

Pupil premium strategy statement: St. Luke's CE School, 2018-19



1. Summary information (Spend totals £96500, extra covered by school) – last updated July 2018					
School	St. Luke's Church of England School				
Academic Year	2018/19	Total PP budget	£75,200	Date of most PP Review (Ofsted)	Oct 2017
Total number of pupils	320	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Summer 2019

2. KS2 Outcomes (Use 2017 data) 9 PP chn (8 with KS1 data)	Made expected progress or more			Made better than expected progress		
	Pupils eligible for PP (our school)	Other pupils/Non PP (our school)	National PP pupils (Non PP exp)	Pupils eligible for PP (our school)	Other pupils not eligible for PP	National Non PP pupils (expected +)
Typical progress in reading from their starting points	100%	96%	-0.5 (0.6)	43%	48%	
Typical progress in writing from their starting points	86%	84%	0.5 (1.0)	43%	64%	
Typical progress in maths from their starting points	100%	92%	-1.2 (-0.4)	43%	48%	
ARE - SATs out of 39 (TA out of 39)	ARE PP [TA]	ARE Non PP [TA]	National PP (Non PP)	ARE+ PP [TA]	ARE+ Non PP [TA]	National PP (Non PP)
% achieving age related expectations in reading	57	84	59 (78)	43	28	14 (30)
% achieving age related expectations in writing	57	81	69 (85)	14	28	11 (25)
% achieving age related expectations in maths	57	78	60 (78)	29	28	12 (25)

TA used as 8 papers sent back for Maths and Reading / unvalidated results are close to PP

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>Data sources that can help you identify barriers to attainment include: APS: FFT Aspire; staff and pupil consultation; EEF families of school database, IDACI, attendance records; recent school Ofsted reports; and Ofsted guidance.</i>	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)</i>	
A.	Oral language skills in Nursery and Reception are lower for pupils eligible for PP than for other pupils on entry. This slows phonics and reading progress in subsequent years. Reception chn enter sig – below typical for communication – chn are still learning phase 1 phonics and this links to slower reading development and writing proficeincy. Children also enter Nursery significantly below age related expectations
B.	PP pupils across KS2 make less expected + progress than NON PP. This prevents sustained high achievement in Key Stage 2.
C.	Social, emotional and mental health needs of small group of chn (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are improving. This reduces their school hours and causes them to fall behind on average. (PP attendance 2017/18 – repeat offenders low on dashboard. Linked to chn with SEMH needs and EHCP assessments in process. Chn were unable to manage full day / reduced timetables in place for safeguarding reasons) ** Two children with EHCPs and PP placed at specialised provision (Sept 2018)
E.	High mobility rates affect long term progress of pupils including PP chn as this reduces their exposure to The St. Luke’s Way and a consistently good diet of learning

3. Outcomes <i>(It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)</i>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve oral language skills for pupils eligible for PP in Nursery & Reception classes. Improve Phonics knowledge for all chn who are PP in Yr 1 and Yr 2 PP mentors in place to continue to support and track progress towards goal Speaking & Listening targets set out in I cans to support development Phonics Champion – supporting chn in Year 1 Introduce a Champion for PP Reception Support for year 3 chn who did not pass retake phonics in year 2 June 2018</p>	<p>Pupils eligible for PP in Reception class and EYPP in Nursery make rapid progress by the end of the year so that all pupils eligible for PP meet yr 1 age related expectations eg pass the Phonics Assessment .</p> <p>Reception chn are tracked to support progress All PP to make (at least) expected progress from start point</p>
B.	<p>Higher rates of progress in reading and writing across KS2 for all PP pupils (in particular those high attaining pupils eligible for PP)</p> <ul style="list-style-type: none"> - Creative Curriculum focus across key stage - Regular tracking of PP against other chn to ensure difference being reduced - PP mentor to work with teacher and PP lead to tailor support & enrichment - Focused guided reading support - Weekly reading to teacher 1:1 in key groups (years 1-3) - Moderation and exemplars facilitated through CPD to ensure chn making progress 	<p>Pupils eligible for PP make as much progress as ‘other’ pupils in KS2 in writing and reading Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across Key Stage 2 in reading and writing. Measured in Y3, Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).</p> <p>Evidence supports progress, increased enrichment experiences leads to chn developing a greater range of experiences to support their imaginative writing.</p>

C.	<p>Improve outcomes for pupils eligible for PP who also have social, emotional and mental health needs</p>	<p>Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). PP mentors provide a role model and key worker for all PP chn in school leading to increased feelings of belonging and someone chn feel they can rely on.</p> <p>Increased nurture support (ELSA) and Nurture Breakfast club provides chn with an environment in which they can safely express their emotions. Greater awareness of de-escalation techniques to support when chn feel unable to manage and/or when in crisis Increase lunch time provision on offer eg Lego therapy Additional Sport offered through Daily Mile and Mini bus helps to promote better self- worth and engagement in lessons</p>
D.	<p>Increased attendance rates for pupils eligible for PP (especially those who are also SEND)</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to 96% in line with 'other' pupils. Coordinator meets with parenst regularly and chn invited to nurture breakfast – this helps to reduce absenteeism in PP chn</p> <p>Improved attendance supports improvements in writing both in terms of progress and attainment (6 weekly tracking in place)</p>
E.	<p>Effectively track new PP pupils who are below ARE to promote/support rapid progress in line with 'other pupils'</p> <ul style="list-style-type: none"> - Yr 5&6 specifically to support better standards and attainment on entry to Ks3 	<p>New pupils eligible for PP are assessed quickly and progress tracked to ensure difference is reduced from 'other' pupils. Accurate baseline and allocation of PP mentor will raise awareness of need and ensure support is targeted effectively leading to child making expected progress or exp+ if appropriate.</p> <p>Nursery & Reception – Support interventions / targeted teaching helps chn to understand learning and how to use and ply information leading to increased PP chn attaining ARE and GLD Yr 1 & 2 PP focus Phonics and Reading support Yr 3 Reading support to support progress in later Ks2 – tracking progress shows additional 1to1 promotes better understanding and attainment Yr 6 – extra tuition group for borderline chn Sept to May 2019 Yr 5 progress improves too through smaller sized teaching groups</p>

B. Higher rates of progress in writing across KS2 for all PP pupils (but also who are high attaining pupils eligible for PP)	Moderation of PP books and writing (in house and Trust/Hub) INSETs on writing and challenge (breadth and mastery) Creative Curriculum focus across key stage Regular tracking of PP against non PP chn Mentor to support re enrichment	Low exp+ progress of KS2 PP chn 2015-16 PP mentors in place to support with next steps (tailor support) - We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant staff to be PP mentors	<ul style="list-style-type: none"> • Additional Maths 4 x a week • PP Lead to track with English Lead • Focus support in year 3 for those not achieving yr 2 retake in phonics • Support in years 5&6 with smaller groups and SLT teaching support • PP lead to support year 6 Maths teaching • SLT teaching 4 x Maths & Literacy a week 	English lead Phonics Champion PP Champion	July 2019
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Total budgeted cost £35000

ii. Targeted support – linked with QFT section above

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>A. Improve oral language skills for pupils eligible for PP in Reception class.</p> <p>Improve Phonics knowledge for all chn in PP and Yr 1</p>	<p>1to1 and small group provision phonics and CLL interventions</p> <p>- Phonics Champion in KS1 and Reception</p> <p>Kagan focus in all lessons for children in Reception and KS1.</p>	<p>Some of the students need targeted support to catch up. Use of precision teaching and phonics support has proven to be effective</p> <p>PP mentor also assigned to all PP chn in yr groups to oversee group and ensure support in place (link to PP Leader)</p> <p>Smaller tuition groups and 1ot 1 to aid progress</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Share good practice with HUB schools and review process regularly to ensure pupils are making good progress / so as to remove any potential barriers to good implementation.</p> <p>PP Lead to track</p>	<p>Reception / Yr 1 class teachers</p> <p>Phonics Champion</p> <p>Lit Lead PP Lead</p>	<p>July 2019</p>
<p>B. Higher rates of progress in reading and writing across KS2 for all PP pupils (and also those high attaining pupils eligible for PP)</p> <p>Increase % achieving exp+ progress in reading and writing</p>	<p>Weekly small group sessions in Literacy for high-attaining pupils with experienced staff, in addition to standard lessons.</p> <p>Priority readers Weekly reading with T</p> <p>Guided Reading tracker/ discrete lessons</p> <p>Reading Champions</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective.</p> <p>Enrichment opportunities Reading support in place to enable pupils to develop an ease for writing and a love of reading</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Tracking of progress and evaluation of support in place / outcomes for PP pupils improve from start point or Key stage – share with LGB</p> <p>Impact overseen by SLT. Teaching assistant (TA) CPD.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Pupil Premium Coordinator</p> <p>SLT & Literacy Lead</p>	<p>Every 6 weeks</p> <p>July 2019</p>

C. Improve outcomes for pupils eligible for PP who also have social, emotional and mental health needs	<p>Train additional ELSA staff</p> <p>Set up PP mentors for each year group</p> <p>Continue Nurture Breakfast Club</p> <p>Engage with parents before intervention begins.</p>	<p>Impact SEMH needs can have on progress of PP pupils.</p> <p>Home life situations and emotional well-being can hinder pupils ability to access learning in school</p>	<p>Tracking will show reduced incidences. Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>SLT and PP lead to track against other chn in year group and school (support ELSA staff)</p>	<p>Phase Leads</p> <p>SLT</p> <p>PP Lead</p>	<p>Regular pit stops</p> <p>2xper term</p> <p>July 2019</p>
Total budgeted cost					£40,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
D. Increased attendance rates for pupils eligible for PP.	<p>Attendance staff to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>PP & CP needs – SLT advised</p> <p>LINKS to a creative and rich curriculum and QFT in class</p> <p>- Improved engagement leading to chn wanting to be in school</p>	<p>3/ 4 chn on a reduced timetable last year due to safeguarding needs – want to reduce impact of absence (2 now with EHCPs and at specialist providers)</p> <p>Links between non- attendance and low progress and attainment</p> <p>We can't improve attainment for children if they aren't actually attending school.</p>	<p>Training for staff and monthly / termly meetings to review and analyse data and patterns</p> <p>Thorough briefing of support worker about existing absence issues.</p> <p>PP Lead, Attendance Lead & team etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>Attendance Lead</p> <p>Pupil Premium Lead</p>	July 2019
F. Effectively track new PP pupils who are below ARE to promote/support rapid progress in line with 'other pupils'	<p>Staff member to baseline on entry (within 2 weeks)</p> <p>Plus NVR – advise HT and PP Lead</p>	<p>Accurate entry data enables teaching team to plan more effectively and to ascertain any additional needs early on.</p> <p>Last year 72.3% stability over school for all pupils</p>	<p>Linked to 6 weekly data tracking.</p> <p>All new baseline assessments passed to teacher and SLT</p> <p>Whole school data spreadsheet updated – enabling tracking from start point</p>	<p>Assessment Lead</p> <p>PP lead</p>	<p>Ongoing</p> <p>Review July 2019</p>
Total budgeted cost					26500

4. Review of expenditure ** continued ongoing focus on from 2017/18 to 2018/19				
Previous Academic Year		2017-18 (additional details on website www.st-lukesprimary.com)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improvements in teaching and learning across the school</p> <p>Reduction in gap from PP and 'other' children</p> <p>Smaller classes in KS2(yr3) to support bridging learning more effectively</p>	<p>INSET CPD focus</p> <p>Kagan</p>	<p>HIGH : improvements seen in all lesson observations. All staff eligible to increment against their career stage expectations did.</p> <p>Increased confidence in pupil voice and improvements seen in writing across school</p> <p>Extra teacher and additional support staff</p> <p>PP mentors to support individuals and reduced teaching classes will support PP and non PP pupils ** a number of our families are just above PP threshold and also need enrichment and educational support</p>	<p>Ongoing approach this year and last – pupil voice and purposeful talk</p> <p>HIGH need from Nursery to year 6 – chn have limited speaking and listening skills on entry</p> <p>Staff were positive about training and high quality bespoke INSET offered in school. (New staff trained)</p> <p>Improvements from low start point evident through smaller class sizes. Progress % are very good but chn not at National standards</p> <p>Ongoing mobility a limiting factor across the school</p>	<p>Training and staff cover for training days</p> <p>Cost towards extra staff</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improved Yr 6 PP results</p> <p>Good progress by PP</p> <p>** progress in writing for all pupils highest in RBWM (June 2016 SATS and positive results in 2017</p>	<p>Small focus groups, booster sessions, Mentor enrichment groups morning club build up to SATS, Breakfast meetings during SATS week</p>	<p>High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.</p> <p>Mentor session weekly – improvements seen in writing attainment and exp+ progress</p> <p>PP progress – 100 % expected or more in all subjects</p> <p>** smaller teaching groups</p>	<p>This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.</p> <p>2018 Writing 77% 2017 Writing progress 1.0 2016 Writing progress 5.9</p>	<p>Costs in staffing, extra TAs for booster work PP Mentor 4 x ½ days a week to support smaller groups in 5&6</p>

5. Additional detail

Progress to End of KS2 (TA)	Maths	Reading	Writing
Expected or better progress EYFS – Y6 (20 chn)	100%	95% (19/20)**	95% (19/20)**
Better than expected progress EYFS – Y6 (20 chn)	45% (9/20)	50% (10/20)	50% (10/20)

*Baseline data lower than this evidencing even better progress from very low start point but eprofile no longer in use

**one child who has developed SEND and ELSA/BeSD needs over KS2