

St Luke's Catholic Primary School

Pupil premium 3 year strategy statement 2019-2022

Metric	Data		
School name	St Luke's Catholic Primary school		
	2019-20	2020-21	2021-22
Pupils in school	189 (R-Y6)	199 (N-Y6)	
Proportion of disadvantaged pupils	38.6%	42.7%	
Pupil premium allocation this academic year	£99,000	£118,886 (includes £14,000 COVID catch up premium*)	
Academic year or years covered by statement	2019-22		
Publish date	Autumn 2019 (reviewed Autumn 2020 due to COVID 19)		
Review date	Summer 2020	Summer 2021	Summer 2022
Statement authorised by	A Crist (Head Teacher)		
Pupil premium lead	J Andrews		
Governor lead	S Richards		

* See 2020-2021 expenditure for more information regarding the COVID 19 catch-up premium

Disadvantaged pupil progress scores for previous academic year

Measure	Score		
	2018-19	2019-20	2020-21
Reading	-0.2	*	

Writing	-2.0	*	
Maths	-1.1	*	

Disadvantaged pupil performance overview for previous academic year

Measure	Score		
	2018-19	2019-20	2020-21
Meeting expected standard at KS2 (RWM combined)	44.4%	*	
Achieving high standard at KS2 (RWM combined)	0%	*	

* No data available due to school closure in March 202 due to COVID 19 National Lockdown.

Barriers to future attainment for PP eligible pupils (including more able pupils)

In School Barriers	
A	Low levels of basic skills in Reading, Writing and Maths that impact on learning for PP eligible pupils.
B	Emotional, motivational and attitudinal problems in PP eligible pupils.
External Barriers	
C	Low levels of attendance for PP eligible pupils.

Desired Outcomes

Barriers	Desired outcomes	Success criteria
A	To improve outcomes in Reading, Writing and Maths for PP eligible pupils including more able pupils.	<p>Measured improvement in attainment and progress for PP eligible pupils in Reading, Writing and maths in order to close the gap to National Other.</p> <p>Measured improvement in attainment and progress for more able PP eligible pupils in Reading, Writing and maths in order to close the gap to National Other.</p> <p>Measured improvement in attainment of PP eligible pupils across the wider curriculum.</p>
B	To develop the emotional and learning attitudes and engagement levels of PP eligible pupils to promote progress.	<p>Pupils will feel secure, confident and included in their learning community.</p> <p>Pupils will be aspirational and motivated to succeed not just at school, but beyond.</p> <p>There will be measured improvements in PP eligible pupils' engagement and skills development.</p> <p>There will be measured improvements in progress for PP eligible pupils from their starting points.</p> <p>There will be a measured increase in the involvement of PP eligible pupils in school trips, residential, extra-curricular activities and sports events.</p>
C	To significantly improve attendance of PP eligible pupils.	<p>PP eligible pupils will achieve attendance at least in line with National percentage of 96.1%.</p> <p>There will be a measured decrease in the rate of persistent absenteeism of PP eligible pupils.</p>

Teaching, targeted academic support and wider strategies

Desired Outcome	Chosen action/approach	Evidence and rationale	How will you ensure it is implemented well?	Staff involved	When will you review implementation?

<p>A</p> <p>To improve outcomes in Reading, Writing and Maths for PP eligible pupils including more able pupils.</p>	<p>Continuing CPD for English and Maths for Teaching and support staff (staff meetings, teaching school alliances, training courses, school visits, peer reviews).</p> <p>Investment in curriculum development and enrichment opportunities.</p> <p>Pupil progress meetings focussing on PP eligible group progress v non PP group.</p> <p>Whole school focus on Reading. Raising the profile of reading at home and book bags changed daily in school.</p> <p>‘Reading for pleasure’ sessions fortnightly with buddy classes, sharing favourite stories from home.</p> <p>Implementation of Literacy Tree planning. 5 Plagues of reading texts shared with children.</p> <p>Topic loans from library service to ensure access to a variety of topic related texts.</p> <p>Regular 1-1 reading for targeted PP eligible pupils and bottom 20% of children.</p> <p>Reading Ambassadors.</p> <p>1-1 SALT sessions, Talk Boost, BLAST and Socially Speaking</p>	<p>EEF Teaching and Learning Toolkit</p> <p>EEF guide to the Pupil Premium</p> <p>EOKS data 2018-19, analysis of prior progress and attainment data.</p> <p>Whole school priorities (SDP) for 2019-20</p> <p>Local and National research</p> <p>Lessons learned from 2018-19</p>	<p>Early identification and focus on PP eligible pupils (Performance Management targets)</p> <p>PP Governor challenge in Governors meetings.</p> <p>Targeted staff training/CPD</p> <p>Subject Leaders to monitor and evaluate impact of interventions and strategies for PP v non PP pupils (book look, data, pupil voice) feedback and next steps.</p> <p>Subject Leaders Action Plans.</p> <p>Staff meetings.</p>	<p>HT DHT PP Champion</p> <p>SMT</p> <p>Governors</p> <p>Teaching and support staff</p> <p>Subject Leaders</p>	<p>Termly :</p> <p>Pupil Progress meetings</p> <p>Governors meetings</p> <p>PP review</p> <p>Review:</p> <p>July 2020</p> <p>July 2021</p> <p>July 2022</p>
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	<p>interventions to identify and support children with SLCN.</p> <p>Project X intervention.</p> <p>RWI phonics embedded across R-Y2 including purchase of new RWI specific books as home readers.</p> <p>Target and identify PP eligible pupils for intervention.</p> <p>Outreach Learning Support Teacher to undertake dyslexia/dyscalculia assessments.</p> <p>Dyslexia friendly classrooms.</p> <p>Timetable changes to accommodate daily 15 minutes for basic skills in Maths.</p> <p>TT Rockstars subscription, inter schools competitions.</p> <p>In class support for flexible intervention and 'catch up' time.</p> <p>Maths Council.</p>				
<p>B</p> <p>To develop the emotional and learning attitudes and engagement levels of PP eligible pupils to promote progress.</p>	<p>PASS survey Autumn and Summer – specific analysis of survey and targeted areas of development through interventions and approaches (Learning Mentor, Class Teachers, TAs)</p> <p>Targeted mental health and well-being support for PP eligible pupils.</p>	<p>EEF Teaching and Learning Toolkit</p> <p>EEF guide to the Pupil Premium</p> <p>Local and National Research</p> <p>Lessons learned from 2018-19</p>	<p>PASS survey analysis</p> <p>PP Governor challenge in Governors meetings.</p> <p>Targeted staff training/CPD</p>	<p>HT DHT PP Champion</p> <p>SMT</p> <p>Governors Learning Mentor</p>	<p>Termly, with final Review: July 2020 July 2021 July 2022</p>

	<p>Encouragement of PP eligible pupils to become:</p> <ul style="list-style-type: none"> - monitors - School council members - Maths council members - Reading Ambassadors <p>Encourage PP eligible pupils to participate in sports clubs and other extra-curricular activities.</p> <p>Play therapist to support SEMH needs</p>		<p>Monitoring of attendance of after school clubs and members of councils etc.</p>		
<p>C To significantly improve attendance of PP eligible pupils.</p>	<p>Attendance awards</p> <p>Whole school and class incentives for 100% and highest attendance.</p> <p>Completion of attitudinal study for PP eligible pupils (PASS).</p> <p>Deputy Head Teacher monitoring and analysing attendance of PP eligible pupils. SLA for attendance: caseloads, panel meetings, home visits.</p> <p>First Day Response – priority given to PP eligible pupils and Persistent Absentees.</p> <p>Improved communication and support for parents.</p>	<p>School attendance for PP eligible pupils is currently 84%, below National.</p> <p>Analysis of attendance data.</p> <p>Analysis of PASS survey results.</p> <p>Lessons learned from 2018-19.</p>	<p>Gathering evidence through: data analysis, attitudinal surveys, panel meetings.</p> <p>Monitoring attendance trends using SLA support.</p>	<p>PP Champion</p> <p>HT DHT</p> <p>Learning Mentor</p>	<p>Half termly with final Review:</p> <p>July 2020</p> <p>July 2021</p> <p>July 2022</p>

Barrier	Planned expenditure for Academic year 2019-2020
<p>A To improve outcomes in Reading, Writing and Maths for PP eligible pupils including more able pupils.</p>	<p>Talk Boost training and materials - £875 Literacy Tree training and materials: £1,140 Topic loans SLS - £2,500 RWI home readers - £2,000 Outreach Teacher assessment time - £800 TT Rockstars subscription - £95 Funding for T.A.'s - targeted interventions (including PASS survey) and 1:1 support (EYFS, KS1, KS2) - £71,820</p>
<p>B To develop the emotional and learning attitudes and engagement levels of PP eligible pupils to promote progress.</p>	<p>PASS survey - £380 Play therapist - £3,040 Funding for interventions from PASS survey (See A)</p>
<p>C To significantly improve attendance of PP eligible pupils.</p>	<p>Attendance SLA - £3,808</p>
<p>Total</p>	<p>£86, 458 (£3,500 available for additional needs identified through monitoring as the year progresses or if PP eligible children join the school)</p>

Annual review and impact statement (2019-2020) :

The full and true impact of these interventions will not be known due to COVID 19 and school closure in March 2020.

R, Y1, Y2 staff, English co-ordinator and SENCO attended Talk Boost training in September 2019. Initial assessments were undertaken with pupils from these classes and the interventions began. However, due to school closure in March 2020 (COVID 19) only one class was able to complete the 10 week programme. Initial feedback suggested that children were making progress in the area of SLCN and with certain children, these improvements were transferred into the classroom. After re-assessment in Autumn 2020, some children undertook the programme again.

All teaching staff from N-Y6 attended Literacy Tree training. The library SLA was used to supplement and enhance the texts taught through Literacy Tree. A special emphasis was placed on learning and using new vocabulary and this was extended throughout all core and foundation subjects too. Subject knowledge organisers were rewritten to reflect this. CPD around Vocabulary identified for teaching staff was due to take place in Summer Term (moved to Autumn Term). Staff meetings and staff INSET days were

used for CPD for all members of staff. This was in order to develop elements of classroom practice in line with subject monitoring feedback and identified needs. We will continue to ensure that Reading is embedded into all areas of the curriculum.

RWI home reader books were purchased for the Reception class. These books linked directly to the phonics teaching sequence and ensured that they matched the phonic knowledge of the children reading them.

The intervention that had the greatest impact with children across the school was Precision Teaching, this was evidenced in Provision maps completed in the Autumn term. Those children who did not make at least expected progress were identified as causing concern and were assessed by the Outreach Learning Support Teacher.

The PASS survey was completed by all children from R to Y6. Vulnerable children were identified and appropriate interventions were to commence when the Learning Mentor returned from Maternity leave. As this did not happen due to the school closure, the PASS survey was taken again in September 2020.

The play therapist service continued and supported 3 children between September and March.

The attendance SLA helped to identify those children and families who needed most support surrounding school attendance and punctuality issues. We did panel meetings with attendance officers. From analysing data, a Friday pattern was identified so this year the attendance officer is having a focus on PP children on a Friday. A half termly attendance letter continues to be sent home to all children so that parents have an informed view of their child's attendance percentages.

Barrier	Planned expenditure for Academic year 2020-2021
	<p>Coronavirus (COVID 19) catch-up premium</p> <p>The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. St Luke's will receive £80 per child aged 4-11 based on October 2020 census information, which totals £14,000. This grant will be used to participate in the National Tutoring Programme.</p> <p>Children will be assessed using NFER tests at the start and end of the programme. The data analysis hub will be used to identify gaps in learning. The Tutors will work on supporting children to fill those gaps and the end assessment should show progress in those areas.</p>
<p>A</p> <p>To improve outcomes in Reading, Writing and Maths for PP eligible pupils including more able pupils.</p>	<p>Literacy Tree materials: £240</p> <p>Topic loans SLS - £2,162</p> <p>Nessy £480</p> <p>Hairy Letters £80</p> <p>Outreach Teacher assessment and teaching time - £3,500</p>

	Funding for T.A.'s - targeted interventions (including PASS survey) and 1:1 support (EYFS, KS1, KS2) - £87,616
B To develop the emotional and learning attitudes and engagement levels of PP eligible pupils to promote progress.	PASS survey - £380 Play therapist - £3,120 Funding for interventions from PASS survey (See A) by Learning Mentor and TAs
C To significantly improve attendance of PP eligible pupils.	Attendance SLA - £3,808
Total	£101,386 (plus £3,500 available for additional needs identified through monitoring as the year progresses or if PP eligible children join the school)

Barrier	Planned expenditure for Academic year 2021-2022 (costs to be revised Autumn 2021)
A To improve outcomes in Reading, Writing and Maths for PP eligible pupils including more able pupils.	Literacy Tree materials: £240 Talk Boost KS2 – training and materials: £1,000 Topic loans SLS - £2,162 Nessy £480 Outreach Teacher assessment and teaching time - £3,500 Funding for T.A.'s - targeted interventions (including PASS survey) and 1:1 support (EYFS, KS1, KS2) - £87,616
B To develop the emotional and learning attitudes and engagement levels of PP eligible pupils to promote progress.	PASS survey - £380 Play therapist - £3,120 Funding for interventions from PASS survey (See A) by Learning Mentor and TAs
C To significantly improve attendance of PP eligible pupils.	Attendance SLA - £3,808
Total	£102,306

	(plus £2,500 available for additional needs identified through monitoring as the year progresses or if PP eligible children join the school)
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