

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 C.E. Primary School
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	7.8% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	Sept 2021 (Amended Nov 21)
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body
Pupil premium lead	Gareth Dutton / Dan Bates
Governor lead	Maria Netley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,865
Recovery premium funding allocation this academic year	£5,502 (including £1,645 from the previous year)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£35,367

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas and leave St Luke's as confident individuals who are the best person they can possibly be. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We value the abilities and achievements of all its pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and have English as an Additional Language. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy highlights our current challenges and identifies actions that we will take to address these. We draw on research evidence and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for Pupil Premium.

Our key priority at St Luke's C.E. Primary School is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Challenges

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

Challenge number	Detail of challenge
1	Socio-economic gap - the school is situated in a socially advantageous area but the socio-economic gap between disadvantaged pupils and others is wide.
2	Catch-up - there are some disadvantaged pupils who need to catch-up so that they are working at age-related expectations.
3	Access to language - the development of language skills for some disadvantaged pupils is not as advanced as other pupils.
4	Emotional support - there is an increasing number of disadvantaged pupils with a wide range of emotional needs.
5	Multiple barriers to learning - some disadvantaged pupils also have a SEND need.
6	Cultural capital - disadvantaged pupils often do not have access to the same opportunities due to cultural capital.

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
Pupil Premium pupils make equal progress than non-Pupil Premium pupils.	The gap between the progress of Pupil Premium and Non-Pupil Premium pupils to be closed. This will be evidenced through the use of internal teacher assessments.
Achieve expected progress in Reading, Writing and Maths.	Achieve national average progress scores in KS2 Reading, Writing and Maths (0).
Attendance figures for pupils who are Pupil Premium and Non-Pupil Premium will be comparable.	Attendance data to show a reduction in absence comparative term by term and using data over the last three years. This is tracked by monitoring the Pupil Premium and Non-Pupil Premium groups.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.	Increase attendance of PP pupils at: <ul style="list-style-type: none"> • Extra-curricular clubs. • Educational trips. • Residential journeys.
Other	Increase the number of disadvantaged pupils achieving the higher standard at KS2.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD time given to staff to support professional development.	Evidence provided by EEF highlights the importance of CPD, as demonstrated in the case studies provided in their guide (EEF 2020).	3,4,5,6
Provide training for staff to deliver phonics lessons.	Evidence provided by EEF highlights the importance of CPD, as demonstrated in the case studies provided in their guide (EEF 2020).	2,3,5,6
Provide a Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DfE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,2,3,4,5,6

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

Budgeted cost: £30,861

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group tuition for disadvantaged pupils.	Evidence indicates that small group tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020). Tutored pupils made better than expected progress last year and their confidence in core subjects also improved.	1,2,3,4,5,6
Provide additional teaching support in class for disadvantaged pupils.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020).	2,3,4,5,6
Provide ELSA support sessions for disadvantaged pupils.	Government advice and guidance regarding Pupil Premium states: You should also develop an understanding of any non-academic challenges e.g. mental health.	2,3,4,6
Provide additional support for disadvantaged pupils with SEND.	Evidence indicates that the education system neglects those with SEND, who struggle to keep pace with their peers (Closing the Gap, Andrews, Robinson and Hutchinson).	2,3,4,5,6

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

Budgeted cost: £6,566

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide financial support for disadvantaged families to assess a range of offsite trips and experiences.	Outdoor adventure learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might be able to access. The application of non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF 2020).	1,2,3,6
Provide local and national competitions such as UK Maths Challenge to raise self-esteem and expose pupils to new academic experiences.	Improving Mathematics in Key Stages Two and Three: Evidence Review (EEF 2018).	2,3,4,5,6
Provide school uniform for disadvantaged pupils.	Wearing a uniform can develop the school ethos and improvement of behaviour and discipline (EEF 2020).	1,6
Provide places at The Lookout Club for disadvantaged pupils.	Creating an ethos of inclusion where all are welcome when running extra-curricular clubs will raise participation and engagement of pupils (EEF 2020).	1,3,4,6
Provide an online learning platform.	Facilitating independent study and engage parental support. EEF suggest +8 months' progress on average for metacognition and self-regulation (EEF 2020).	2,3,6
Provide access to premium educational apps.	Digital technology can add up to four additional months' progress on average (EEF, 2020).	2,3,5,6
Provide an accurate tracking assessment system.	Evidence indicates that embedding assessment practices can be effective, delivering approximately two additional months' progress on average (EEF 2018).	2,3
Provide targeted support to improve attendance, behaviour and links with families where these are barriers.	Behaviour interventions and parental engagement are both effective strategies with moderate impact, +3 months' progress on average (EEF 2020).	2,3,4,5,6
Provide extracurricular sport provision for disadvantaged pupils before, during and after school	Ensuring disadvantaged pupils have access to ensure physical wellbeing during several points of the school day https://www.nhs.uk/live-well/exercise/exercise-health-benefits/	1,2,3,4,5,6

Total budgeted cost: £38,427

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.

Internal School Performance Data:

<i>Attainment Data:</i>				
	PPG Expected+	All Expected+	Gap	Last Year (2019)
Maths	68%	81%	-13%	-14%
Reading	60%	76%	-16%	-6%
Writing	60%	71%	-11%	-8%

<i>Progress Data:</i>	Average Number of Steps (Expected = 3.00 steps)			
	PPG	All	Gap	Last Year (2019)
Maths	+3.80	+3.81	-0.01	-0.32
Reading	+3.68	+3.68	±0.00	-0.03
Writing	+3.84	+3.77	+0.07	+0.05

The pupil premium activities deployed during the year resulted in pupils making better than expected progress in Maths (+3.80), Reading (+3.68) and Writing (+3.84).

The Expected+ attainment gap between PPG pupils and all pupils has reduced in Maths (from -14% to -13%). The gap has increased in Reading and Writing. The Expected+ attainment gap is largest in Reading (-16%).

The progress gaps have improved in all subjects, most significantly in Maths (-0.32 to -0.01).

The additional support in class has helped pupils with their confidence and their ability to work independently to access the curriculum. Pupils accessing ELSA support has improved their self-esteem and resilience.

There was an increase in the number of children participating in extra-curricular activities which resulted in an observed improvement in sporting and curriculum ability. Children who attended the Lookout Club during term time and during the holidays developed their social skills and improved their confidence and self-esteem.

The PPG enabled pupils to take part in many educational trips and residential journeys, which enriched their understanding of key concepts across the curriculum.

Externally provided programmes

Programme	Provider
Sumdog	Sumdog
Purple Mash	2 Simple
Wonde	Wonde

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils received similar support to Pupil Premium and accessed additional support in class and financial support for the Lookout Club.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils made better than expected progress in each of the subjects with an average of 4 steps of progress.