

St. Luke's Church of England Primary School

Impact Statement

Pupil Premium Strategy 2019-2020



Funding Allocation for the Financial Year 2019-2020

100 x £1320 per FSM (Ever 6) Child = £132,000 plus additional funding from the school budget to meet the spending commitments

The school's partial closure from March 2020 impacted significantly on the progress which could be made on achieving the objectives on this plan.

Barrier to learning	Rationale and details of allocation of funding	Project ed Cost	Impact/expected outcome	Review and evaluation	Impact
Poor Attendance Poor Punctuality	Pupils need to attend school regularly. Funding for a PSA team - which will provide regular attendance monitoring and support for parents who are struggling with getting children to school on time.	£32.38 an hour – Approx £11,000	· % of disadvantaged pupils who are PA to reduce to be in line with other pupils in school and nationally · Attendance of disadvantaged pupils to be above the 2018 data.	· Attendance data analysed weekly · Report to governors termly	Covid closed school to most pupils from March 2020 Prior to that 4% of disadvantaged pupils were PA This compares favourably with 9.5% for non –disadvantaged pupils Overall attendance for disadvantaged pupils was 95.1% This compares to 95.06% for non –disadvantaged pupils The school was very hit badly by an outbreak of norovirus in November 2020 which impacted on attendance and PA. Achieving 95% is therefore very good. There was a lot of work

					completed with the most hard to reach families and although their attendance improved on previous years they still did not improve enough. This was partially due to unauthorised holidays.
Poor attendance and poor punctuality	Pupils need to attend school regularly. Employment of PSA focussing on supporting disadvantaged pupils with SEN in school.	£25,880	· % of disadvantaged pupils who are PA to reduce be in line with other pupils nationally · Attendance of disadvantaged pupils to be above the 2018 data · Teaching Assistants are working more effectively with disadvantaged pupils and providing high quality interventions with individual pupils and small groups.	· Attendance data analysed weekly · Report to governors termly · Observation of TA interventions · Pupil data.	As above
Behaviour	Pupils able to manage their behaviour to enable them to learn effectively.	£3600	Counsellor Service Level Agreement implemented to work with vulnerable	· Behaviour logs, CPOMS data.	There were no exclusions or in-school seclusions of disadvantaged pupils between September and March 2020.

			children with emotional/behavioural		There were very few serious behavioural issues in this time. The school's therapeutic approach to behaviour management and the use of CPOMs has enabled staff to address issues earlier and avoid escalation of behaviour issues for disadvantaged pupils. The rate of behaviour incidents involving disadvantaged pupils was well below that of other pupils. 20% of the school population were classed as disadvantaged but they were only responsible for 10% of behaviour incidents which were logged on CPOMs confirming the positive impact of work to support pupils.
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Behaviour	Provision of Counsellor to work with children flagged identified as requiring support with SEMH issues including behavioural concerns	Paid for through the school budget	Provision needs to help address issues to prevent the need for exclusion. · 10% reduction in the number of behaviour incidents involving disadvantaged pupils		See above In total 20 pupils were referred to the Counsellor during the period September to March. In lockdown identified children received online counselling sessions. Support also provided to parents of vulnerable pupils. Referrals are based on criteria and support usually last between
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					6 and 12 weeks but can last longer if needed.
Self - Perceptions – Low self esteem.	Children with confidence and resilience are more able to learn. Enhanced Sports Provision using Edstart plus the DHT who ran football teams and arranged attendance at tournaments and other sporting events	£49,800	• Increase children's Team building with a love of different sports. • Reduce number of incidents of negative behaviour. • Improved work ethic to start of afternoon. • 10% increase in disadvantaged pupils attending extra-curricular sports provision.	Attendance lists at sports clubs · P	From September to March The offer to all pupils increased. Disadvantaged pupils were prioritised for sports events. School teams entered competitions on three levels to ensure that whatever the pupils' ability there was something for them to attempt. Disadvantaged pupils participated at all three levels and all age levels from Year 2 -6.
Self-Perceptions – Low self esteem.	Children with confidence and resilience are more able to learn. Technola Music – Music can help enhance a child's self perceptions. Project of work with Withington Girls High School as part of Manchester Sings	£25,238	· Increase in the number of disadvantaged pupils engaging in extra-curricular music. · Disadvantage children's confidence increases.	Attendance lists at a music clubs and choir. Up take of peripatetic music lessons.	The switch to Technola meant that disadvantaged pupils were able to participate in making music. Disadvantaged pupils participated in the Manchester Sings choral project

Socio-economic background – inhibits children's access to wider educational experiences.	Children with confidence and resilience are more able to learn. Children need a wide range of experiences to be effective learners. Donations to School Visits/Residentials/Enrichment	£26,000	All disadvantaged pupils are able to participate in the full range of trips and visits. Appreciation of the arts, British values, Christian Values. Help to increase emotional resilience and social children for vulnerable children that may not have opportunity to experience these visits any other way.	Participation rates on trips and visits.	The partial closure of school in March curtailed visits. Prior to that the planned programme of curriculum related visits went ahead both locally and regionally. Disadvantaged pupils took part in all the trips and visits.
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Disadvantaged pupils do not have access to quality reading materials.	Reading skills are essential to access all areas of the curriculum. Accelerated Reader was bought and continues to be used	Cost was covered in previous year	· To improve quality of reading books to work alongside accelerated reading programme to increase attainment in reading throughout the school. · Increase in numbers of children who are accessing quality reading materials. · Reading outcomes for disadvantaged	· Pupil data · Pupil progress meetings · Reading records · Pupil voice	Pupils in their reading Data confirms that good progress was being made by disadvantaged pupils. In terms of SATS predictions • Reading data from February 2020 showed that 68% of all pupils in Year 6 had achieved ARE on 2019 STAs paper. Out of 9 disadvantaged pupils 6 met ARE. • Year 2 all pupils 64%, disadvantaged pupils 63%
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			pupils, in KS1 and KS2, show outstanding progress.		In both year groups these outcomes were showing either good or accelerated progress
Social and emotional barrier.	Vulnerable pupils need high quality support in order for them to access the curriculum 1-1 Teaching Assistant to work with vulnerable child. (2 Pupils)	£15,210	- Improve work ethic and emotional resilience of Year 6 vulnerable pupils, leading to at least good progress. - Effective transition strategies for enabling pupil to be secondary school ready.	- Pupil data - Pupil voice - Parent voice	Two pupils received intensive support and were making good progress on addressing their SEMH needs and transition to high school. During lockdown this support was continued with one pupil attending school and one receiving daily telephone calls.
Poor reading skills	Reading skills are essential to access all areas of the curriculum. Incentives for children – to encourage them to read.	£1500	Improved rates of progress in reading.	- Pupil data - Pupil progress meeting - Learning walks	Pupils in their reading Data confirms that good progress was being made by disadvantaged pupils. In terms of SATS predictions - Reading data from February 2020 showed that 68% of all pupils in Year 6 had achieved ARE on 2019 STAs paper. Out of 9 disadvantaged pupils 6 met ARE. - Year 2 all pupils 64%, disadvantaged pupils 63% In both year groups these outcomes were showing

					either good or accelerated progress
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Lack of access to quality reading materials	Reading skills are essential to access all areas of the curriculum. Purchase of Reading Eggs	£6159.65	· Improved rates of progress in reading.	· Pupil data · Pupil progress meeting · Learning walks · KS1 and 2 outcomes	Pupils in their reading Data confirms that good progress was being made by disadvantaged pupils. In terms of SATS predictions • Reading data from February 2020 showed that 68% of all pupils in Year 6 had achieved ARE on 2019 STAs paper. Out of 9 disadvantaged pupils 6 met ARE. • Year 2 all pupils 64%, disadvantaged pupils 63% In both year groups these outcomes were showing either good or accelerated progress
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