



St. Luke's Catholic Primary School

We follow in the footsteps of Jesus as we live, love and learn together.



Pupil Premium Strategy 2018-2019

Pupil Premium Champion: Jacqui Andrews Pupil Premium Governor: Sharon Richards

Date for next internal review of this strategy July 2019

Pupil Premium Funding

The school has received the following Pupil Premium fund allocations.

Academic Year	Allocation	No of Disadvantaged Pupils	Disadvantaged Pupils as % of school roll.
2016-17	*£89,008	77	33%
2017-18	**£94,900	72	33%
2018-19	£97,768	70	36%

* = Including allocation for Children Looked After (C.L.A.) ** (Excluding Early Years Pupil Premium)

	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
N.O.R.	18	18	24	24	29	24	29	29	197
Disadvantaged	3	8	10	10	9	12	9	9	70
% Disadvantaged in year.	17%	44%	42%	42%	31%	50%	31%	31%	0
% Disadvantaged of school.	4%	11%	14%	14%	13%	17%	13%	13%	36%

Barriers to Learning

In school barriers. The following barriers have been based upon evidence provided from the A.S.P. (Analysing School Performance) site, Perspective site, MIME school profile and the school's internal tracking system.

A	Early Years Foundation Stage (E.Y.F.S.) Reading The percentage of school <i>disadvantaged</i> children not attaining age related expectations in Reading compared to national non- <i>disadvantaged</i> children is -19.6% (-2 pupils). (Ref Perspective & school E.Y.F.S. tracking.)
B	Early Years Foundation Stage (E.Y.F.S.) Number The percentage of school <i>disadvantaged</i> children not attaining age related expectations in Number compared to national non- <i>disadvantaged</i> children is -22% (-2 pupils). (Ref Perspective & school E.Y.F.S. tracking.)
C	Key Stage 1 Reading. At the end of Year 1, disadvantaged children in the current Year 2 (Leavers 2023) were attaining lowest in Reading and Writing (both 43%, 3 pupils out of 7). It is in Reading that there is the greatest gap between school disadvantaged children and non-disadvantaged children (-45%, - 3 pupils). (Ref School internal tracking data.)
D	Key Stage 1 Maths Results for end of Key Stage 1 for 2018 show that Maths had the greatest gap to <i>national other</i> of -29.6% (2 pupils out of 8). The gap between in school disadvantaged children and non-disadvantaged children is also greatest in Maths (-31%, -2 pupils) (Ref Perspective and school internal tracking data.)
E	Key Stage 2 Maths Results for Key Stage 2 for 2018 show that Maths had the greatest gap to <i>national other</i> of -10.7% (1 pupil out of 10). The gap between in school disadvantaged children and non-disadvantaged children is also greatest in Maths (-13.3%, -1 pupil) (Ref Perspective and school internal tracking data.)
F	Key Stage 2 Greater Depth At the end of Year 5, 0% of disadvantaged children in the current Year 6 achieved greater depth in Reading, Writing or Maths compared to school other of 33% (Reading), 38% (Writing) and 24% (Maths). (Ref School internal tracking data)

External Barriers	
G	Absence rate and persistent absence rate for F.S.M is far higher than for non-F.S.M. pupils.
	In 2017-18 the school absence rate for F.S.M. children was 7.9% (previously 6.62%.) compared to the national non-F.S.M. rate of 3.4 % (Ref unvalidated data MIME)
	For persistent absenteeism for school F.S.M. children is 29.3% (previously 18%) whilst non FSM is 10.6%, and the national non-F.S.M. rate is 6.2%. (Ref Unvalidated data MIME.)

Desired Outcomes

In School Barriers	Desired Outcomes	Success Criteria
A	At the end of E.Y.F.S. the gap between disadvantaged and national non-disadvantaged children in Reading will close.	Pupils eligible for Pupil Premium in Early Years make accelerated progress so the number of disadvantaged pupils meeting A.R.E. in Reading is 75% (6 out of 8 children).
B	At the end of E.Y.F.S. the gap between school disadvantaged and national non-disadvantaged children in Number will close.	Pupils eligible for Pupil Premium in Early Years will make accelerated progress so the number of disadvantaged pupils meeting A.R.E. in Number is 75% (6 out of 8 children).
C	At the end of Key Stage 1 the gap between the number of disadvantaged children achieving A.R.E. in Reading and <i>national other</i> children at the end of Year 2 will diminish.	Disadvantaged children will make accelerated progress in Reading in order that 73% will be working at A.R.E or above (8 out of 11 children).
D	At the end of Key Stage 1 attainment in Maths for school disadvantaged pupils will rise so that an improved number of pupils are achieving in line with <i>national other</i> expectations.	The gap between school disadvantaged children's attainment and <i>national other</i> in Maths at the end of Key Stage 1 will diminish in order that 73% will be working at A.R.E or above (8 out of 11 children).
E	At the end of Key Stage 2 attainment in Maths for school disadvantaged pupils will rise so that an improved number of pupils are achieving in line with <i>national other</i> expectations.	The gap between school disadvantaged children's attainment and <i>national other</i> in Maths at the end of Key Stage 2 will diminish in order that 78% will be working at A.R.E or above (7 out of 9 children).
F	At the end of Key Stage 2 , greater depth attainment for school disadvantaged pupils will rise so that an improved number of pupils are achieving in line with national other expectations in Reading, Writing and Maths.	The gap between school disadvantaged children's attainment and national other in Reading, Writing and Maths will diminish in order that 22% will be working at greater depth (2 out of 9 children).
External Barriers		
G	The gap between school disadvantaged rates of absence and P.A. and those for national <i>other</i> will close.	Overall disadvantaged attendance is in line with national <i>other</i> pupils. The absence rate to drop below 6%. The persistence absence rate for disadvantaged pupils to drop below 15%.

Links to School Development Plan.

The desired outcomes have each been linked to a priority or priorities in the school development plan.(S.D.P.)

Targets for disadvantaged children

- **A. Early Years - Reading**
- Increase the proportion of children achieving expected in reading at the end of Early Years
- Diminish any difference between F.S.M. children and national non-F.S.M. children in Reading at the end of Early Years
- **KEY PRIORITY: IMPROVING OUTCOMES (Progress and Attainment) p6, QUALITY OF TEACHING, LEARNING & ASSESSMENT p 16, EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT p 21,22, EFFECTIVENESS OF EARLY YEARS PROVISION p 25.**

- **B. Early Years - Number**
- Increase the proportion of children achieving expected /exceeding in Maths at the end of Early Years
- Diminish any difference between F.S.M. children and national non-F.S.M. children in maths at the end of E.Y.F.S.
- **KEY PRIORITY: IMPROVING OUTCOMES (Progress and Attainment), EFFECTIVENESS OF EARLY YEARS PROVISION p 25.**

- **C. Key Stage 1 – Reading**
- Maintain the proportion of pupils reaching expected/above
- **KEY PRIORITY: IMPROVING OUTCOMES (Progress and Attainment) p6, EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT p 21, 22, QUALITY OF TEACHING, LEARNING & ASSESSMENT p 16.**

- **D. Key Stage 1 Maths**
- Increase the proportion of pupils reaching expected to national average by 5%
- **KEY PRIORITY: IMPROVING OUTCOMES (Progress and Attainment) p7, QUALITY OF TEACHING, LEARNING & ASSESSMENT p 16.**

- **E. Key Stage 2 Maths**
- Maintain the proportion of pupils reaching above national for expected
- **KEY PRIORITY: IMPROVING OUTCOMES (Progress and Attainment) p7, QUALITY OF TEACHING, LEARNING & ASSESSMENT p 16.**

- **F. Key Stage 2 Greater Depth**
- Increase the proportion of children achieving greater depth
- **KEY PRIORITY: IMPROVING OUTCOMES (Progress and Attainment) p 5,6,7, QUALITY OF TEACHING, LEARNING & ASSESSMENT p 16, EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT p 21,22.**

- **G . Attendance**
- Diminish the gap between school rates of absence and P.A. for disadvantaged children and those for National other children.
- **KEY PRIORITY: PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE (Attendance/punctuality and enhancing aspects of behaviour strategies) p 12**

1. Planned expenditure

Academic year	2018-19		
Area of Spend	Barrier / Focus	Total allocation £97,768	% of allocation
Funding for Teaching assistants (T.A.'s) targeted interventions and 1:1 targeted support in E.Y.F.S.	A.B.	£20,520	21%
Funding for Teaching assistants (T.A.'s) targeted interventions and 1:1 targeted support in Key Stage 1	C.E.	£23,940	24%
Funding for T.A.'s targeted interventions and 1:1 targeted support in Key Stage 2.	D.F.	£27,360	28%
Extra teacher to support Year 6, 5 mornings per week.	D.F.	£19,100	20%
Play therapist	Personal & Social	£3,040	3%
Attendance Service Level Agreement Contribution and Learning Mentor focused time.	G.	£3,808	4%

The three headings below; **Quality of teaching for all**; **Targeted support** and **Other approaches** enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i Quality of teaching for all.

Desired outcomes	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 implementation?
<p>A. At the end of E.Y.F.S. the gap between disadvantaged and national non-disadvantaged children in Reading will close.</p> <p>B. At the end of E.Y.F.S. the gap between school disadvantaged and national non-disadvantaged children in Number will close.</p> <p>C. At the end of Key Stage 1 the gap between the number of disadvantaged children achieving A.R.E. in Reading and <i>national other</i> children at the end of Year 2 will diminish.</p> <p>D. At the end of Key Stage 1 attainment in Maths for school disadvantaged pupils will rise so that an improved number of pupils are achieving in line with <i>national other</i> expectations.</p> <p>E. At the end of Key Stage 2 attainment in Maths for school disadvantaged pupils will rise so that an improved number of pupils are achieving in line with <i>national other</i> expectations.</p> <p>F. At the end of Key Stage 2, greater depth attainment for school disadvantaged pupils will rise so that an improved number of pupils are achieving in line with national other expectations in Reading, Writing and Maths.</p>	<p>Training on effective use of Teaching assistants in the class room to support Quality First Teaching in 100% of lessons.</p> <p>Support staff provided with copies of book 'Maximising the Impact of Teaching assistants'. Participation in MITA programme with training and mentor visits.</p> <p>Power of Reading and SIF programme (Pathways to success) intensive work to improve classroom practice, using evidence -based practices, with regular monitoring of progress and impact .</p> <p>ALPSIT – Solution Satellite 1 – 'diminishing the difference for disadvantaged children'</p> <p>1) EYFS Accelerated progress in C&L 2) Accelerated progress in Maths</p>	<p>Evidence from Sutton Trust / EEF toolkit research indicates that impact of Teaching Assistants can be limited unless strategic approaches taken. Recommendations show suggest Teaching Assistants can have more effective impact when they are deployed to supplement a teacher's input rather than as a substitute for it. Effective management of T.A.'s should ensure that no group of children should be perceived as separated from the class because of the balance of time that they spend with a T.A. as opposed to a teacher. Research also indicates that impact of Teaching Assistants can be enhanced when they are trained and supported with questioning skills which will develop children's independence and ownership of their work rather than becoming too reliant on being supported.</p>	<p>Pupil Premium Champion to monitor classroom deployment of T.A.'s and to monitor interventions provided by T.A.'s using provision maps.</p> <p>T.A.'s to buddy up with other TA's to observe each other's use of open questioning.</p> <p>PPC will ensure that all staff are aware of who their Disadvantaged Pupils are.</p> <p>Team Teaching with staff from other schools involved in the project</p>	<p>Mr Crist</p> <p>PPC</p> <p>MITA programme mentors</p> <p>H Friend/R Heneghan (English coordinators) SMT HT</p> <p>All Staff</p>	<p>Monthly meetings with TAs.</p> <p>Half termly checks on impact on provision maps. Termly analysis of data from pupil progress meetings. Spring term training sessions (off site) and mentor visits to school.</p> <p>Ongoing support from A Morley – feeding into next visits (4 per term)</p> <p>Ongoing in accordance with project timetable</p>

	<p>Greater depth Making sure that teachers use lesson time effectively and that planned activities challenge and interest all students. Providing regular opportunities in lessons for students to explore what they are learning about in greater depth. Ensuring teachers check students' understanding during the course of the lesson and adjust teaching to challenge or support appropriately. Children given opportunities to choose learning at their own perceived level, encouraged to challenge themselves, removing glass ceiling to learning. Greater depth small intervention groups.</p>	<p>Evidence from Sutton Trust / EEF toolkit research indicates that there have been several meta-analyses which support the conclusion that individualising learning for whole classes can have moderate positive impacts. Regarding teaching small greater depth groups, Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	<p>Lesson observations, learning walks, monitoring, feedback at staff meetings</p>	<p>English and Maths coordinators, SMT, PPC, HT.</p>	<p>Ongoing , scheduled staff meetings</p>
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ii Targeted support.					
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 implementation?
A. At the end of E.Y.F.S. the gap between disadvantaged and national non-disadvantaged children in Reading will close.	Read Write Inc (R.W.I.) <i>a phonics literacy programme</i> ; extra input provided to support reading BLAST 2, Communications and language skills and social skills	There is a trend of F.S.M. children not attaining as much in Reading as compared to non-F.S.M. children.	The Pupil Premium Champion will monitor the impact of interventions in consultation with the Rec class teacher.	PPC who is also SENCO and Nursery Teacher in collaboration with Mrs Hayes (Rec)	Half termly
B. At the end of E.Y.F.S. the gap between school disadvantaged and national non-disadvantaged children in Number will close.	Targeted interventions small group and 1-1, focused on Number with children who are off track to improve their opportunities to be successful. 'Number of the week' focus in N and R.	In E.Y.F.S. the gap between school F.S.M. children and national non- F.S.M. <i>other</i> children in Number is increasing.	The Pupil Premium Champion will monitor the impact of interventions in consultation with the EYFS staff.	PPC who is also SENCO and Nursery Teacher in collaboration with Mrs Hayes (Rec)	Half termly
C. At the end of Key Stage 1 the gap between the number of disadvantaged children achieving A.R.E. in Reading and <i>national other</i> children at the end of Year 2 will diminish.	Targeted small intervention groups and 1-1 precision teaching. Teachers and TAs deliver intervention groups. Teaching assistants to work with small groups who will receive regular sessions. Timetabled Interventions are recorded on provision maps. Focus children to continue RWI and phonics booster groups.	Evidence from Sutton Trust / EEF toolkit research indicates that impact of Teaching Assistants can be enhanced when they are trained and supported with questioning skills which will develop children's independence and ownership of their work rather than becoming too reliant on being supported.	Teachers provided detailed timetables of interventions. PPC will monitor the interventions timetable to ensure that they are happening. Monitoring of the performance of the school's internal tracking data will occur in line with Pupil Progress Meetings.	PPC	Intervention timetables will be updated at least half termly. Termly monitoring of internal assessment data through pupil progress meetings.

<p>D. At the end of Key Stage 1 attainment in Maths for school disadvantaged pupils will rise so that an improved number of pupils are achieving in line with <i>national other</i> expectations.</p>	<p>Targeted small intervention groups. Pre teach, catch up and precision teaching delivered by either the Teacher or TA.</p> <p>After school booster classes.</p> <p>Timetabled Interventions are recorded by the PPC.</p>	<p>Evidence from Sutton Trust / EEF toolkit research indicates that overall, the pattern is that small group tuition is effective particularly when it is closely matched to learners' needs.</p>	<p>Teachers provided detailed timetables of interventions to the PPC.</p> <p>PPC will monitor the interventions' timetable to ensure that they are happening .</p> <p>Monitoring of the performance of the school's internal tracking data will occur in line with Pupil Progress Meetings.</p>	<p>PPC SMT Assessment coordinator</p>	<p>Intervention timetables will be updated at least half termly.</p> <p>Termly monitoring of internal assessment data through pupil progress meetings.</p>
<p>E. At the end of Key Stage 2 attainment in Maths for school disadvantaged pupils will rise so that an improved number of pupils are achieving in line with <i>national other</i> expectations.</p>	<p>Targeted small intervention groups. Pre teach, catch up and precision teaching delivered by either the Teacher or TA.</p> <p>Extra Teacher to support Y6, 5 mornings per week.</p> <p>After school booster classes.</p> <p>Timetabled Interventions are recorded by the PPC.</p>	<p>Evidence from Sutton Trust / EEF toolkit research indicates that overall, the pattern is that small group tuition is effective particularly when it is closely matched to learners' needs.</p>	<p>Teachers provide detailed timetables of interventions.</p> <p>PPC will monitor the interventions timetable to ensure that they are happening.</p> <p>Monitoring of the performance of the school's internal tracking data will occur in line with Pupil Progress Meetings.</p>	<p>PPC SMT Assessment coordinator</p>	<p>Intervention timetables will be updated at least half termly. PPC to observe pre teach sessions.</p> <p>Termly monitoring of internal assessment data through pupil progress meetings.</p>

i. 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 implementation?
<p>G.The gap between school disadvantaged rates of absence and P.A. and those for national <i>other</i> will close.</p>	<p>In addition to whole school attendance initiatives such as half termly raffles for prizes, the school is closely monitoring attendance data for disadvantaged pupils.</p> <p>The Learning Mentor has been trained to use SIMs so that she can more readily monitor all aspects of attendance and report to Senior Management</p> <p>The learning mentor is working with disadvantaged children who are P.A. in small groups, to mentor them about improving their attendance and investigating any underlying issues which are causing adverse effects.</p> <p>Individual family support is offered to families encountering problems.</p> <p>The Governing body has approved changes to school policies to allow it to fine the parents of children who are persistently absent.</p>	<p>Attendance figures for disadvantaged children increased last year from 6.6% to 7.9%.</p> <p>Persistent absenteeism remains an issue with disadvantaged children. P.A. rates remain significantly higher than for non-disadvantaged children. For persistent absenteeism for school F.S.M. children is 29.3% (previously 18%) whilst non FSM is 10.6%, and the national non-F.S.M. rate is 6.2%.</p> <p>EEF states that parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes.</p>	<p>Monitored primarily by the Learning Mentor who will liaise with the Head Teacher and PPC.</p> <p>Weekly and half termly monitoring by LM, shared with PPC and HT.</p>	<p>Miss Riley (L.M.) reporting to Mr Crist & PPC.</p>	<p>Monthly meetings between L.M. and Head which are shared with the P.P.C.</p>

How our school will spend Pupil Premium Funding

The school will support the learning of disadvantaged children, through a range of teaching and pastoral initiatives.

Teaching Assistants (T.A.s)

We will continue to spend a large proportion of our Pupil Premium funding on the strategic use of T.A.s to provide targeted work for identified groups and individuals. For example our T.A.s work with disadvantaged children providing “catch up” time for children who may not have fully grasped the learning during lessons. We also utilise them to provide targeted learning support across the curriculum. Interventions include *Project X* and 1-1 Precision Teaching. In class they particularly target support to specific groups of children during lessons supplementing teachers’ input to ensure that all children have access to a teacher.

Learning Mentor

The school’s Learning Mentor will support and work with pupils in and out of the classroom in overcoming specific barriers to learning such as poor attendance or persistent absenteeism. We will review the children the learning mentor works with on a regular basis.

Other uses

Funding is also used to allow access to booster groups after school and 1-1 tuition. Teachers will utilise pre teach for pre-teaching new lesson material to specific children. This could reduce the need for ‘catch-up’ intervention. A play therapist is employed one afternoon per week in order to reduce barriers to learning through pastoral care and support for some of our children.

Measuring Impact

Regular Pupil Progress meetings with each class teacher enable in depth discussions about the progress of individuals and groups. At each round of Pupil Progress meetings the Pupil Premium Champion will also meet with class teachers to discuss in detail the progress of each disadvantaged child and associated changes to interventions. In between Pupil Progress Meetings the Pupil Premium Champion will regularly monitor progress and impact by using the school’s tracking system and speaking to class teachers.

Pupil Premium Strategy Review

The Pupil Premium strategy will be reviewed termly following Pupil Progress Meetings. It will be evaluated at the end of the academic year.