

# Pupil premium strategy statement (including Catch Up Funding Information)

## School overview

Metric	Data
School name	St Luke's Primary School
Pupils in school	125
Proportion of disadvantaged pupils	37%
Pupil premium allocation this academic year	£60,835 + £30,000 Catch Up Funding
Academic year or years covered by statement	October 2020 to October 2021
Publish date	5 <sup>th</sup> October 2020
Review date	September 5 <sup>th</sup> 2021
Statement authorised by	Alastair Sutherland
Pupil premium lead	Emma Sylvester
Governor lead	Mrs Gemma Bryan

## Disadvantaged pupil barriers to success

Some pupils at St. Luke's Primary not only face the impact of being disadvantaged but also have the impact to their learning through having a Special Educational Need. With both of these factors in mind children could experience more reasons to fall behind in their development and learning. St Luke's will ensure that we promote academic success for all pupils but this particular group of children need more intense work to help support the gap.

EYFS children on their entry into school who have communication and interaction needs face challenges of their emotional development being significantly behind their peers and therefore require access to high quality communication and interaction support.

The impairment of emotional and sensory development needs have a significant impact on the children's progress, particularly in the key skill areas of communication, reading and writing across the school. St. Luke's endeavour to promote high quality academic teaching and activities to help secure this.

Due to COVID 19, 2020 has been a very challenging year which has impacted on the learning and mental wellbeing all of pupils at St. Luke' school. This year a recovery curriculum will be in place to support all pupils, especially those from disadvantage background.

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
We will ensure that disadvantaged children in the Early Years are achieving the same level of progress as	Gap between pupil premium children and non-pupil premium children for	July 2021

their peers in maths, literacy and communication	communication will be closed	
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 2021
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 2021

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

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 2021
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 2021
Develop children's communication skills across the school	5% improvement in achievement of communication targets for of children entitled to pupil premium	July 2021
Develop children's physical skills	During the academic year 2020-21 we will develop a baseline assessment of children's physical needs	July 2021

### Strategy aims to improve teaching

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 2021

Improve the quality of teaching across the school	Increase the number of outstanding teachers from 4 to 6 Ensure all teachers are good	July 2021
Improve staff awareness of mental health and wellbeing	Increase the moral of pupils and staff in the school due to COVID	July 2021

### Targeted academic support for current academic year

Measure	Activity
Priority 1:	Small group/individual sessions for English, Maths and Emotional Needs to be carried out in classrooms/bubbles.
Priority 2:	Additional teaching assistants to provide extra support within class to work with children in receipt of pupil premium. This support will focus on improving English, Maths and Communication skills in their preferred environment
Priority 3:	Additional teaching assistants to support 1:1 reading sessions in classrooms/ bubbles
Barriers to learning these priorities address	Children's reading and writing skills
Projected spending	Priority 1: £37,000 (£25,000 TA costs and £12,000 Teacher costs) Priority 2: £25,000 (TA costs) Priority 3: £10,000 (TA costs)  Catch Up Funding - £30,000 of the TA costs will be met from the Catch Up Funding Budget. This will help to support all children to Catch Up with any learning lost during periods of school closure.

### 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:	Provide clinical psychology support to specific children in receipt of pupil premium funding
Priority 5:	Provide resources and educational experiences (for example, contributions to school visits) to enhance the quality of education and the children's personal development
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 especially due to COVID19
Projected spending	Priority 1: £2,800 (Leadership Development time) Priority 2: £5,000 (Teacher Time) Priority 3: £2,000 (Leadership time) Priority 4: £1,500 Priority 5: £1,500

### Teaching priorities for current academic year

Measure	Activity
Priority 1:	Train staff (teachers and TAs) to develop their skills in delivering 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	Priority 1: £2,000 (Leadership time and resources) Priority 2: £4,000

### 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 mentor Identify 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

Due to the impact of Covid-19 on learning the review of the impact of last year's premium will take place at the end of the Financial Year (31<sup>st</sup> March 2021), this is in line with Government Guidance

Aim	Outcome
In Key Stages 1 and 2 we will improve disadvantaged children's reading and writing skills by 5% over the year.	Data was not collected at the end of the Summer Term due to Covid-19 and a significant proportion of pupils not attending school during the Summer Term
In Key Stages 1 and 2 we will improve the number of disadvantaged children achieving their targets by 5%	Data was not collected at the end of the Summer Term due to Covid-19 and a significant proportion of pupils not attending school during the Summer Term
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	Data was not collected at the end of the Summer Term due to Covid-19 and a significant proportion of pupils not attending school during the Summer Term
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.	Children's individual management plans included information on meeting children's emotional needs. Training delivered to all staff regarding Emotional Stages of Development A Well-Being Week was delivered in the Summer Term
Develop children's communication and interaction skills in the Early Years	The impact of the improvements in Communication Skills was significantly impacted on by Covid-19. Measures were put in place to support Communication at home and school.

<b>Aim</b>	<b>Outcome</b>
Develop children's communication skills across the school	The impact of the improvements in Communication Skills was significantly impacted on by Covid-19. Measures were put in place to support Communication at home and school.
Develop children's physical skills	A physical support plan was created and children were assessed against this plan.
Improve teachers understanding of the development of reading and how to teach early reading skills, including phonics	Due to the impact of Covid-19 this plan was changed and further support was given to support teachers and teaching assistants understand of emotional well-being
Improve the quality of teaching across the school	Early Observations and the Local Authority Teaching and Learning Review demonstrated that Teaching has improved at St Luke's School