

Pupil Premium Impact Statement 2020-2021

School overview

Metric	Data
School name	St Luke's Church of England Primary School
Pupils in school	473
Proportion of disadvantaged pupils	114
Pupil premium allocation this academic year	£128,238
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	May 2021 and July 2021
Statement authorised by	Ms M Michael
Pupil premium lead	Mr J Rolt
Governor lead	Mr A Thew

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No SATs in 2020 in 2019 -0.9
Writing	No SATs in 2020 in 2019 -2.9
Maths	No SATs in 2020 in 2019 -0.7

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM combined target	67% (8/12 pupils)
Achieving high standard at KS2 RWM combined target	25% (3/12 pupils)
Measure	Activity
Priority 1	Buy in external consultants to provide in-house bespoke training and support to ensure that the quality of teaching and learning in reading and writing across all year groups is consistently good
Evaluation	Reading continues to be a key area for development on the school development plan. Senior leaders have been rigorous and ensuring that teachers and teaching assistants have access to on-going

	training and are developing their skills in teaching reading and writing both within English lessons and across the curriculum. Teaching staff are working with each other, the AHT and external consultants to meet children's learning needs and address gaps in their learning. The focus on reading is evident when looking at the Long-term plans, visiting classrooms, talking to staff and pupils. The accuracy of senior leaders monitoring is supported by external consultants who look at progress and attainment in reading, writing and phonics.
Impact	Monitoring of books which was externally supported shows that good progress was made in addressing children's gaps in reading and writing, but that there is still a long way to go before all pupils are back on track. Writing standards have been the hardest to address due to pupils' limited opportunities to practise and apply their basic skills and develop stamina during the pandemic. The investment in new resources has greatly improved the range of texts available to pupils and staff have received and continue to receive very good training on reading. Reading across the curriculum is a key focus and staff are working effectively to ensure that children have access to interesting and engaging texts.
Next steps	Reading and writing continue to be key priorities for improvement on the school development plan. Pupil progress meetings will continue to evaluate the extent to which pupils' gaps in reading and writing are being addressed. School will continue to buy in external consultants as staff need ongoing support with developing skills and knowledge. The consultants will also support staff in monitoring the quality and impact of teaching and learning.
Priority 2	Buy in external support to develop a rich, relevant curriculum which will engage all pupils and allow them to apply and practise their core skills from reading, writing and maths in engaging and exciting learning experiences
Evaluation	The intent of the school curriculum is well embedded. Over the last 12 months the senior leaders have worked extensively with subject

	leaders and external consultants to develop progression documents and long term plans which clearly set out what children how to learn and should know and remember in each year group for each subject. These key documents have been written to ensure that coverage meets the National Curriculum objectives for each subject. Learning has been carefully sequenced so that knowledge builds on prior knowledge and children revisit earlier knowledge and make connections across their learning. Subject specific skills are clearly identified on the progression documents which are used by teachers to inform that planning. The progression documents include key questions which pupils should be able to answer and the key vocabulary which they should have acquired by the end of each unit. On the long term plans, the key questions are changed into pupil 'I can' statements. Senior leaders have ensured the staff have access to support and training. An example of this can be seen in how teachers are visiting an outstanding school to find out more about how the new maths programme, Powermaths, should be delivered and how it can be adapted to meet the needs of a range of pupils. Staff are supported in planning and delivering quality first teaching across the curriculum through training and support both from within the school and beyond. All staff meetings are focused on teaching and learning and on improving teachers' pedagogical skills. The long-term plans also assist teachers in planning well sequenced lessons. Teachers work collaboratively when planning lessons and are supported by SLT and consultants in ways which vary according to the needs of the teachers.
Impact	The curriculum has been fully reviewed and key documents have been shared with staff and are available on the website. There is evidence that the curriculum is diverse and promotes equality. The needs of vulnerable pupils have been considered and plans adapted to ensure all children can access content and are supported to make good progress. The curriculum documentation is relatively new and staff will need time to embed the curriculum. Pupils are starting to use and apply skills across all subjects, however more needs to be done to ensure they can apply these independently and consistently. Monitoring has told leaders that the pupils are addressing gaps in their learning and are making good progress towards achieving the standards for the age group in the foundation subjects. The monitoring confirms that the standards being achieved by vulnerable groups show that these pupils too are making good progress.

Next steps	Teaching staff need time to embed the new curriculum within their teaching and ensure gaps in children's learning are being addressed. Staff are being trained on the implications of cognitive science for teaching and learning and on how they can develop children's metacognition and self-regulation. The skills and knowledge of subject leaders needs further development through training and bespoke support.
------------	--

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that pupils have targeted support to address lost learning from 2020-21 when engagement with remote learning was poor
Evaluation	In all year groups teachers were supported in identifying and addressing gaps in pupils' learning. The curriculum was amended for the Summer term to have a focus on recovery and on supporting pupils' SEMH needs. Teaching assistants received training through the Bury Teaching School Alliance to ensure they were engaging children and facilitating independent learning. External consultants supported staff with identifying children's individual learning gaps within reading and phonics. Monitoring of teaching and learning in maths has identified specific training needs and led the school leaders to make the decision to invest in Powermaths and Essential Letters and Sounds (ESL).
Impact	Analysis of data in core subjects showed that in most year groups good progress had been made in addressing gaps, however outcomes in phonics and in maths showed that a new approach was needed. The training for teaching assistants had limited impact as they had limited opportunities to apply their new learning and skills due to the restrictions of the pandemic.
Next steps	To embed the new ESL phonics scheme across Early Years and KS1 to ensure consistency and fidelity to the scheme. Additionally, ensure that teachers in Year 3 and 4 have support in teaching phonics to those children who did not make expected progress.

	To ensure that the new Powermaths scheme is embedded across Reception to Year 6 and is consistent with fidelity to the scheme. To revisit the training for teaching assistants and ensure that they have opportunities to apply and embed their learning.
Priority 2	Ensure that teachers have developed additional skills to meet pupils' learning needs during periods of remote learning
Evaluation	The training for teachers and TAs about how to improve remote learning was very successful. Teachers were well supported with adapting their practice to ensure teaching strategies and planning were appropriate for this way of teaching and learning. Pupils were provided with the resources they needed to learn at home. Support staff were available to intervene when pupils were not engaging and provided parents with support both practical and pastoral.
Impact	The percentage of pupils engaging in home learning rose significantly in 2020-2021. Teachers were much more confident teaching remotely. The school managed to provide a broad and balanced curriculum which engaged and motivated children. There was positive feedback from parents and carers that they were better able to support their children's remote learning. Vulnerable pupils came into school during lockdown which increased based on needs and knowledge of community and families.
Next steps	Teachers are continuing to use some of the online resources to support children independent learning at home.
Priority 3	Ensure that the additional staffing in Year 6 and Year 2 enables disadvantaged pupils to recover their lost learning
Evaluation	Staffing was enhanced in Year 6 so that pupils received appropriate levels of support, particularly in reading, writing and maths.

	In Year 5 and Year 6 there were small group sessions which targeted disadvantaged pupils after school to address gaps in children's knowledge and skills. In Year 2, teachers were supported to identify disadvantaged pupils and their needs by providing bespoke teaching and support within classrooms. The most experienced teacher led the Year 2 team to ensure high quality teaching. Booster classes were not provided in Year 2 because it was felt that cognitive overload would impact on their SEMH needs.
Impact	Outcomes in Years 2, 5 and 6 did not match outcomes which had been achieved in 2019, however analysis of data and pupils books showed that at least good progress had been made from their starting points in September 2020. The impact of the school closure in Spring 2021 was not as bad as the previous closure (2019 – 2020) as provision for remote learning had been greatly enhanced and pupil participation was much greater.
Next steps	To continue to enhance staffing in Year 6 to meet the needs of disadvantage pupils. Improve the tracking and monitoring of disadvantaged pupils.

Wider strategies for current academic year

Measure	Activity
Priority 1	Engaging support from One Education to address attendance issues amongst disadvantaged pupils
Evaluation	Leaders have received high quality support from One Education to support vulnerable families during the pandemic. This impacted on attendance for all pupils. Attendance for remote learning improved significantly. Disadvantaged pupils were encouraged to attend school during lockdown due to concerns about safeguarding needs. One Education provided the attendance leader and the Headteacher with up to date and current advice during the different stages of the pandemic. This ensured that support to parents and carers was flexible and responsive to need.

Impact	Analysis of attendance data for 2020 – 2021 showed that overall absence was reduced from 3.9% in 2018 – 2019 to 2.8% in 2020-2021. This is significantly below the data for England. Persistent absence was reduced from 8.4% in 2018 – 2019 to 4.7% in 2020 – 2021 which is significantly below England 8.1% for 2020-2021. Parents' anxieties and worries around their children returning to school were addressed and they felt and continued to be more confident to talk to the school and ask for support where necessary.
Next steps	The Headteacher and attendance team have once again audited and amended practice and processes for dealing with attendance. They will continue to refine their practice and be responsive to children's needs and issues. All staff will be supported to understand their role in promoting good attendance and to use CPOMs to flag and raise attendance concerns.
Priority 2	Ensure that pupils' SEMH and wellbeing are supported as well as their academic attainment and progress through providing training for staff and access to external support as needed
Evaluation	A bespoke roll was created to support the SEMH needs of KS2 children, focusing and supporting their wellbeing and anxieties returning to school. Resources and intervention have been provided to class teachers and signposted on the website. Children have been enabled to work with the school counsellor to address wellbeing needs. Staff have been trained through briefings to identify children's SEMH needs. The behaviour policy has been adapted to address specific issues. There are increased opportunities for children to participate in the daily mile and additional health and fitness sessions during lunch times which are provided by Edstart.
Impact	Consultations with staff, pupils and parents confirm that the school has been effective in meeting SEMH and wellbeing needs. Staff are more skilled and identify when children need support and have a broader range of strategies in order to support them appropriately.

Next steps	To build on the progress achieved in 2020 – 2021. To support the SEMH leader to develop her skills and roll out good practice in KS1 and EYFS and to keep up to date with the latest guidance and research.
Priority 3	Ensure that there is funding for disadvantaged pupils to attend trips and visits
Evaluation	The number of trips and visits were greatly reduced in 2020 – 2021. However, in the summer term when restrictions were eased, pupils were able to attend swimming lessons Years 5 and 6.
Impact	Trips and visits for all pupils were greatly reduced. The funding allocated to this was used to improve reading materials.
Next steps	When restrictions allow, to increase pupils access to trips and visits and ensure that disadvantaged pupils are able to attend.
Priority 4	Ensure that there is internal support for pupils with emotional and mental health issues e.g. the therapeutic room
Evaluation	The school is confident that there is an appropriate range of support available in school to support children. This is confirmed by the high level of attendance.
Impact	Consultations with pupils and parents confirmed that there was good provision to support children's SEMH. Positive feedback was received from parents' evenings and surveys.
Next steps	To build on and enhance the already good provision for pupils SEMH and wellbeing.