

Pupil premium strategy / self-evaluation

1. Summary information					
School	St Luke's CE Primary				
Academic Year	18/19	Total PP budget	£121,440	Date of most recent PP Review	Oct 18
Total number of pupils	196	Number of pupils eligible for PP	82 (42%)	Date for next internal review of this strategy	July 19

2. Current attainment			
		<i>Pupils eligible for PP (your school)</i>	
% achieving expected standard or above in reading, writing & maths	60%	<i>Progress scores for Disadvantaged non-disadvantaged</i>	
% making expected progress in reading (as measured in the school)	73%	0.70	0.31
% making expected progress in writing (as measured in the school)	87%	6.52	0.24
% making expected progress in mathematics (as measured in the school)	73%	-0.19	0.31

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Limited vocabulary, which hampers progress in reading and writing
B.	Baseline entry scores well below age related
C.	The number of children with social and emotional, mental health issues
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Social and emotional needs for identified pupils has a detrimental effect on behaviour and attitudes to learning
E.	Pupils have poor speech and language skills on entry to school

F	Limited parental support with activities such as reading and maths	
G	Attendance of some PP can cause reduction in school hours can cause them to fall behind peers	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To accelerate progress and increase attainment in Reading	Gap closes between Non PP and PP achieving Expected and Greater Depth across the subjects
B.	Families are supported to improve attendance and punctuality and ensure access to early help.	Rates of PA for PP reduce from last year Rates of attendance for PP improves Attendance to be better than national benchmarks.
C.	Small group tuition for reading and phonics led by both Teachers and TAs	Assessment information used by teachers and support staff to target and close gaps for PP pupils Targets for individual pupils met Progress gap to narrow between PP and non PP students Gaps close in attainment (Particularly in KS1 Evidence of impact of intervention programmes)
D.	Small group tuition provided by a qualified teacher to consolidate the basic skills in reading, writing and mathematics.	
E.	Providing Breakfast/After School Club provision and Extra-curricular clubs	Early identification of children's needs Pastoral Care register shows support in place to meet identified needs Monitoring and tracking shows impact of support Engagement through Academic enrichment activities Behaviour and exclusion data to show impact of pastoral care.

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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>Provide TA support to target those who are underachieving EYFS, KS1, KS2 1 to 1 support for targeted children Booster classes and interventions for those who need support Class teachers to ensure that interventions with PP children are tracked and effective Staff develop an ongoing dialogue with PP children regarding their learning journey Train all staff in Makaton to help support and develop the children's communication skills All staff to be trained in Talk 4 Writing to continue the children's progress in writing</p>	<p>To raise attainment</p>	<p>TAs have been trained to undertake interventions to ensure consistency in judgement across the school and that pupils are regrouped half-termy to ensure they are in the most appropriate group for their next steps. TAs support individual pupil learning with a personalised intervention plan when a pupil is not making the expected progress. The impact of this is improving percentages of pupils passing the Y1 phonics screening test, improvements in PP children achieving expected standard. This also enabled pupils to be taught in smaller groups and helped to ensure all FSM/Pupil Premium pupils made progress towards their age related expectation.</p>	<p>Continue to embed the Talk 4 writing approach to the teaching of writing, especially to new members of staff.</p> <p>The impact is good, as evidenced by KS2 performance data. In all subjects the progress made by disadvantaged pupils exceeds that made by others nationally in Reading and Writing. In writing the progress made by disadvantaged pupils is ranked in the top 10% of all schools nationally.</p> <p>Next year we will look to some of the interventions to include mental health and well-being. This is due to many of the PP children needing increasing support in this area.</p>	<p>£45,000 £30,000</p>
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ii. Targeted support

Action	Intended outcome	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
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Use in school counselling to support the most vulnerable children and families. School to provide school uniform for families in need. PP children are closely monitored for any signs of emotional, social and welfare concerns related to home or school so interventions can be put into effect. To put into place lunchtime activities and clubs to support vulnerable children	To support the emotional well-being of the children	Targeted pupils received counselling up to 12 week period. During and after the counselling the child learnt new strategies to cope with different emotions.	Current counsellor due to finish Jan 19 so plans need to be in place to replace this service. Look especially for those that may be able to support CBT.	£7,000 £2,000 £500 £4,500
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iii. Other approaches

Action	Intended outcome	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
First day calling for all vulnerable children PP, LAC, CIN, CP, PA Regular monitoring of attendance Attendance awards	Children attend school regularly and on time.	Attendance for disadvantaged pupils in most classes is in line with national expectation (95-96%)	We will continue with this approach.	£10,500
All PP children experience one 'life' experience within the academic year. FL and ED to target PP children for extra-curricular clubs Costs of trips and events in school are subsidised Class teachers to identify PP children's particular interests, hobbies or skills and provide an experience in school for the children to be involved in.	To provide children with rich experiences and diverse, varied opportunities	Pupil premium children benefitted from contributions towards trips, uniform and PE kits. The money ensured pupils could attend key events with the rest of their peers and helped to develop social skills and self-esteem. Pupils have benefitted from one or two free after school clubs a term this year. These opportunities have helped to develop pupil confidence and resilience and also provided a chance for some parents to stay at work or study a bit longer.	We will continue with this approach but we will look at the range of clubs we often and the PP children we are trying to target.	£12,000 £10,000 £1000

<p>ED to develop a strong link with PP parents to encourage parents to come into school e.g. helping out with school fairs, coffee mornings, school trips</p> <p>Family Liaison to keep parents well informed about parents meeting, person centred review and other relevant meetings</p> <p>ED to look into parental involvement for PP children highlight the barriers for the parents and discuss in unit meetings how we can encourage these parents to come in</p>	<p>To increase parental involvement and provide support for families</p>	<p>We have had an increased parental number in all our school events this year. Parent voice has been positive in this area.</p>	<p>Still struggling to engage some PP parents. Look at ways during parent meetings how we can develop this.</p>	<p>£20,000</p>
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6. Planned expenditure

Academic year

2018/2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Train all teachers and TAs to deliver high quality guided reading To ensure we have access to a wide range of high quality texts to use in class To provide intervention for all children who are not making expected progress To improve the library area in school so all classes have access to high quality topic boxes To increase the number of guided reading books in Rec/KS1 CPD for shared, guided and independent reading To introduce Word Aware</p>	<p>To accelerate progress and increase attainment in Reading Embed the use of the cross-curricular library to support Expected and Greater Depth in all curriculum areas via Reading Once training completed Reading provision will be monitored, evaluated and reviewed to ensure impact is visible thus ensuring we meet/surpass National expectation in KS1 and KS2.</p>	<p>SUTTON TRUST Metacognition and self-regulation + 7 months Parental engagement + 3 months Small group tuition + 4 months Feedback + 8 months</p>	<p>Ensuring we meet/surpass National expectation in KS1 and KS2 Monitoring and self-evaluation procedures Reading staff meetings to regularly feedback and review Pupil progress meetings</p>	<p>SH ED</p>	<p>January 2019 July 2019</p>
Total budgeted cost					<p>£38,600 £15,000 £6,000</p>
ii. Targeted support					
Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Employment of a family liaison officer Employment of a school counsellor Staff trained with Trauma Informed Schools UK</p>	<p>Supporting families will improve attendance and punctuality and ensure access to early help. Children with better attendance and punctuality are ready to learn, engaged and make better progress. Children who have experienced trauma will benefit from therapeutic strategies that will improve their well-being and raise their self-esteem. All staff will be trained to teach emotionally regulating interventions to calm body and mind.</p>	<p>Social and emotional learning +4months Parental engagement +3 months</p>	<p>Pupils are making good progress. Targeted children have improved attendance and rates of persistent absentees fall. Targeted children are engaged in their learning. Progress meetings to feedback and review Check progress using 'Motional' (Data collating assessment tool)</p>	<p>SM ED KC</p>	<p>End of each term 18/19</p>
<p>To facilitate smaller group work and 1:1 work in identified year groups.</p>	<p>Small group tuition for reading and phonics led by both Teachers and TAs Small group tuition provided by a qualified teacher to consolidate the basic skills in reading, writing and mathematics. Small group tuition for maths led by Teachers and TAs. Children to meet/surpass National expectation in KS1 and KS2 Ensure there are no in school or external gaps. TAs and additional teachers can be effectively used to ensure progress and attainment</p>	<p>One to one tuition +5 months Small group tuition +4 months Teaching assistants +1month</p>	<p>Monitored through data every term through close liaison between staff during pupil progress meetings. Ensuring we meet/surpass National expectation in KS1 and KS2 Staff meetings to regularly feedback and review</p>	<p>IW ED KC</p>	<p>End of each term 18/19</p>
Total budgeted cost					<p>£30,087 £19,300</p>
<p>iii. Other approaches</p>					

Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Providing Breakfast/After School Club provision.	Children who have had a good breakfast and a positive start to the day will have better attendance and punctuality and be ready to learn. Supporting families will improve attendance and punctuality.	Parental engagement +3months	Liaise with parents, pupils and outside agencies to ensure that opportunities are given for feedback and review Attendance and punctuality is at or above 96% Monitor progress through termly assessments and pupil progress meetings.	AT SMC	End of each term 18/19
Providing out of hours clubs and giving children additional learning opportunities.	Specialist targeted health and fitness coaching will promote wellbeing and offer a diverse range of enrichment experiences The children receive a high standard of coaching and gain increased fitness and skill. Opportunities to take part and compete are extended to all pupils including targeted PP pupils	Sports participation +2months Arts participation +2months	The participation and success of pupils, esp targeted PP pupils is monitored and recorded. Fitness is assessed by teachers and coaches over time. Uptake of places is monitored and targeted pupils allocated reserved spaces as agreed with specific families	ED	End of each term 18/19
To subsidise educational trips	For all PP children to attend all school trips/visits/experiences	Outdoor adventure learning +4 months Parental engagement +3months	The participation and success of pupils, esp targeted PP pupils is monitored and recorded. Feedback taken from children and families.	ED BW	End of each term 18/19

To provide individual support for school uniform, PE kit etc	The schools uniform, the correct uniform, is worn by all pupils and that it is not unaffordable to some.		The families who require support to assist them in buying the schools full uniform and meeting expectations. The targeted children feel fully included.	ED AS	End of each term 18/19
Total budgeted cost				£3,416 £15,500 £8,000	
7. Additional detail					

KS1 Data

67% of Pupil Premium/FSM pupils (4/6) reached the Year 1 phonics screening threshold.

100% of Pupil Premium / FSM pupils reached the expected standard in the Year 2 phonics re-take.

60% of Pupil Premium/FSM pupils (2/2 children) reached the expected standard in Reading

50% reached the expected standard in Writing.

70% pupils met the expected standard in Maths.

35.7% EYFS disadvantaged pupils reached GLD

KS2 Data

At KS2, 60% of Pupil Premium pupils (5/6 children) were working at age related expectations in Reading, Writing and Maths.

Pupil premium children made better progress than non-disadvantaged children nationally in Reading and Writing