



# St Luke's Church of England Aided Primary School

## Pupil premium grant proposals April 2018 – March 2019

### Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	485 (inc Nursery) (based on Summer 2018 Census)
Total number of pupils eligible for PPG	123 (estimate using DFE & FSM data)
Amount of PPG received per pupil	£1320.00
<b>Total amount of PPG received</b>	<b>£162360.00</b>

### Pupil Premium at St Luke's CE (A) Primary School

#### Objectives and aims:

The purpose of the Pupil Premium is to help schools to provide targeted support for vulnerable children- not necessarily just children who qualify for FSM.

"It is for schools to decide how the Pupil Premium, allocated to schools.... is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." (Source – DfE website).

At St Luke's, we are committed to ensuring all our children make the best possible progress. We track the achievement of every child on a termly basis and do all we can to make sure each child achieves their potential.

We also have a duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin or family income or background.

We are well staffed at St Luke's CE (A) Primary and children in all year groups learn in classes where the staff team includes a teacher and member of the support staff.

Children are familiar with working in groups of different sizes, at different times of the day, with different adults. Children of all abilities have the opportunity to work on a 1:1 basis or in a small group with an adult. Within this type of organisation, we do give children extra support when they need it. The detail behind who we support and their expected targets are to be found in the school's Data Analysis documents that are reviewed termly.

The Pupil Premium funding has allowed us to continue and extend what we already do – to monitor children's progress and to give additional support when required. Children are certainly not singled out or stigmatised for getting some extra attention for learning and we would never label a child in front of other children for receiving free school meals or being in care.

The school will evaluate the impact on each pupil from termly Teacher Assessment. This will be recorded and discussed as part of Termly Pupil Progress meetings; Phase Leaders will record the additional support required and results from Pupil progress meetings will then inform Target Setting for the next term. Staff will continually measure progress and attainment in Reading, Writing and Maths measuring the impact of any interventions and any further additional support required.

### End of Key Stage 2 Attainment (2018)

	All Pupils (St Luke's)	Disadvantaged Pupils (St Luke's)	All Pupils (National) <i>Provisional</i>
<b>EXS+ Reading</b>	<b>81%</b>	<b>82%</b>	<b>75%</b>
<b>GDS Reading</b>	<b>19%</b>		<b>28%</b>
<b>Reading Progress Score</b>	<b>1.2</b>	<b>2.2</b>	
<b>EXS+ Writing</b>	<b>76%</b>	<b>77%</b>	<b>78%</b>
<b>GDS Writing</b>	<b>10%</b>		<b>20%</b>
<b>Writing Progress Score</b>	<b>0.7</b>	<b>0.6</b>	
<b>EXS+ Maths</b>	<b>71%</b>	<b>73%</b>	<b>76%</b>
<b>GDS Maths</b>	<b>26%</b>		<b>24%</b>
<b>Maths Progress Score</b>	<b>0.9</b>	<b>0.3</b>	

### Barriers to future attainment (for pupils eligible for PP, including high ability)

- Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).
- Limited speech and language skills which impacts on learning.
- Poor learning skills, e.g. organisation, commitment, resilience.
- Gaps in prior learning.
- Access to resources such as books, libraries, visiting places, life experiences
- Low aspirations about what can be achieved and how to be successful
- Lack of regular routines including homework, reading, having correct equipment and resources in school, e.g. PE kit, books, stationary
- Parental engagement with school and perceptions of education > priority placed on learning and environment

### Desired Outcomes

<b>Outcomes and how they will be measured</b>	<b>Success Criteria</b>
Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.	<ul style="list-style-type: none"> <li>• Pupils are ready to learn in class without the need for intervention.</li> <li>• Number of interventions to ensure pupils are ready to learn is reduced</li> </ul>
Gaps are identified and targeted teaching/interventions teach to gaps.	<ul style="list-style-type: none"> <li>• Formative assessment will show gaps being addressed.</li> <li>• Pupils will make (or exceed) expected progress.</li> </ul>
Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.	<ul style="list-style-type: none"> <li>• Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress.</li> </ul>
Pupils are excellent mathematical problem solvers.	<ul style="list-style-type: none"> <li>• Pupils achieve (or exceed) expected levels in maths and make (or exceed) expected progress.</li> </ul>
Pupils are exposed to a wide range of social/cultural and sporting experiences.	<ul style="list-style-type: none"> <li>• Pupils attend events/visit places they would not usually be exposed to.</li> <li>• Pupils use their experiences to enhance their Reading, Writing, Maths and other subject knowledge.</li> </ul>

**Summary of PPG proposed spending & actions taken: April 2018 – March 2019  
(using Sutton Trust information as a guide)**

<b>Staffing</b>	<b>Evidence and Rationale</b>	<b>Cost</b>
Employment of two additional Teachers in order to provide additional intervention groups in Reading, Writing and Maths for targeted groups identified in the school's SIP & Data Analysis	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching.	<b>£55000.00</b>
Employment of HLTAs (50% of salary) in KS1, KS2a and KS2b (to provide effective cover for experienced staff; in order to provide additional intervention for targeted groups)	See above and: Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.	<b>£43500.00</b>
Group Tuition FSM/LA:MA:HA (whole cost of tutor's salary) 12 sessions per term: 1-1 Tuition from experienced teachers for targeted individuals in order to accelerate rates of progress or improve pupil self-confidence.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives. Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'	<b>£4500.00</b>
Level 4 Home School Liaison Officer FSM/Vulnerable Families (75% of salary) to coordinate variety of activities such as: Family Learning programmes, Parenting programmes, workshops for identified children and families, support for vulnerable children, safeguarding and child protection	To build relationships with pupils/families. To provide/locate support.  To liaise with relevant services.	<b>£22500.00</b>
Leading Pastoral Support Worker (in conjunction with 3 other primary schools in Learning Community) salary costs (1 day per week in each school) working with identified pupils who have PSEB difficulties and have barriers to learning.	Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	<b>£7626.00</b>
Emotional Support: 1:1 counselling / Mentoring –Trained Counsellor for identified pupils who require this highly specialist service (in consultation with Social Care, SEND team & CAMHS)	Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	<b>£7200.00</b>
Sessional staffing costs for Summer Holiday Activity sessions (1 <sup>st</sup> 3 weeks of Summer holidays – variety of activities on offer for targeted children)	Pupils benefit from working with others and being introduced to a variety of experiences.	<b>£2160.00</b>
ICT – purchase of Tablets	Children have access to equipment and resources to support their learning	<b>£2000.00</b>
Food provisions for KS2 pupils (toast, yoghurts, fruit)	The EEF found that offering a healthy and balanced diet can boost reading, writing and maths results	<b>£6500.00</b>
Subsidised school visits and visitors for every year group for each term which relate to and enhance the curriculum (40% of cost through PPG which covers cost of coaches &	Pupils benefit from working with others and being introduced to a variety of experiences.	<b>£8626.40</b>

entrance fees. Residentials. Parents/Carers are expected to contribute 60% of cost of each visit.	Pupils' horizons will be broadened and they will learn more about culture, history and geography.	
Gardening Club – 1 x sessions per week for targeted children	Pupils benefit from working with others and being introduced to a variety of experiences.	<b>£1950.00</b>
After-school Clubs (partly funded Pupil Premium / Sports funding)	Pupils benefit from working with others and being introduced to a variety of experiences.	<b>£2000.00</b>
<b>Total: £163062.40</b>		

### Review of expenditure: Academic Year 2017-18

Desired Outcome	Chosen action / approach	Impact?	Lessons learned	Cost
For PP pupils to make (or exceed) national expectations for progress and attainment.	Additional teachers employed. Employment of HLTAs in KS1, KS2a and KS2b Group Tuition from experienced Staff Staff to pupil ratio increased to allow for additional teaching groups & interventions.	Progress for KS2 in RWM for Disadvantaged pupils was in the top 40% of schools. 68% of Disadvantaged pupils achieved RWM combined PP pupils outperformed Non PP in Reading & Writing	This approach was successful and this approach will be modified and used in future.	<b>£103000</b>
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.  For PP pupils to make (or exceed) nationally expectations for progress and attainment.	HSCLO > family support Leading Pastoral Support Worker > PSEB barriers Emotional Support > counselling / mentoring Varied interventions (according to need) to be provided 1:1 support for PP pupils who require it.	Pastorally, pupils and families were supported which enabled pupils to be 'ready to learn'.  See above comments regarding progress and attainment of PP children	This approach was successful and this approach will be modified and used in future.	<b>£42302.75</b>
For pupils to access a range of social / cultural / sporting experiences, visits and activities.	Pupils will partake in a range of experiences.  Pupils will partake in cultural visits.	Pupils benefited from working with others and being introduced to a variety of experiences.  Pupils' horizons were broadened as they learned more about culture, history and geography > impact on End of KS SATS (Context to texts)	This approach was successful and this approach will be modified and used in future.	<b>£32939.00</b>

We largely targeted our additional pupil premium funding on extra staffing and extra intervention. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of smaller groups in specific year groups for Reading, Maths and English. We have also targeted specific groups in the afternoons. In addition to the extra teaching we have funded exciting educational visits enabling all children to take part.