

Pupil premium strategy 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	24% 114 pupil
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
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
Barriers to learning these priorities address	Ensuring that teachers have the pedagogical skills to meet the learning needs of pupils, many of whom did not engage with very much learning during the lockdown in 2019-20
Projected spending	£10,480

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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	For pupils to make good progress from KS1 and progress scores to be above 0	July 2021
Progress in Writing	For pupils to make good progress from KS1 and progress scores to be above 0	July 2021
Progress in Mathematics	For pupils to make good progress from KS1 and progress scores to be above 0	July 2021
Phonics	Attain national average in the phonics check	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that pupils have targeted support to address lost learning from 2019-20 when engagement with remote learning was poor
Priority 2	Ensure that teachers have developed additional skills to meet pupils' learning needs during periods of remote learning
Priority 3	Ensure that the additional staffing in Year 6 and Year 2 enables disadvantaged pupils to recover their lost learning
Barriers to learning these priorities address	78% of pupils are EAL and do not speak English at home. This impacts on engagement when pupils are learning remotely. Many disadvantaged pupils are digitally poor and do not have the devices needed for remote learning.
Projected spending	£85,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Engaging support from One Education to address attendance issues amongst disadvantaged pupils

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
Priority 3	Ensure that there is funding for disadvantaged pupils to attend trips and visits
Priority 4	Ensure that there is internal support for pupils with emotional and mental health issues e.g. the therapeutic room
Barriers to learning these priorities address	We need to improve behaviour for learning, stamina and resilience amongst disadvantaged pupils so that they are able to learn.
Projected spending	£32,750

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing time for CPD and not over-burdening staff	Release time to be provided for monitoring and evaluation work and leaders to be supported by an external consultant
Targeted support	Pupils missing time from lessons for interventions	AHT and Senco to provide support with timetabling interventions and ensuring that where possible interventions are delivered within the classroom by the teacher
Wider strategies	Ensuring high levels of attendance and engagement with pupils from hard-to-reach families	The school pastoral team reaches out to families and provides a range of support including technology as needed

Review: last year's aims and outcomes

The cancellation of the SATs at KS1 and 2 means that the school does not have external data

Aim	Outcome
Progress in Reading and Writing	The progress score for writing in 2019 was -2.9 and had to be addressed. Prior to lockdown the introduction of a school wide approach to the teaching of writing was impacting very positively on the attainment and progress of all pupils.

Progress in Mathematics	Data tracking up to March 2020 showed that in all year groups outcomes in maths were good and in Year 6 pupils were on track to meet their targets
Phonics	The provision for teaching phonics was reviewed in September 2019 and improvements were in place. However engagement in the phonics work which was provided during lockdown as poor and resulted in big gaps when pupils returned in September 2020 when an intensive support and catch up programme was put in place for Early Years and KS1
Other	Attendance had been improving and despite a bad outbreak of norovirus in November 2019 the data prior to lockdown was showing improvements on the previous year.