

## Pupil premium strategy statement

### School overview

Metric	Data
School name	St Luke's C of E Primary School
Pupils in school	226
Proportion of disadvantaged pupils	7/226 7.52%
Pupil premium allocation this academic year	£40,550
Academic year or years covered by statement	Reception to Year 6
Statement authorised by	Paul Galvin
Pupil premium lead	Alison Benson
Governor lead	Jeff Lickess

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Due to Covid external examinations did not take place
Writing	
Maths	

### Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Current Y6 cohort: R 74%, W 83%, M 80%
Achieving high standard at KS2	Current Y6 cohort: R 14%, W 20%, M 23%

<b>Measure</b>	<b>Activity</b>
Priority 1	Increase the proportion of PPG children achieving age related expectations
Barriers to learning these priorities address	Aspirational barriers of PP children. Math confidence barriers. A willingness to read and reading stamina for PP children. A number of new starters with differing prior experiences of school. Parental confidence in supporting PP children.
Projected spending	To be confirmed

### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Accelerate reading progress so that PP children to match the whole school % at ARE	Jul 21
Progress in Writing	Accelerate writing progress so that PP children to match the whole school % at ARE	Jul 21
Progress in Mathematics	Accelerate mathematics progress so that PP children to match the whole school % at ARE	Jul 21
Phonics	EYFS and Year 1 phonics teaching allows for % levels to be at or above national	Jul 21
Other	Assessment in foundation subjects to show PP children are meeting expected standards	Jul 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver Letters and Sounds phonics effectively, up to Year 3
Priority 2	Ensure maths interventions focus on gaps in learning and the mastery approach
Priority 3	Ensure that the teaching of writing embeds grammar, spelling, vocabulary and handwriting
Priority 4	Ensure that the teaching of reading includes planning for new and unfamiliar vocabulary
Barriers to learning these priorities address	Time for staff training, including support staff
Projected spending	To be confirmed

## Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure that any gaps in the progression of learning in foundation subjects are covered
Priority 2	Share strategies for learning with parents
Barriers to learning these priorities address	Parental take-up
Projected spending	To be confirmed

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure teachers have time to implement changes to teaching strategies	SLT and subject leads to monitor and offer support
Targeted support	Ensure support staff have expertise to help with interventions and that teachers are part of the process	SLT members in each bubble to support timetabling and resourcing of interventions
Wider strategies	Ensure teachers cover gaps in learning in foundation subjects	Termly monitoring of subjects with HT and link governor

## Review: last year's aims and outcomes

Aim	Detail	Outcome
To develop reading across the school	<ul style="list-style-type: none"> <li>• English lead release time to refine strategies used to teach reading across the school</li> <li>• Refine the provision by library services to meet the demands of our developing curriculum</li> <li>• LSAs received CPD regarding reading strategies</li> <li>• Reading materials improved to be in line with phonics development</li> </ul>	<ul style="list-style-type: none"> <li>• Improved reading results at end of KS2</li> <li>• Pupils accessing better quality reading materials</li> <li>• Pupils enjoying reading</li> <li>• Inference skills of pupils will be improved</li> </ul>
<p>Review: English lead has used release time to ensure VIPERS is used consistently across school, including by support staff. Library books are more tailored to match curriculum needs following a review with all staff. A suite of phonics books has been purchased linking to Letters and Sounds, together with a range of online books.</p>		
Continue to improve quality first teaching	<ul style="list-style-type: none"> <li>• English/Maths leads conducted whole school review resulting in accurate identification of strengths and areas to develop</li> <li>• Supply cover to release key staff to access moderation activities with learning partnership/Trust</li> <li>• Increase pupil to adult ratio by providing LSA support in class</li> <li>• LSA's directed to provide learning support within class</li> <li>• Teachers provide coaching to each other</li> </ul>	<ul style="list-style-type: none"> <li>• Quality first teaching is at least good across the whole school</li> <li>• LSAs able to more effectively support learning</li> <li>• Teacher judgements are accurate and based upon pupils work/performance in school</li> <li>• Improved pupil:adult feedback due to increased pupil:adult in class ratio</li> <li>• Behaviour &amp; pupil/staff well-being has improved</li> </ul>
<p>Review: M&amp;E by SLT including the English and Maths leads shows that QfT is good across the whole school. LSAs are used to run interventions, phonics, support individual needs. Coaching has happened within bubbles.</p>		
Improve progress across key stages	<ul style="list-style-type: none"> <li>• Small group tutoring from additional teacher</li> <li>• Increased LSA support for targeted classes</li> <li>• Release time for teachers to attend rigorous pupil progress meetings termly</li> </ul>	<ul style="list-style-type: none"> <li>• Progress of targeted children accelerated</li> <li>• Self-esteem raised of targeted pupils</li> </ul>
<p>Review: Additional adults work within bubbles to provide small group sessions for those in need. Although assigned to classes they work across a bubble.</p>		
Support access to curriculum	<ul style="list-style-type: none"> <li>• Reduced price on educational visits/residentials</li> </ul>	<ul style="list-style-type: none"> <li>• Long term impact upon pupil self-esteem, willingness to undertake</li> </ul>

enhancement /life experiences/activities	<ul style="list-style-type: none"> <li>• Music lessons supported/funded</li> <li>• Extra-curricular clubs funded</li> <li>• Provision of specialist equipment to support access to the curriculum</li> </ul>	further activities and be fully involved in school life
Review: Residential have not taken place due to COVID. Trips are funded for PP children. Before and after school clubs for PP children have been funded. Piano sessions funded for PP children.		
Improve attendance of disadvantaged pupils	<ul style="list-style-type: none"> <li>• Employment of attendance officer</li> <li>• Half termly visits for monitoring</li> <li>• Certificates used to celebrate attendance weekly/termly</li> <li>• Uniform/equipment to support attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Gap closing between disadvantaged/non disadvantaged across the school. Reduction in persistent absence.</li> </ul>
Review: Attendance for PP children is 94% (excl. 1 PA and 1 new starter).		
Improve the curriculum for disadvantaged pupils	<ul style="list-style-type: none"> <li>• New curriculum based on the current needs of pupils in this community</li> <li>• Release time to research strategies and write a strategic plan</li> <li>• Disadvantaged pupils represented within pupil voice groups, e.g. ECO, School Council</li> <li>• Subject leader release time to develop curriculum area</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have a greater knowledge of the world around them and their role within it</li> <li>• Pupils better equipped to manage the next stage of education</li> <li>• All staff fully aware of their role in improving the lives of disadvantaged pupils</li> <li>• Staff actively seek equity for disadvantaged pupils</li> </ul>
Review: Release time for leaders has resulted in all subjects being taught and assessed to the national curriculum. Knowledge and skills develop over the year groups. The curriculum is relevant, engaging and purposeful.		