

St. Luke's Church of England Primary School

Pupil Premium Strategy 2019-2020



Funding Allocation for the Financial Year 2019-2020

100 x £1320 per FSM (Ever 6) Child = £13200

Additional funding of £22,120 added from school funds to enable all these strategies to be used

Barrier to learning	Rationale and details of allocation of funding	Project ed Cost	Impact/expected outcome	Review and evaluation
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
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.

Behaviour	Pupils able to manage their behaviour to enable them to learn effectively.	£3600	· Counsellor Service Level Agreement implemented to work with vulnerable children with emotional/behavioural	· Behaviour logs, CPOMS data.
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	Provision of Counsellor to work with children flagged as having significant behavioural issues		needs to help address issues to prevent the need for exclusion. · 10% reduction in the number of behaviour incidents involving disadvantaged pupils	
Self Perceptions – Low self esteem.	Children with confidence and resilience are more able to learn. Enhanced Sports Provision including Little Sports/Q First Sports/Bury SSCO	£49,800	· Increase children’s Team building with a love of different sports. · Reduce any 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 · Pupil behaviour referrals to SLT.
Self Perceptions – Low self esteem.	Children with confidence and resilience are more able to learn. Alfa Music – Music can help enhance a child’s self perceptions.	£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. · Pupil voice.

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. · Pupil voice.
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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.	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 pupils, in KS1 and KS2, show outstanding progress.	· Pupil data · Pupil progress meetings · Reading records · Pupil voice
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

Social and emotional barrier.	Vulnerable pupils need high quality support in order for them to access the curriculum 1-1 HLTA to work with small group of SEND children 0.5 per day. (LE)	£8220	· Improve work ethic for vulnerable pupils with a high level of SEN, emotional and behavioural needs.	· Pupil data · Pupil voice · Parent voice
Socio-economic barrier – children unable to learn because they are hungry.	Children learn better when they are well fed. Provision of toast at start of school day to combat children arriving without food.	£3800	· Improved concentration and application at the start of the day' leading to better outcomes.	· Pupil data · Pupil progress meeting · Learning walks · Pupil voice
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

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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 and Accelerated Reading	£6159.65	· Improved rates of progress in reading.	· Pupil data · Pupil progress meeting · Learning walks · KS1 and 2 outcomes
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