

Pupil Premium Strategy Statement: St. Luke's Catholic Primary 2020/2021

1. Summary information					
School	St Luke's Catholic Primary School				
Academic Year	2020/2021	Total PP budget	£46,315	Date of most recent PP Review	October 2020
Total number of pupils	152	Number of pupils eligible for PP	38	Date for next internal review of this strategy	March 2021

2.	3. Current attainment (Based on ASP 2019)		
	<i>Pupils eligible for PP (your school) 2019</i>	<i>Y6 2020 Internal Data Predictions</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths	27%	71%	65%
% achieving higher standard in reading, writing & maths	0%	29%	10%
% achieving ARE in reading	45%	86% (71% higher)	73%
Average scaled score in reading	101	N/A	104
% achieving ARE in writing	36%	86% (29% higher)	79%
% achieving ARE in mathematics	45%	71% (29% higher)	79%
Average scaled score in mathematics	99	N/A	105
% Key stage 1 -2 progress in reading	0.4	N/A	0.3
% Key Stage 1-2 progress in writing	-3.4	N/A	0.3

% Key Stage 1-2 progress in maths		-0.9	N/A	0.4
4.		5. Barriers to future attainment (for pupils eligible for PP)		
		In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Large number of SEND children within group of PPG children (18.5% school SEND)			
B.	Writing attainment throughout the school is an issue for PPG children			
C.	Small numbers of pupil premium children within individual classes– risks of being overlooked			
D.	Higher levels of speech and language difficulties			
		External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Social and emotional difficulties in some cases			
F.	Extra anxiety regarding the Covid situation and further family deprivation (Special Catch-up Funding to be in place alongside PPG Funding)			
6. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria		
A.	Higher prior attaining pupil premium children achieve highly against their age-related expectations.	HA PPG children (as identified in Sept by class teacher using data provided) will make more than expected progress and they will be working at greater depth in each year group by end of year.		
B.	Increase in progress in all areas (but especially in Writing) for PP pupils across the school	Maths and writing progress for pupil premium children will be in line with all pupils nationally.		
C.	Vulnerable children are identified early, so differences do not widen as they move through the school.	PPG children in EYFS achieve and make progress from the individual starting points in line with all pupils.		
D.	Vulnerable PPG children and families access required outside interventions for SEND or social/emotional/behavioural needs.	PPG children with SEND and/or social/emotional/behavioural needs progress in line with peers or better.		

E.	Disadvantaged pupils have access to a wide range of experiences in order to develop cultural capital	PPG children can draw from a range of experiences, developing vocabulary and cultural capital.
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7. Planned expenditure	
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Academic year	2020/2021
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The three headings below 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					
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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?
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<p>PPG children achieve their age-related expectations, and progress in line with all pupils nationally.</p>	<ul style="list-style-type: none"> • Strong Leadership and optimised deployment of staff. • Quality First Teaching – whereby TAs do not replace the teacher, but enhance learning, and ensuring that teachers do not reduce their support or input to the pupils supported by TAs. • Staff training to ensure Quality First Teaching • PPG forming part of teacher appraisal where appropriate 	<p>Evidence/Research from: http://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf</p> <p>This report states that: <i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</i></p> <p>Deploying staff effectively <i>"More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff'."</i></p> <p>The best leaders ensure that additional adult support is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFE</p>	<p>The children who are PPG will be targeted in lesson observations, book scrutinies, in-school moderation and learning walks. We will see what barriers these children may have along with discussions with class teachers and parents and make sure that these are diminishing by the next round of assessments. Pupil voice will be used to assess changes.</p>	<p>Executive Head Teacher</p> <p>SENDCo</p> <p>Head of School</p> <p>Inclusion Governor</p>	<p>Weekly monitoring</p> <p>Termly data checks</p>
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	<ul style="list-style-type: none"> • Ensure that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good • Purchase of high-quality homework resources. • Ensure language rich curriculum and environment • Development of broad and balanced curriculum to ensure high cultural capital within school. 	<p>http://www.literacytrust.org.uk/assets/0002/6752/EEF_Toolkit_pdf_version.pdf</p> <p>The Sutton Trust Toolkit states that:</p> <p><i>Overall, research shows that students in a class with a teaching assistant present do not on average outperform those in one where only a teacher is present. This average finding covers a range of recorded impacts; in some cases teachers and teaching assistants have worked together effectively leading to increases in attainment, while in others pupils (particularly those who are lower attaining) have performed worse in classes with teaching assistants present compared to those without.</i></p>	<p>Achievement data frequently analysed to check whether interventions or techniques are working and made adjustments accordingly.</p> <p>Pupil progress meetings termly to identify children who are at risk to ensure timely and effective intervention</p>		
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<p>Youngest PPG pupils are identified early and have targeted support so that they make good progress from their baseline starting points.</p>	<ul style="list-style-type: none"> • Baseline assessments completed early in academic year and used to identify progress of all learners including PPG. • High priority placed on early intervention with EYFS PPG pupils through increased adult direction. • Reading enrichment – a sum of money put in to enhance our reading provision, especially for our youngest pupils • Phonics enrichment – resources bought and staff trained in RWI for new curriculum • Interventions to focus on speech and language. • CPD for SENDCo to ensure high quality intervention including ELSA programme 	<p>‘Are you ready? Good practice in school readiness’ – OFSTED 2014 They state that: <i>We encountered outstanding practice with excellent examples of staff working effectively through leading sessions directly and through high-quality interactions with children during planned and child-initiated play and activities. The most successful practice in developing children’s communication skills involved adult-led sessions in combination with adults communicating and modelling language, showing, explaining, demonstrating, questioning, encouraging, facilitating and stimulating children throughout the day.</i></p>	<p>The children who are PPG will be targeted in lesson observations, book scrutinies, in-school moderation and learning walks. We will see what barriers these children may have along with discussions with class teachers and parents and make sure that these are diminishing by the next round of assessments.</p> <p>Pupil progress meetings will identify children who are making less than good progress and effective intervention will be developed to ensure good progress for all learners including PPG children</p>	<p>Executive Head Teacher</p> <p>SENDCo</p> <p>Head of School</p> <p>EYFS Governor</p>	<p>Weekly monitoring</p> <p>Termly data checks</p>
Total budgeted cost					£12,500

<p>£3440.00 2 teachers 2 hours per week @ £80 per session x 43 weeks £5482.50 – TA 15 hours per week @ £8.50 ph x 43 weeks New homework resources @ £252 Staff training – £1000 Reading Resources @ £750 Espresso: £1220.94 My Maths annual subscription: £265.00 Classroom resources: £1000</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?
<p>Pupils and families of disadvantaged pupils are supported with any learning/social/behavioural needs.</p>	<p>Outside agencies involved in pupils' learning and progress and Family Support.</p> <p>TA to provide small group work for speech and language, emotional support, lego express, social stories etc. during afternoons</p> <p>New full time TA for pupil premium children with additional needs.</p>	<p>Research: https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>As a school we have found that addressing these needs have resulted in calmer, well-integrated pupils who are more able to access the curriculum.</p>	<p>Specific monitoring of these pupils by the SENDCo. Case studies maintained. Clear progress tracked from their starting points.</p> <p>TAC/CAFs – full and detailed, looking at impact.</p>	<p>SENDCo</p> <p>Head Teacher</p> <p>Inclusion Governor</p>	<p>Weekly monitoring</p> <p>Termly data checks</p> <p>TACs as and when necessary</p>

<p>Ensure high achieving FSM/PP pupils continue to make better than expected progress in all subject areas</p>	<p>Targeted booster groups for higher achievers – class teacher led.</p> <p>Purchase of reading books including individual readers for high achieving readers.</p> <p>Purchase of Times Tables Rock Stars for HA achieving mathematicians.</p>	<p>Research – small group tuition</p> <ul style="list-style-type: none"> • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils’ needs are accurately assessed and targeted. <p>Rationale evidence taken from:</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/one-to-one-tuition/ (Gains +5 months)</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/small-group-tuition/ (Gains +4 months)</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/collaborative-learning/ (Gain + 5 months)</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	<p>The children who are PPG will be targeted in lesson observations, book scrutinies, in-school moderation and learning walks. We will see what barriers these children may have along with discussions with class teachers and parents and make sure that these are diminishing by the next round of assessments.</p> <p>Attainment to be assessed on a half termly basis.</p> <p>Governors’ Task and Finish group to hold school accountable for PP progress and achievement</p>	<p>SEND Co Executive Head Teacher Head of School Inclusion Governor</p>	<p>Half-termly</p>
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<p>PPG children with SEND make accelerated progress from their starting points.</p>	<p>Targeted intervention groups (with the correct staff CPD and training):</p> <ul style="list-style-type: none"> • Lego Build to Express Emotional Literacy Dyspraxia/fine motor skills • Cool Kids • ELSA • Speech and Language • Education psychologist • Beanstalk 1:1 reading tuition • Precision teaching 1:1 	<p>Research – small group tuition</p> <ul style="list-style-type: none"> • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils’ needs are accurately assessed and targeted. <p>Rationale evidence taken from:</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/one-to-one-tuition/ (Gains +5 months)</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/small-group-tuition/ (Gains +4 months)</p>	<p>Specific monitoring of these pupils by the SENDCo. Case studies maintained. Clear progress tracked from their starting points. Governors’ Task and Finish group to hold school accountable for PP progress and achievement</p>	<p>SENDCo Inclusion Governor</p>	<p>July 2019</p>
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<p>Ensure that the large group of PPG children within year 6 make good progress within the year and across the key stage, especially in mathematics and writing.</p>	<p>Quality first teaching – whereby TAs do not replace the teacher, but enhance learning, and ensuring that teachers do not reduce their support of input to the pupils supported by TAs</p> <p>Targeted intervention groups led by experienced and effective teachers and teaching assistant.</p> <p>Booster groups for all ability children.</p> <p>Use of precision teaching for identified children.</p> <p>Bought-in small group tuition for SATS</p> <p>Purchase of times tables rock stars to secure multiplication knowledge within mathematics.</p>	<p>Evidence/Research from: http://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf</p> <p>This report states that: <i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</i></p> <p>Deploying staff effectively <i>"More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff'."</i></p> <p>The best leaders ensure that additional adult support is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFE</p> <p>Research – small group tuition</p> <ul style="list-style-type: none"> • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted. <p>Rationale evidence taken from:</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/one-to-one-tuition/ (Gains +5 months)</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/small-group-tuition/</p> <p>(Gains +4 months)</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/collaborative-learning/ (Gain + 5 months)</p>	<p>The children who are PPG will be targeted in lesson observations, book scrutinies, in-school moderation and learning walks. We will see what barriers these children may have along with discussions with class teachers and parents and make sure that these are diminishing by the next round of assessments.</p> <p>Attainment to be assessed on a half termly basis.</p> <p>Governors' Task and Finish group to hold school accountable for PP progress and achievement.</p> <p>Termly pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.</p>	<p>SEND Co Executive Head Teacher Head of School Inclusion Governor</p>	<p>Half termly Monitoring through lesson observations and book scrutinies</p>
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Total budgeted cost	£29,000
<p>Costs of Outside Agencies/Family Support £tbc as academic year progresses.</p> <p>TA hours: £8.50 x 10 hours x 53 weeks = £4505</p> <p>Calm Brain subscription: £500</p> <p>New TA: £9814.15</p> <p>1 x Beanstalk Volunteer @ £540.00 per annum (as above)</p> <p>£1920.00 12 sessions – 2 teachers (£80 per session)</p> <p>£5482.50 – TA 15 hours per week @ £8.50 ph x 43 weeks</p> <p>£5482.50 – TA 15 hours per week @ £8.50 ph x 43 weeks.</p> <p>HLTA hours: 5 x 1 hour per week £10.50 x 53 = £2782.50</p> <p>RWI Spelling on-line subscription: £324.00</p> <p>RWI Spelling Resources: £400</p> <p>Clicker 7: £2300</p> <p>Small Group Tuition: £80 per session x 10</p> <p>Times Table Rock Stars: £167.90</p>	

iii. 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>To ensure that all children have equal access to school visits and access to all additional experiences to enhance the curriculum</p>	<p>To subsidise school visits/residential trips</p> <p>To provide additional enrichment visits/tuition, such as Music 2 the 4.</p>	<p>Research – Outdoor adventure learning</p> <ul style="list-style-type: none"> • A wide range of adventure activities are linked with increased academic achievement • Experiences of over a week tend to have a greater impact and tend to produce effects of a longer duration <p>The main effects tend to be on self-confidence, self-efficacy and motivation.</p>	<p>Attendance of trips to be monitored</p> <p>SLT review of curriculum and evaluate success for these pupils.</p>	<p>School Business Manager</p> <p>Executive Head Teacher</p> <p>Head of School</p>	<p>After each trip</p>
<p>Increased attendance rates of those PPG children</p>	<p>EWO funding to target the pupils where attendance is an issue and support these families in raising their attendance.</p>	<p>Some of our PP eligible children find attending school or being on time for school hard. Attendance at school is crucial for these children to get the support that they need through quality first teaching and targeted interventions. Subsidised breakfast school places available for families who are struggling with attendance.</p>	<p>Attendance rates are monitored. Every half term there will be a check on the children who are on the PA list.</p>	<p>EWO</p> <p>School Business Manager</p> <p>Executive Head Teacher</p> <p>Head of School</p>	<p>Every fortnight</p>
Total budgeted cost					£3,500
<p>Arthog Trip: £258 per pupil. Other trips/visits/in-school visits by outside professionals: £tbc as academic year progresses. £750 Music programme for KS1 and EYFS £900 music programme for year 4/5. Cost of rewards: £50 for excellent attendance EWO support - £1000</p>					