# Pupil premium strategy statement

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## School overview

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| **Metric** | **Data** |
|  School name | St Luke’s Primary School |
| Pupils in school | 125 |
| Proportion of disadvantaged pupils | 36% |
| Pupil premium allocation this academic year | £51,480 |
| Academic year or years covered by statement | Jan 2020 to Jan 2023 |
| Publish date | 17th January 2020 |
| Review date | 17th December 2020 |
| Statement authorised by | Alastair Sutherland |
| Pupil premium lead | Alastair Sutherland |
| Governor lead | Gemma Bryan |

## Disadvantaged pupil barriers to success

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| Children face the double impact of disadvantage and SEND. This could create a significant challenge and cause them to fall even further behind. St Luke’s needs to ensure that they promote academic success for this group of children. |
| EYFS children with communication and interaction needs face the challenge of their emotional development being significantly behind their peers and therefore require access to high quality communication and interaction support. |
| Children’s impaired emotional development and their sensory needs has a significant impact on the children’s progress with their key skills of communication, reading and writing across the school  |

## Strategy aims for disadvantaged pupils - academic achievement

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| **Aim** | **Evidence of impact** | **Target date**  |
| In Key Stages 1 and 2 we will improve disadvantaged children’s reading and writing skills by 5% over the year. | Gap between disadvantaged children and non-pupil premium children in phonics and writing will be closed.  | July 2020 |
| In Key Stages 1 and 2 we will improve the number of disadvantaged children achieving their targets by 5% | 5% more disadvantaged children will achieve their maths targets  | July 2020 |
| We will ensure that disadvantaged children in the Early Years are achieving the same level of progress as their peers in maths, literacy and communication | Gap between pupil premium children and non-pupil premium children for communication will be closed | July 2020 |

## Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

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| **Aim** | **Evidence of impact** | **Target date**  |
| All children who are entitled to pupil premium funding will have their emotional needs met by staff who understand their needs and know how to improve their emotional stage. | Reduced number of behaviour incidents for disadvantaged children  | July 2020 |
| Develop children’s communication and interaction skills in the Early Years  | Children entitled to pupil premium will engage better with adults and children which will lead to a reduction incidents | July 2020 |
| Develop children’s communication skills across the school | 5% improvement in achievement of communication targets for of children entitled to pupil premium | July 2020 |
| Develop children’s physical skills | During the academic year 2019-20 we will develop a baseline assessment of children’s physical needs | July 2020 |

## Strategy aims to improve teaching

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| **Aim** | **Evidence of impact** | **Target date**  |
| Improve teachers understanding of the development of reading and how to teach early reading skills, including phonics | 5% increase in number of disadvantaged children achieving their reading targets | July 2020 |
| Improve the quality of teaching across the school  | Increase the number of outstanding teachers from 4 to 6Ensure all teachers are good | July 2020 |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1:  | Small group sessions for English, Maths and Emotional Needs |
| Priority 2:  | Extra teaching assistants to provide extra support within class to children in receipt of pupil premium. This support will focus on improving English, Maths and Communication skills in their preferred environment |
| Priority 3:  | Extra staff to support 1:1reading session |
| Barriers to learning these priorities address | Children’s reading and writing skills |
| Projected spending | £30,480 |

## Wider strategies for current academic year

| **Measure** | **Activity** |
| --- | --- |
| Priority 1:  | Develop individual plans for all children which identify their emotional stage and demonstrate clear strategies to improve their emotional level |
| Priority 2:  | Devising PSHE units and activities that focus on developing their emotional understanding. |
| Priority 3:  | Deliver a researched approach to improving communication and interaction skills in the early years |
| Priority 4: | Develop an assessment system to improve children’s physical development and train staff to implement this |
| Priority 5:  | Provide clinical psychology support to specific children in receipt of pupil premium funding  |
| Priority 6: | Use the pupil premium funding to allow all disadvantaged children to access the Year 6 residential |
| Barriers to learning these priorities address | Children’s emotional development and communication development are significant barriers to learning that will be addressed through this approach |
| Projected spending  | £16,000 |

## Teaching priorities for current academic year

| **Measure** | **Activity** |
| --- | --- |
| Priority 1:  | Train staff (teachers and TAs) to develop their skills reading and writing skills and to understanding key priorities for maths teaching, including concrete, pictorial and abstract representations |
| Priority 2:  | Focussed support for teachers at the early stages of their careers |
| Barriers to learning these priorities address | Essential life skill of reading, writing and use of number  |
| Projected spending  | £5000 |

## Monitoring and implementation

| **Area** | **Challenge** | **Mitigating action** |
| --- | --- | --- |
| Teaching | Large number of teachers who at early stage of career or who have changed key stage | Senior leaders to have focussed support sessions and each teacher to have a mentorIdentify training sessions for teachers |
| Targeted support | Many children who are entitled to pupil premium funding have specific emotional needs which mean that they need consistent adult support and their interventions will be best placed by class based staff | Ensure there is rigorous training for class based staff to deliver reading, writing and numeracy skills as well as emotional development and communication interventions |
| Wider strategies | Ensuring curriculum time to meet emotional development needs within a packed curriculum | Develop the last session of the day to focus on PSED and PSHE skills  |

## Review: last year’s aims and outcomes

| **Aim** | **Outcome** |
| --- | --- |
| To ensure that children who are entitled to pupil premium funding achieve as well in Maths as non-pupil premium children | Percentage of pupil premium children achieving progress targets in maths where only 0.1% less than non-pupil premium children  |
| To ensure that children who are entitled to pupil premium funding achieve as well in Maths as non-pupil premium children | 5.3% Gap for premium children who achieved or nearly achieved their progress targets in English |
| To ensure pupil premium children in EYFS achieve as well as non-pupil premium children  | 5.9% Gap for premium children who achieved or nearly achieved their progress targets in EYFS |
| All pupil premium children to attend the year 6 residential | Funding was provided for the year 6 residential, only one family declined the residential visit. |