Premium (12.5%) achieving GDS than Pupil Premium (4.7%)

Maths

- Significant difference at EXS between Pupil Premium (57%) and Non PP (70%)

Y2 Data (2020-2021)

Reading:

- Pupil Premium (50%) and Non Pupil Premium (71%) at EXS.
- GDS: 7% PP; XPP 13%)

Writing:

- Pupil Premium (21%) and Non Pupil Premium (46%) at EXS
- Non Pupil Premium (1.6%) achieving GDS than Pupil Premium (0%)

Maths

- Pupil Premium (50%) and Non Pupil Premium (67%) at EXS.
- GDS: 7% PP; XPP 24%)

Phonics (Y2 – Dec 2020)

- 80% passed
- PP 69%; XPP 83%

Behavioural and Emotional Well-Being Support

- Targeted work from within school as well as in partnership with external partners has provided intensive social emotional support for vulnerable disadvantaged pupils and has resulted in an increased stability in pupil's mental health and sustained emotional well-being so that these vulnerable pupils were able to continue to access full time mainstream education.
- Large number of staff completed LA Mental Health Champions - Foundation programme

Relationships with Parents/Carers

- During lockdown, all pupils via parent contact numbers, were contacted by a weekly phone call, unless in school.
- In Autumn Term 2020 and Summer 2021, all parents were invited to a virtual Parents/carers consultation via telephone or Microsoft Teams
- Annual report provided for all children at the end of the academic year.
- Feedback from Parents/Carers was overwhelmingly positive:

'You all have been great! Mrs Grennan, teachers and all staff have shown nothing but courage and hope during this difficult time. Seeing your warming smiles each day gives us that hope too!'

When children are isolating the encouragement teachers give to children via Teams is just heart warming, but the most important thing is that our children feel happy and safe in school. Also a big well done to all the parents and the community. God Bless you all xx

To the whole staff of St Luke's. We all know this is a very challenging time, but you still make sure that our children are well looked after. You also have your own families to think about and you still look out for our own children. Your **HARDWORK, LOVE, SUPPORT, SELFLESSNESS** is very much appreciated.

Externally provided programmes

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 England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No children entitled to Service Pupil Premium.
What was the impact of that spending on service pupil premium eligible pupils?	No children entitled to Service Pupil Premium.