



Pupil Premium Strategy 2018-2019

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 2018-19 the Pupil Premium allocation is £1320 per child and £2300 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 Governors meet at least twice a year to plan, monitor and review the Pupil and Sports Premium provision.

St Luke's is allocated a total of £20,100 pupil premium funding. This includes £6900 for Previously Looked After Children.

Number of Pupil Premium children – 10 Number of Previously Looked After Children - 3.

1. Summary information					
School	St Luke's C.E. Primary School				
Academic Year	2018-19	Total PP budget	£20,100 (Sept 17)	Date of most recent PP Review	Sep 18
Total number of pupils	212	Number of pupils eligible for PP	13 (4 Sept 18)	Date for next internal review of this strategy	Jan 19

2. Current attainment		
	<i>Pupils eligible for PP (our school SATS 2018) *Based on 1 pupil</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing & maths	100% (R,M com +4.6 scaled score 110)	93% (78%)
Expected progress in reading	+6.1	+3.9
Expected progress in writing	+1.9	+3.1
Expected progress in maths	+5.7	+3.6
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	
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.
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5. Planned expenditure

Academic year

2017-2018

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.	6% 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 2019 April 2019 July 2019 Cost: £20,100

<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>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 2018 March 2019 July 2019 Cost: £ 20,100 (as above)</p>
Total budgeted cost					£20,100
Grand Total budgeted cost					£20,100

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 and Year 1.	Baseline assessments and ECAT programme Year 1 speech and language intervention Support from EMAS	One Y1 pupil with English as a second language. 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	NR LD	Through termly progress meetings

<p>Improvements in pupils' writing in Years 1 and 3 (Diminish the difference by 5 or more points on the Learning Ladders Assessment)</p>	<p>Y1 and Y3 teacher to observe English Lead guided writing sessions. Focus on specific children on specific objectives – linked to whole class theme</p>	<p>One Y1 pupil started late in Reception Class. SLT working with other teachers- sustainable CPD for staff. Support the professional development of two RQTs. Y1 and Y3 staff have a clear understanding of the high expectations. Y1 and Y3 staff require improvement of teaching guided writing and Big Write. 1 Pupil Premium pupil will access 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 2019 April 2019 July 2019 – 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>One 5 pupil started late in Year 3. One Y5 pupil started late in Year 4. Two Y6 pupils started late in Year 5. Higher attaining 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 2019 April 2019 July 2019 Cost: £1,200</p>
Total budgeted cost					£1,200
ii. Other approaches					

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, dysfunctional 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)
Maintain good attendance and punctuality of pupil premium children and improve attendance of one child in Year 6	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. One pupil who started late in Year 6 has poor attendance.	Headteacher to work directly with families and Startwell to ensure success.	SH LD AEg	Fortnightly review of individual children and half termly school analysis.

<p>Parental engagement in specific projects to improve the attainment and progress of pupil premium children</p>	<p>English and Maths parent workshops EYFS stay and play sessions Use of website to improve knowledge of curriculum and enrichment.</p>	<p>Direct link with parental engagement, attainment and attendance. Improved English and Maths skills of families will help them to support their children more effectively</p>	<p>Monitored by SLT via feedback and questionnaires</p>	<p>LD AEa LB</p>	<p>April 2019 July 2019</p>
<p>Widen pupil experiences – raise aspiration</p>	<p>Pupil Premium covers the cost of: Performances in school. Trips and visits linked to curriculum Attendance awards. Subsidise Y6 residential. Subsidise some school trips. Music books bought. Music tuition. Extra curricular activities. School snack. (Pupil Premium pupils only)</p>	<p>Improve pupil well-being and increase motivation of pupils to achieve.</p>	<p>Monitored by Headteacher, Inclusion/PE/ PHSE Lead and SBM.</p>	<p>AEg SH HM KV</p>	<p>Cost: £ 3,500 (See also Sports Premium spend for 2018-19)</p>
Total budgeted cost					£6,325

6. Review of expenditure

Previous Academic Year

2017-18

Desired outcome	Chosen action / approach	Effect	Lessons learned (and whether you will continue with this approach)	Cost
<p>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</p>	<p>1:1 and small group tuition in English and Maths</p>	<p>Clear evidence of impact in sessions evidenced in children’s books. Disadvantaged children <u>End of Key Stage 2 (1 pupil)</u> Reading- 100% of disadvantaged children met the expected standard. This is above the national average. Maths – 100% of disadvantaged children met the expected standard. This is above the national average. Writing – 100% of disadvantaged children met the expected standard. This is above the national average. SPAG – 100% of disadvantaged children met the expected standard. This is above the national average. SPAG- 100% of disadvantaged children achieved greater depth. This is above the national average. <u>Progress Measure</u> Reading = 6.1 Maths = 1.9 Writing = 5.7</p> <p><u>End of Key Stage 1 (1 pupil)</u> Reading – 100% of disadvantaged children met the expected standard. This is above the national average. Maths – 100% of disadvantaged children met the expected standard. This is above the national average. Writing – 100% of disadvantaged children met the expected standard. This is above the national average.</p> <p>100% of disadvantaged children achieved a good level of development in EYFS</p>	<p>The 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 the disadvantaged pupils in Year 6. The support of pupil premium pupils within a small group has had a good impact on the standards of targeted non pupil premium pupils in year 2.</p>	<p>£10,980</p>

<p>Improve Maths attainment in Year 4 (Diminish the difference by 5 or more points on the Learning Ladders Assessment)</p>	<p>1:1 and small group tuition in Maths</p>	<p>All pupil premium pupils in year 4 are now working at age related expectations in maths. 1 pupil is now working at greater depth in maths. All pupils have made good progress diminishing the difference by more than 5 points. In two cases surpassing their peers.</p>	<p>To continue to use additional strategies such as Third Space Learning to further support pupils.</p>	<p>Delegated budget</p>
<p>Improvements in speech and language in the early years</p>	<p>Baseline assessments and ECAT programme Support from Speech and Language Support Team</p>	<p>All pupils have improved significantly and have been discharged from the Speech and Language Support Team. All pupils have made significant progress. One pupil has made exceptional progress and achieved age related expectations in reading, writing and maths.</p>	<p>To continue to use the baseline assessment to identify pupils with speech and language difficulties. Continue to work alongside the speech and language team to support pupils.</p>	<p>£400</p>
<p>Improvements in pupil writing in Year 2 (Diminish the difference by 5 or more points on the Learning Ladders Assessment)</p>	<p>1:1 and small group tuition in English. Focused guided writing and support for Big Write. Early Years Lead to team teach in Y2. Y1, Y2 and Y3 teacher to observe English and Early Years Leads</p>	<p>The pupil premium pupil in year 2 is now working at age related expectations. The pupil made good progress diminishing the difference by more than 5 points. And in many cases surpassing peers attainment. Staff are better trained and equipped to deliver quality writing sessions to years 1, 2 and 3 pupils. The standard of writing in years 1, 2 and 3 continues to improve.</p>	<p>To continue but ensuring that big write targets are more specific. Will use the team teach approach for professional development of any newly appointed teaching staff.</p>	<p>£400</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)	1:1 maths tuition – Third Space online programme	All pupil premium pupils in year 5 are now working at age related expectations in maths. One pupil is now working at greater depth in maths. All pupils have made good progress. The one pupil in year 6 made outstanding progress, achieving age related expectations in the SATs and is now working towards greater depth. Non pupil premium pupils have also benefitted from the excellent learning resources provided by Third Space learning.	To continue with the Third Space Learning Programme and roll it out to other pupils in years 5 and 6 during the 2018/19 academic year.	£1000
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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 Advocacy Designated adult as a point of contact Support from Wigan Family Welfare	Counselling and advocacy had a significant impact on those involved in terms of ability to access curriculum. It improved well being and supported the mental health of pupils. Helped support pupils with safeguarding issues. Pupils are more resilient. 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 are 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 Anderton Centre 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

<p>Improve attendance and punctuality of pupil premium children</p>	<p>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</p>	<p>Attendance of pupil premium pupils has improved. The attendance rate for 2017/18 was 97.6%.The early help process enabled one family to have support from school and Startwell in order to improve their child's attendance.</p>	<p>To continue next year. Make referrals when necessary.</p>	
<p>Widen pupil experiences – raise aspiration</p>	<p>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.</p>	<p>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. Pupils were able to access music tuition and learn a musical instrument because cost was no barrier.</p>	<p>To continue in the future</p>	<p>£3584 (see also Sports Premium impact report for 2016-17</p>

Pupil Premium Spending Allocation 2018-19

<u>Allocation Overview</u>	<u>Allocation</u>	<u>Continued / New</u>	<u>Area</u>
Intervention Support – Year 1 – (TA 0.3)	£3,220	New	Class Intervention £17,275
Intervention Support – Year 3 – (TA 0.3)	£1,830	New	
Intervention Support – Year 4 – (TA 0.3)	£2,170	New	
Intervention Support – Year 5 – (TA 0.3)	£5,690	New	
Intervention Support – Year 6 – (TA 0.3)	£4,365	New	
Third Learning Space Tuition	£1,200	New	
Wigan Family Welfare Counselling Service	£1,000	New	Wigan LA/Family Welfare Support Services £1625
Educational Psychologist	£625	New	
Widen pupil experiences	£1,000	New	Wider Opportunities £3500

