

## 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 Primary
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	6.4% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Louisa Morris
Pupil premium lead	Alison Benson
Governor / Trustee lead	Jeff Lickess

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,830
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£21, 295</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **What are your ultimate objectives for your disadvantaged pupils?**

Our commitment is for every child in our school to reach their full potential. All children will be offered a broad and balanced curriculum tailored to meet their individual needs. The Pupil Premium is government funding which is allocated to support children from low income families who are currently known to be eligible for free school meals. At St. Luke's, the majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations. In addition, the school recognises that the wider curriculum supports and enriches children's development in communication, English and Maths and therefore funding will also be allocated to enable children to participate actively in wider and extracurricular activities.

Eligibility and funding Pupil premium funding based on the number of pupils in school in January each year from the following groups:

- Free school meals;
- Looked-after and previously looked-after children;

### **Non-eligible pupils**

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

### **What are the key principles of your strategy plan?**

St Luke's CE Primary School uses the Education Endowment Foundation (EEF) Guide to the Pupil Premium. This includes the following 5 key principles of spending:

- Schools can make a difference in narrowing attainment gaps;

- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching helps every child;
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils;
- Focussing on a small number of carefully chosen priorities is effective - less can be more.

### **How does your current pupil premium strategy plan work towards achieving those objectives?**

In line with the EEF Guide, we have adopted a tiered approach to Pupil Premium spending. They are as follows:

#### **Quality First Teaching**

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development, training and support for early career teachers and recruitment and retention.

#### **Targeted academic support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

#### **Wider strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

## **Challenges**

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

Challenge number	Detail of challenge
1	As a result of the pandemic, fewer children have assessed pre-school provision either at all, or with very reduced hours. On entry to school the communication and language skills of disadvantaged children were lower than that expected of their age.
2	Internal assessments indicate that the proportion of disadvantaged children meeting age related expectations is lower than that of non-disadvantaged children.
3	Low aspiration
4	Low levels of parental engagement and confidence exacerbated by Covid fatigue.
5	Attendance of disadvantaged children is in the bottom 20% of schools nationally. Absenteeism impacts negatively on learning and self-esteem.

## 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
Children with poor oral language skills on entry to school are making accelerated progress.	Regular monitoring of data shows improvement in progress for PP children with poor oral language skills. Fewer children require language intervention as they move through KS1 because their oral communication and language acquisition is age appropriate. Attainment of disadvantaged children is in line with that nationally.
All disadvantaged children are supported to make good progress, including middle and higher attainers.	Attainment of children is closely tracked to ensure that all disadvantaged children make progress in relation to their starting points.
Disadvantaged children take pleasure in reading and reading attainment improves.	Disadvantaged children enjoy reading and have the opportunity to share books frequently with an adult. All children who do not have additional SEND needs meet the standard of the national phonics screen at the end of Year 1.
Quality of teaching is at least good and there are consistently high expectations for all	All teaching is consistently good.

<p>children in all lessons. There is a 'whatever it takes' attitude to support and enable disadvantaged children to flourish.</p>	<p>The improvement of teaching is supported by instructional coaching.</p> <p>There are no significant gaps between school and national attainment, including children working at greater depth.</p> <p>There is a 'no-excuse' culture; the tenacity of staff in supporting and advocating for our most disadvantaged children is evident.</p>
<p>PP children with SEND are monitored closely, they are benefitting from quality and targeted interventions including from specialist provision.</p>	<p>Accelerated progress being made by PP/SEND pupils because of the effective teaching/interventions put in place.</p> <p>Recognised intervention has helped reduce the attainment gap between SEND/PP and others.</p> <p>SEND/PP children make accelerated progress though they may still be working below ARE.</p>
<p>Disadvantaged children have access to enrichment activities for fitness, well-being, developing interests and building resilience.</p>	<p>Wider opportunities are brought to the attention of disadvantaged children and their families.</p> <p>PP advocates check-in with children frequently to identify barriers to wider participation.</p> <p>Work with outside agencies to support children with extra-curricular opportunities.</p> <p>All disadvantaged children access wider opportunities.</p>
<p>PP attendance increases and the number of PP persistent absentees decreases.</p>	<p>Parents are aware of their legal responsibility to ensure that their children attend school.</p> <p>EWO supports families to ensure that all children attend school regularly and on time.</p> <p>Children have positive attitudes towards schools – they want to attend and do not want to miss out.</p> <p>Attendance is at least in line with national. Medical need is the only reason for persistent absence.</p>

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.

Budgeted cost £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>
<p>Sounds Write training and materials <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3,4</p>

CPD to support the development of effective teaching and learning	CPD gives teachers the chance to reinforce existing skills, as well as learning new ones that aren't covered during teacher training. ... Further training can allow teachers to build on their interaction skills and learn strategies for helping these pupils to achieve their full potential. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	2,3,4
Additional staffing in EYFS and Year 1 to support the development of early learning.	Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</a>	1
Improve the quality of social and emotional (SEL) learning.	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): <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3,5

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
Introduce daily vocabulary teaching sessions for all children Y1 to Y6 Explicit	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</a>	1,2,3,

teaching of Tier 2 and 3 vocabulary to support development of language and reading skills		
Engaging with the 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. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Engaging with the 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. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. 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: One to one tuition   EEF <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF 2,3,4 and 8	1,2,3,4,5
Catch up Literacy and Numeracy interventions for pupils in Y3 and Y4	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2,3
Mastering Number EYFS and KS1	<a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</a>	2,3
NELI intervention for pupils in EYFS	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</a>	1

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

Budgeted cost: £1295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff training on behaviour management and anti-bullying approaches with</i>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3,5

<p><i>the aim of developing our school ethos and improving behaviour across school.</i></p>		
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Supporting parental engagement</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>4</p>

**Total budgeted cost: £ 21,295**

## 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The attainment in KS2 was stronger than in KS1 and stronger in reading and maths than in writing.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

The attendance of disadvantaged was disproportionately affected by Covid 19. This fits with findings nationally.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

No external programmes were used in 2020/21.