

SIP 17/18 Achievement Standards and Progress: To diminish the difference for Pupil Premium pupils compared to non-Pupil Premium pupils by 5 or more points.

Monitoring Responsibility: Curriculum Committee

Implementation Responsibility: Headteacher



Pupil Premium Strategy 2017-2018

St Luke's Church of England Primary School

The Government launched Pupil Premium funding in April 2011.

The Pupil Premium was at first allocated to children from low income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months.

Eligibility for the Pupil Premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals Measure).

From 2014 the Pupil Premium was also allocated to children who have been in care for 1 day or more and those who are adopted.

Schools also receive funding for pupils who are children of service personnel.

In 2017-18 the Pupil Premium allocation is £1320 per child and £1900 for Previously Looked After Children (PLAC).

It is for schools to decide on how the pupil premium, allocated to schools per free schools meal pupil, is spent since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility

DfE Website

At St Luke's Mr Hardaker, Headteacher, has overall strategic responsibility for this area. He is supported by the Deputy Head, Mrs Derbyshire.

Mrs Egan is the school's Pupil Premium Lead, monitoring the progress of all children entitled to the funding.

The Governor's meets at least twice a year to plan, monitor and review the Pupil and Sports Premium provision.

St Luke's is allocated a total of £16,260 pupil premium funding. This includes £7600 for Previously Looked After Children.

Number of Pupil Premium children – 5 Number of Previously Looked After Children.

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1. Summary information					
School	St Luke's C.E. Primary School				
Academic Year	2017-18	Total PP budget	£16,260 (£12300 Sept 17)	Date of most recent PP Review	Sep 17
Total number of pupils	210	Number of pupils eligible for PP	12 (7 Sept 17)	Date for next internal review of this strategy	Jan 18

2. Current attainment		
	<i>Pupils eligible for PP (our school SATS 2017) *Based on 4 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing & maths	67% (R,M com +9.5 scaled score 108.4)	88% (79%)
Expected progress in reading	+9.03	+3.1
Expected progress in writing	+1.55	+2.3
Expected progress in maths	+9.98	+3.2

3. Barriers to future attainment (for pupils eligible for PP)	
Possible in-school barriers	
A.	Attainment on entry is below national average and in some instances significantly below
B.	Poor language acquisition due to limited experiences in early childhood and beyond
C.	Limited life experiences and lack of stimulation in home environments
D.	Parental engagement with school and children's learning is inconsistent across the school – low aspiration and expectation of children from home
E.	Limited perseverance, resilience and aspiration
F.	Behaviour i.e. pupils with specific social and emotional needs which impact on learning
Possible external barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Poorer attendance and punctuality
H.	Serious illness or decreasing health

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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	In school attainment and progress gap is diminishing between disadvantaged children and other pupils in every year group.	Every year group shows the in school gap is closing
B.	Improved speech and language acquisition in the Foundation Stage.	Good progress demonstrated in EYFS assessment showing improvement from starting point.
C.	Wide range of activities provided for all children to enhance the curriculum. Targeted children to attend. specific events	Increase levels of aspiration and engagement. Improved attainment and progress
D.	Increased parental engagement of Pupil Premium families with children's learning.	Questionnaires show high level of satisfaction of families. Improved attendance at parents' evening.
E.	Increased levels of resilience and perseverance.	Measured improvement in Pupil questionnaires (completed in February 17). Pupil interviews (termly teaching and learning reviews)
F.	Improved behaviour and attitudes to learning.	Decrease in the number of recorded behaviour incidents. Removal from Individual Behaviour Plans and Pastoral Support Plans.
G.	Improve attendance and punctuality of all pupil premium pupils.	Attendance and punctuality percentages will improve for all PP children
H.	Pupils feel supported and able to access learning more easily.	Early Help Assessment. Startwell and Counsellor Service referrals.

5. Planned expenditure

Academic year 2017/2018 **Monitoring Responsibility:** Curriculum Committee **Implementation Responsibility:** Headteacher

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to increase the percentage of pupil premium pupils who are working at the expected levels in Reading, Writing and Maths at KS1 and KS2	Pupil Premium Lead to monitor standards and identify areas of success to share across school. Progress meetings to focus on pupil premium attainment – especially those who are not SEN.	4% of school is Pupil Premium – maintain emphasis on standards for pupil premium children in progress meetings Highlight pupil premium children who are of higher ability- provide challenge to aim for greater depth.	Pupil Premium Lead to report to SLT and Governors on spending and its effectiveness.	AE SH	January 2018 April 2018 July 2018 Cost: £10,980

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<p>Quality first teaching- never less than good. Effective assessment (formative) to identify gaps in knowledge and skill and differentiate lessons to ensure adequate challenge and support.</p>	<p>Bespoke curriculum planned to stimulate all children but especially the pupil premium children. Use of Learning Ladders and marking to track progress and identify areas of strength and weakness for each child/group.</p>	<p>Most vulnerable children to be taught by highest quality staff each day. Use of formative assessment and quality feedback proven to aid progress.</p>	<p>Half termly progress meetings. Pupil Premium Lead to track progress of pupil premium children specifically. Provision map for each class to identify how weaker areas will be supported and higher ability children will be challenged. Assessment group to develop quality assessments for foundation subjects Teaching and Learning reviews - Lesson observations, work scrutiny and pupil interviews.</p>	<p>SH LD AE AEa NR</p>	<p>November 2017 March 2018 July 2018 Cost: £ 10,980 (as above)</p>
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<p>Total budgeted cost</p>					<p>£10980</p>
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Targeted support

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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve Maths attainment in Year 4 (Diminish the difference by 5 or more points on the Learning Ladders Assessment)	Extra Maths intervention for pupil premium pupils. Focus on specific children on specific objectives – linked to whole class theme	One pupil started late in Year 3. Therefore catch up work is required in order to diminish the difference with peers. Some 1:1 support and small group work within the class. Other pupil premium pupils will benefit from the extra support.	Lesson observation Work scrutiny Progress meetings Pupil discussion Learning Ladders Assessments	AE AEa	January 2018 April 2018 July 2018
Improvements in speech and language in the early years	Baseline assessments and ECAT programme	Improvements in speech and language lead to improvements in participation and ability to access the curriculum.	Early years lead to monitor Included in progress meeting discussions	MF LD	Through half termly progress meetings

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<p>Improvements in pupil writing in Year 2 (Diminish the difference by 5 or more points on the Learning Ladders Assessment)</p>	<p>Early Years Lead to team teach in Y2. Y1, Y2 and Y3 teacher to observe English and Early Years Leads. Focus on specific children on specific objectives – linked to whole class theme</p>	<p>SLT working with other teachers- sustainable CPD for staff. Support the professional development of two NQTs and a teacher new to Year 2. Y1, Y2 and Y3 staff have a clear understanding of the high expectations. Support for NQTs and new staff worked in the previous year and had an impact on teaching standards therefore it is being replicated. Pupil premium pupil accessed the Year 1 writing curriculum later than peers due to still working at the early learning goals.</p>	<p>Lesson observation Work scrutiny Progress meetings Pupil discussion Learning Ladders Assessments</p>	<p>LD NR</p>	<p>Through termly progress meetings January 2018 April 2018 July 2018 – data analysis</p>
<p>Improvement in maths attainment of pupil premium children in Y5 & Y6 (Diminish the difference by 5 or more points on the Learning Ladders Assessment)</p>	<p>1:1 maths tuition – Third Space online programme</p>	<p>Higher attaining pupils children to achieve targets set using prior attainment in EYFS and Y2.</p>	<p>Class teacher to monitor weekly progress Maths Lead to monitor SLT to monitor as part of termly data analysis Learning Ladders Assessments</p>	<p>AEa LD</p>	<p>Weekly January 2018 April 2018 July 2018 Cost: £1,000</p>
Total budgeted cost					£1,000
iii. Other approaches					

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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved mental health and well-being of pupil premium children to allow better access to curriculum and build resilience and perseverance	Social skills groups 1:1 Mentoring Play Therapy Counselling Educational Psychologist visits.	Mental health issues, dysfunction and chaotic home lives can lead to low confidence and self-esteem and poor social skills which in turn prevent children from accessing learning effectively.	Use of effective assessments at start of support followed by timely assessment of progress. Provision map in place – focus on outcomes in both attitude and achievement	AEg SH Wigan Family Welfare	Termly review and progress meeting Cost: £1,000 (Wigan Family Welfare Counselling Service) Cost: £625 (Education Psychologist)
Improve attendance and punctuality of pupil premium children	Rigorous monitoring of attendance data. Clear system of warning letters and parent meetings in place Early Help assessment where necessary followed by Startwell referral if necessary Rewards system in place Penalty notice system in place via LA	Pupil premium children have poorer attendance than non pupil premium children. Data suggests that the pupil premium attainment is poorer than the non pupil premium children and is often cohort specific (RAISE data based on three free school meals children). Improved attendance leads to improved attainment.	Headteacher to work directly with families and Startwell to ensure success	SH LD AEg	Fortnightly review of individual children and half termly school analysis.

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Parental engagement in specific projects to improve the attainment and progress of pupil premium children	English and Maths parent workshops EYFS stay and play sessions Use of website to improve knowledge of curriculum and enrichment.	Direct link with parental engagement and attainment and attendance Improved English and Maths skills of families will help them to support their children more effectively	Monitored by SLT via feedback and questionnaires	LD AEa	April 2018 July 2018
Widen pupil experiences – raise aspiration	Performances in school. Trips and visits linked to curriculum Attendance awards. Subsidise Y6 residential. Subsidise some school trips. Music books bought. Music lessons. Extra curricular activities. School snack.	Improve pupil well-being and increase motivation of pupils to achieve.	Monitored by Headteacher, PE/ PHSE Lead and SBM.	AEg SH HM KV	Cost: £ 3,500 (See also Sports Premium spend for 2017-18)
Total budgeted cost					£5,125
Grand Total budgeted cost					£16,105

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6. Review of expenditure				
Previous Academic Year		2016-17		
Desired outcome	Chosen action / approach	Effect	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment and progress of identified underachieving pupil premium children	1:1 and small group tuition in English and Maths	<p>Clear evidence of impact in sessions evidenced in children's books.</p> <p>Disadvantaged children</p> <p><u>End of Key Stage 2</u></p> <p>Reading- 75% of disadvantaged children met the expected standard. This is above the national average.</p> <p>Maths – 75% of disadvantaged children met the expected standard. This is above the national average.</p> <p>Writing – 50% of disadvantaged children met the expected standard. This is in line with the national average.</p> <p>Reading- 50% of disadvantaged children achieved greater depth. This is above the national average.</p> <p>Maths – 50% of disadvantaged children achieved greater depth. This is above the national average.</p> <p>Writing – 50% of disadvantaged children achieved greater depth. This above the national average.</p> <p><u>Progress Measure</u></p> <p>Reading = 11.62 Maths = 7 Writing = 2.93</p> <p><u>End of Key Stage 1</u></p> <p>Reading – 100% of disadvantaged children met the expected standard. This is above the national average.</p> <p>Maths – 100% of disadvantaged children met the expected standard. This is above the national average.</p> <p>Writing – 100% of disadvantaged children met the expected standard. This is above the national average.</p> <p>Year 1 Phonics Screening Test and Year 2 re-check– 100% of disadvantaged children passed. This is above the national average.</p>	<p>Although impact is clear during sessions and in books impact on majority of children in terms of progress in year 1 was not as good as hoped for in writing. Issues are with the child accessing the writing curriculum at a later stage and still accessing the EYFS. A team teach approach in year 6 has had more lasting impact and is evident in class work, progress and attainment data. This has impacted considerably on the progress of disadvantaged pupils Year 6.</p>	£15,860

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Improve the attainment of reading across the school	Big Read RIC PEA questions	<p>Reading at Key Stage 2 was above national at both the expected and higher levels for all pupils. It was above the national for the disadvantaged children when compared to others nationally.</p> <p>At Key Stage 1 reading was above the national at both expected and Greater Depth for all pupils. Writing was in line with the national for disadvantaged children when compared to others nationally.</p>	To continue but use additional the strategies and Guided Reading to further support pupils. Support and training will be provided for new teaching staff.	Delegated budget
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i. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved mental health and well-being of pupil premium children to allow better access to curriculum and build resilience and perseverance	1:1 sessions Social skills groups 1:1 Mentoring Play Therapy Counselling	Counselling had a significant impact on those involved in terms of ability to access curriculum. Reduction in anger outbursts, aggression to others and distress. Children in Play Therapy worked through issues and achieved higher standards than in the previous year. Children were able to verbalise their concerns and then continue with their learning following therapy.	To continue next year. Also use pupil premium funding to support additional Educational Psychologist time for children with additional needs	£1000
Improved access to additional opportunities that pupil premium families may not be able to afford	Funding for music tuition and subsidies for school trips	This funding has allowed children to access the PGL Y6 residential for a much reduced fee. Subsidies for trips and long payment terms allows all children to afford trips and activities.	To continue in the future	£400

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Widen pupil experiences – raise aspiration	Performances in school. Trips and visits linked to curriculum Attendance awards. Subsidise Y6 residential. Subsidise some school trips. Music books bought. Music lessons. Extra curricular activities. School snack.	Improves pupil well-being and increase motivation of pupils to achieve. Disadvantaged pupils have more opportunities to learn a musical instrument, attend a residential and take part in extra-curricular activities.	To continue in the future	£3584 (see also Sports Premium impact report for 2015-16)
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St Luke's C of E Primary School
Pupil Premium Spending Allocation 2017-18

<u>Allocation Overview</u>	<u>Allocation</u>	<u>Continued / New</u>	<u>Area</u>
Intervention Support – Year 2 – (TA 0.3)	£1,220	New	Class Intervention £10,980
Intervention Support – Year 3 – (TA 0.3)	£1,220	New	
Intervention Support – Year 4 – (TA 0.2)	£3,660	New	
Intervention Support – Year 5 – (TA 0.3)	£2,440	New	
Intervention Support – Year 6 – (TA 0.3)	£2,440	New	
Early Years Support – (Reception TA 0.2)	£1,220	New	
Third Learning Space Tuition	£1,000	New	
Wigan Family Welfare Counselling Service	£1,000	New	Wigan LA/Family Welfare Support Services £1625
Educational Physiologists	£625	New	
Widen pupil experiences	£1,000	New	Wider Opportunities £3500

Review 13th September 2017

The number of pupils in receipt of Pupil Premium in September 2017 was drastically reduced to 7. This was due to the transition of 4 pupils to high school and 1 child re-locating to a different area. Therefore the Pupil Premium allocation from September 2017 is £12300.