

## Pupil Premium Strategy Statement

Primary

1. Summary Information					
School	St Luke and St Philip's, A Church of England Academy				
Academic Year	2019-20	Total PP budget	£107,000	Date of most recent PP Review	16.09.19
Total number of pupils	179	Number of pupils eligible for PP	78	Date for next internal review of this strategy	01.09.20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</i>
% achieving Year 6 expected or above in R, W, M	42.00%	Emerging national average 64.8%

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| A. | Greater challenge needs to be provided in lessons to ensure children are making greater progress and attaining age related expectations, in particular for the higher ability and SEND children. Children need to have an understanding of their own learning to be |
| B. | Children's mental health and wellbeing is impacting on learning.  |
| C. | Knowledge of times tables is not consistently age appropriate.  |

#### External barriers (issues which also require action outside school, such as low attendance rates)

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| D. | Parental involvement in their children's education can be lacking. |
| E. | Lack of rich experiences and understanding of the world.           |

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	Success criteria
A.	Higher percentages of pupils achieving age related expectations and greater depth in each class. This will be measured through Teaching and Learning audits, book scrutinies, pupil interviews and tracking of internal data at pupil progress meetings. More problem-solving activities will lead to children developing the metacognitive skills of analysis, evaluation, problem-solving, creativity and independence.	Whole school staff training on metacognition and problem solving throughout the year. Clear differentiation and challenge in lessons, examples of problem-solving challenges and use of purchased resources to promote challenging questions. Books show children's own thinking and opportunities to plan their own experiments in science or to be innovative with their own designs in DT. When talking to children around school, they demonstrate independence of thought and use of initiative.
B.	Fewer children to have mental health and wellbeing difficulties, impacting on progress and attainment. Children to feel confident in their abilities and safe and happy in the school community and the home. This will be measured through impact reports from the school counsellor and nurture group/social skills provision, increased progress and attainment for individual children highlighted as needing additional support for mental health and wellbeing.	Whole school training through Stonewall on LGBT+. Mental Health Awareness training for INCo and Pupil Wellbeing Lead, cascaded to all staff during INSET days. PSHE curriculum personalised to meet the needs of the children within each class. School counsellor working with children identified by class teachers in conjunction with parents to provide 1:1 support. Commando Joe programme working across school promoting increased self-esteem and confidence. Small group support for social skills and nurture.

<b>C.</b>	For children in all classes to be achieving the expected standard in relation to times tables. For XXX% of children in Year 4 to pass the times tables test. This will be measured through weekly times tables tests, Maths Rockstars program data and application in problem solving and reasoning within class.	Maths Rockstars program implemented across school, with matching homework practice. Weekly times tables tests in each class, pertinent to the maths progression document. Opportunities for children with little or no access to IT outside of school to use in-school computers and tablets for homework and additional practice where necessary.
<b>D.</b>	Continued increasing numbers of parents attending education based activities in school. Work through the Poverty Proofing project to target particularly isolated parents, encouraging involvement in school-life and the community. For parents where English is an additional language, ensure they have a good understanding of what their child is doing at school and how they can help. This will be measured through numbers of parents involved in different activities, parent questionnaires, comments on the parent board and involvement in the Poverty Proofing project group.	Yearly timetable of activities for parents to join in at school. Invite parents to join the PTA. Begin parent group for isolated parents, with individual invites for those identified. Use of Google Translate on Google Docs to share news in all languages necessary. Parent questionnaires completed during parents meetings. Questions on the parents board changed half termly.
<b>E</b>	Children to access experiences that enrich the curriculum and develop the whole child. This will be measured through numbers attended at a wide range of in-school and external experiences, available to all children.	Each class teacher to map out a variety of rich experiences linking to curriculum topics, thinking about how to reduce costs. Use of the local area (eg Griffin Park and Lodge, River Darwen, Witton Park, Corporation Park, Blackburn Museum) to enrich the curriculum. Visitors to be invited to talk to the children in school.

## 5. Planned Expenditure

<b>Academic year</b>	2019-20	
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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

<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
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<p>Higher percentages of pupils achieving age related expectations and greater depth in each class. More problem-solving activities will lead to children developing the metacognitive skills of analysis, evaluation, problem-solving, creativity and independence.</p>	<p>Whole school staff training on metacognition and problem solving throughout the year. Teachers to ensure there is clear differentiation and challenge in lessons, and examples of problem-solving challenges are evident in books along with challenging questions (eg 'What if..?' questions). Book scrutiny will focus on evidence of the children's own thinking and opportunities to plan their own experiments in science or to be innovative with their own designs in DT. When talking to children around school, they demonstrate independence of thought and use of initiative.</p>	<p>Ofsted report June 2019 highlighted the need for consistent challenge in all classes across school.</p>	<p>Training on metacognition techniques throughout the year. This will be monitored through Teaching and Learning audits, book scrutinies, pupil interviews and tracking of internal data at pupil progress meetings.</p>	<p>SLT, CT, TA support</p>	<p>Termly</p>
<p>Fewer children to have mental health and wellbeing difficulties, impacting on progress and attainment. Children to feel confident in their abilities and safe and happy in the school community and the home. This will be measured through impact reports from the school counsellor and nurture group/social skills provision, increased progress and attainment for individual children highlighted as needing additional support for mental health and wellbeing.</p>	<p>For staff to have a greater awareness of SEMH needs in children through whole school training through Stonewall on LGBT+. Mental Health Awareness training for INCo and Pupil Wellbeing Lead, cascaded to all staff during INSET days. PSHE curriculum personalised to meet the needs of the children within each class. School counsellor working with children identified by class teachers in conjunction with parents to provide 1:1 support. Commando Joe programme working across school promoting increased self-esteem and confidence. Small group support for social skills and nurture.</p>	<p>An increasing number of children in need of support for SEMH across school, for a variety of reasons.</p>	<p>Impact reports from Nurture and Social skills groups, individual progress reports whilst maintaining confidentiality from school counsellor. An increase in children's confidence in their abilities during Commando Joe activities, leading into class lessons and improved learning behaviours. Scrutiny or PSHE class books showing quality PSHE lessons covering LGBT+. Pupil questionnaires regarding happiness and safety in school.</p>	<p>SLT, INCO, Pupil Wellbeing Lead and PSHE lead</p>	<p>Termly</p>

<b>Total budgeted cost</b>	£99,328
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**ii. Targeted support**

<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
For children in all classes to be achieving the expected standard in relation to times tables. For 70% of children in Year 4 to pass the times tables test. This will be measured through weekly times tables tests, Maths Rockstars program data and application in problem solving and reasoning within class.	Maths Rockstars program implemented across school, with matching homework practice. Weekly times tables tests in each class, pertinent to the maths progression document. Opportunities for children with little or no access to IT outside of school to use in-school computers and tablets for homework and additional practice where necessary.	National testing in Year 4 for times tables requiring all children in Year 4 to know all tables.	Children's progress in all year groups monitored through weekly tables tests, each class up to Year 4 to be taught tables through a consistent approach. Children receiving awards for progress and attainment on Maths Rockstars program. Teaching and Learning audit for maths, drop-ins, scrutiny of work and pupil interviews.	HT and Maths lead	Termly
<b>Total budgeted cost</b>					£317

**iii. Other approaches**

<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
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Continued increasing numbers of parents attending education based activities in school. Work through the Poverty Proofing project to target particularly isolated parents, encouraging involvement in school-life and the community. For parents where English is an additional language, ensure they have a good understanding of what their child is doing at school and how they can help. This will be measured through numbers of parents involved in different activities, parent questionnaires, comments on the parent board and involvement in the Poverty Proofing project group.	Yearly timetable of activities for parents to join in at school. Invite parents to join the PTA. Begin parent group for isolated parents, with individual invites for those identified. Use of Google Translate on Google Docs to share news in all languages necessary. Parent questionnaires completed during parents meetings. Questions on the parents board changed half termly. Educational workshops named in a way that is interesting to parents eg creative activities, with refreshments available eg coffee and cake.	Parental involvement in their child's school life has a positive impact on learning and behaviour. It also helps parents to support their children at home with homework activities, reading and spelling etc.	Monitoring of newsletters, social media and other channels eg clasdojo to make sure there is strong and clear communication. Action plan outcomes for the Poverty Proofing project to be met by specified dates, monitoring of numbers of parental involvement in activities and events.	SLT	Termly
Children to access experiences that enrich the curriculum and develop the whole child. This will be measured through numbers attended at a wide range of in-school and external experiences, available to all children.	Residential trip to Winmarleigh, theatre production visits, class trips and special visitors into school linking to topics, providing enriching experiences.	Many children do not have the opportunities to experiences outside of the local area that are creative and enriching.	Yearly overview of enrichment activities linking to topics mapped out for each half term, focusing on minimising cost for parents.	All class teachers	Enrichment activities reviewed half termly
					£1,250
				<b>Total budgeted cost</b>	£100,895
				<b>Overall budgeted cost</b>	<b>£107,000</b>

<b>6. Review of Expenditure</b>		
<b>Previous Academic yr</b>	2018-2019	
<b>i. Quality of teaching for all</b>		

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
<p>All children to have a better understanding of a richer vocabulary to deepen their understanding of reading and topic work and to apply in speaking and listening activities and writing. Measured and monitored through progress in Reading and Writing half termly through pupil progress meetings against end of year targets for each year group, and through children's oracy skills when delivering presentations/expressing opinions.</p>	<p>Staff to have initial training on: developing children's oracy skills, including confidence in presenting work orally, working on performance techniques, poetry and debating skills and deepening vocabulary. Strategies to be implemented across the curriculum. Training to be delivered in-house, linking with School improvement group.</p>	<p>Through teaching and learning audits and book scrutinies it is evident that all classes are following whole class PTV sessions to enhance children's understanding of vocabulary linking to their topics every half term. 35 identified children across school received additional specific PTV interventions. Autumn 2 data shows a pre assessment average score of 17/50 with a post assessment average score of 32/50. 18/36 children are pupil premium and 18/36 children are on the SEND register. Spring 2 data shows a pre assessment average score of 19/50 with a post assessment average score of 34/50 and Summer 2 data shows a pre assessment average score of 12/50 with a post assessment average score of 33/50. This data shows that over the half termly intervention and across the year, children made good progress and additionally, the pre assessment scores increased from spring to summer showing the strategies being taught are having an impact and children are retaining the information.</p> <p>In Reading PP children made equal progress to non PP children in Year 1 however Year's 2, 3 and 4 have made slightly higher progress than PP children whereas in Year 6 PP children have made more progress than non PP children. In Writing PP children have performed higher in Year 6 than non PP children in Year 4 in line with non PP children and Year's 2 and 3 performing slightly lower than the non PP children. Overall the PP and non PP children in Years 3, 4 and 6 have performed significantly better in reading and writing.</p> <p>The debate club this year has been very useful for the children in Years 5 and 6. They have been able to apply their oracy skills through competition with children from other schools.</p>	<p>To continue with the interventions and strategies of PTV both whole class and for identified children. To ensure that new members of staff joining the school are trained in PTV strategies and teachers are monitoring the progress and need to change groups if needed.</p> <p>Continue with the oracy developing enrichment activities.</p>	
<p>All children to have a better understanding of problem solving and reasoning activities, applying skills, using the conceptual, pictorial and abstract stages when selecting a method to solve problems. Evidence in books of challenging problem solving and reasoning activities, resulting in an increased percentage of children across school achieving age related expectation in Maths.</p>	<p>All teachers will follow the three stages of: conceptual, pictorial and abstract method when selecting a method to solve a problem. Staff will embed skills before moving on, personalising the maths curriculum to the children's needs. Classes from Year 1-4 to have instant recall of tables facts through weekly taught sessions. Training to be delivered in-house with support from Lancashire consultant and SIG.</p>	<p>Through teaching and learning audits and book scrutinies it is evident that all classes have a good range of activities in maths. In Key Stage 1 children are provided with many practical opportunities to record. There is evidence of resources being used and photographic evidence of work is provided in Reception and Year 1. In Year 1 and Year 2 children are consistently given challenges to build on their learning and in Year 2 children have been given clear differentiation. There is good evidence through book scrutiny of physical, abstract and pictorial activities. In Year 3 there is evidence of prior learning and post learning with evidence of practical and use of drawing methods. There is evidence of using and applying in Years 4 and 5 with good coverage. In Year 6 there are lots of opportunities provided for the children to apply their knowledge and use a range of problems. Staff have been provided with training on reasoning and use of problem solving through maths by the Maths Lead.</p>	<p>we have learnt that reasoning is going on in classes however the application of knowledge is not consistent. We need to develop the teaching of a variety of reasoning strands and develop independence. This will hopefully be achieved by the Maths Lead and having the Maths Lead and Year 6 teacher joining the Maths Hub for ideas and strategies to implement in school.</p>	

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PP children to make expected or accelerated progress in Reading, Writing and Maths to be achieving in line with end of year expectations.	Teaching assistant support for maths and English in every class to work with identified children. Where there is Teaching assistant support in class in afternoons, TAs to address misconceptions from morning lessons with identified children. Deputy Head support for classes 6 and 5 for Maths and English to support identified children. Inclusion Manager to support years 3 and 4 in Maths and English, working with groups of identified children. Pre-Teach Vocabulary intervention across school. Fresh Start intervention for Reading and Writing in Years 5 and 6 for identified children. Teaching assistants following a fortnightly in-house training schedule linked to the SDP and staff meetings.	<p>Progress-In Reading PP children made equal progress to non PP children in Year's 1, 2, 3, 4 and 5 however Year 6 have made slightly higher progress with both PP children and Non PP children than expected progress. In Writing all PP children from Year 1-6 have made progress in line with non PP children . In Maths PP children in Year 3 and Year 4 have performed significantly higher than non PP children with Year's 1, 2, 5 and 6 performing equal to non PP children. Overall the PP and non PP children in Year 6 have performed significantly better than expected in reading, writing and maths making more than 8 points progress in these areas.</p> <p>Attainment:</p> <table border="1"> <thead> <tr> <th>Year group:</th> <th>No of PP and Non PP</th> <th>Subject:</th> <th>Level:</th> <th>PP %</th> <th>Non PP %</th> <th>PP/All others GAP %</th> <th>LA PP %</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Reception</td> <td rowspan="4">5 PP 22 Non PP</td> <td rowspan="4">Prime areas Literacy Maths PSED</td> <td rowspan="4">GLD</td> <td>40.0</td> <td>50.0</td> <td>-10.0</td> <td>59.9</td> </tr> <tr> <td>40.0</td> <td>50.0</td> <td>-10.0</td> <td>61.0</td> </tr> <tr> <td>40.0</td> <td>50.0</td> <td>-10.0</td> <td>66.4</td> </tr> <tr> <td>60.0</td> <td>54.2</td> <td>5.5</td> <td>73.6</td> </tr> <tr> <td>Year 1</td> <td>8 PP 13 Non PP</td> <td>Phonics</td> <td>Expected</td> <td>100.0</td> <td>92.3</td> <td>7.7</td> <td>72.9</td> </tr> <tr> <td rowspan="4">End of Key Stage 1</td> <td rowspan="4">9 PP 17 Non PP</td> <td rowspan="4">Reading Writing Maths RWM</td> <td rowspan="4">Expected</td> <td>77.8</td> <td>52.9</td> <td>24.8</td> <td>66.6</td> </tr> <tr> <td>77.8</td> <td>41.2</td> <td>36.6</td> <td>59.6</td> </tr> <tr> <td>66.7</td> <td>41.2</td> <td>25.5</td> <td>66.4</td> </tr> <tr> <td>66.7</td> <td>29.4</td> <td>37.3</td> <td>55.1</td> </tr> <tr> <td rowspan="5">End of Key Stage 2</td> <td rowspan="5">14 PP 10 Non PP</td> <td rowspan="5">Reading Writing Maths GPS RWM</td> <td rowspan="5">Expected</td> <td>57.1</td> <td>50.0</td> <td>7.1</td> <td>66.4</td> </tr> <tr> <td>50.0</td> <td>80.0</td> <td>-30.0</td> <td>72.4</td> </tr> <tr> <td>71.4</td> <td>70.0</td> <td>1.4</td> <td>76.1</td> </tr> <tr> <td>78.6</td> <td>70.0</td> <td>8.6</td> <td>74.9</td> </tr> <tr> <td>35.7</td> <td>50.0</td> <td>-14.3</td> <td>57.4</td> </tr> </tbody> </table>	Year group:	No of PP and Non PP	Subject:	Level:	PP %	Non PP %	PP/All others GAP %	LA PP %	Reception	5 PP 22 Non PP	Prime areas Literacy Maths PSED	GLD	40.0	50.0	-10.0	59.9	40.0	50.0	-10.0	61.0	40.0	50.0	-10.0	66.4	60.0	54.2	5.5	73.6	Year 1	8 PP 13 Non PP	Phonics	Expected	100.0	92.3	7.7	72.9	End of Key Stage 1	9 PP 17 Non PP	Reading Writing Maths RWM	Expected	77.8	52.9	24.8	66.6	77.8	41.2	36.6	59.6	66.7	41.2	25.5	66.4	66.7	29.4	37.3	55.1	End of Key Stage 2	14 PP 10 Non PP	Reading Writing Maths GPS RWM	Expected	57.1	50.0	7.1	66.4	50.0	80.0	-30.0	72.4	71.4	70.0	1.4	76.1	78.6	70.0	8.6	74.9	35.7	50.0	-14.3	57.4	The Deputy Head teacher will be working with Years 5 and 6 to provide targeted support closing the gap and increasing attainment and progress. We will continue with TA support in all classes during Maths and English lessons providing specific support for individuals or groups following the analysis of data at half termly pupil progress meetings. We will continue to use PIRA and GAPs analysis which will better inform the teachers of their next steps and gaps in learning. An increase in numbers of children joining school mid-year with little or no English has had an impact on support within the classrooms and so EAL assessment will be done as soon as the child starts the school identifying gaps in learning and any concerns.	£99,184
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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
Continue increased parental involvement in school and children to have a wider and richer range of experiences. Measured through numbers of parents attending whole school worship and achievement assemblies, teachers meetings, interactive sessions, whole school fun days and open days.	Parent questionnaires to be completed in-school. Parent interactive sessions and 'Meet the teacher' sessions. Use of Facebook to invite parents' views, use of target tracker to share information with parents about their children, encouraging parents to join the PTA and attend events, coffee mornings, parents invited to have lunch in school with their children, prizes for attendance.	Parent voice was collected through an in-school questionnaire rather than the online Lancashire option. 55 families out of 75 (73%) completed the questionnaire expressing their points of view on school matters. Approximately 60 parents attended the parent meetings. For services held in church an average of 60 parents attended, 87 parents attended the infants nativity and 80 parents attended the Year 6 end of Year play. Parental involvement and attendance in whole school worship and achievement assemblies is collated, with an average 12 parents attending weekly. Parent support workshops were held to help parent's complete forms for secondary school admissions and were well attended. Interactive sessions such as Bedtime stories, Phonics workshops, Maths mornings and Rhyme Time are held throughout the year with parental attendance being sporadic. The New PTFA have been involved with the running of the Academy Day and Christmas Fairs. These events have proven popular and along with the Fairs were well attended.	We now have a parent's noticeboard with questionnaires to ensure we maintain interactivity with our parents at all times.  Adult learning sessions will continue this year focusing on elements relevant to children's development at school such as maths and phonics. The Deputy Head teacher will be working with our vulnerable parents and building a network/support team to help parents with any concerns regarding their child's education.  Bedtime Stories, Words, Words, Words and Rhyme Time sessions provided to be popular with parents however the maths mornings were not as well attended. The models that worked with Bedtime stories and Rhyme Time sessions will be applied to other parental workshops.	Staffing - INCO Manager £3,940.60, Pupil Wellbeing and attendance Lead - £19,847.55, Breakfast Club £6,326.34, PE kits, uniform and purple jumpers, hoodies for Yr6 £902, termly rewards for attendance and daily prize box £1,200
Children to have a wider and richer range of experiences.	Residential trip to Winmarleigh Hall, theatre production visits, class trips linking to topics and providing enriching experiences, special visitors into school.	77% of the children attending Winmarleigh Hall residential were in receipt of PP funding. This residential trip provided the children with a range of new experiences such as archery, zip wire and rock climbing, whilst developing the children's leadership skills and qualities of working as part of a team. 54% of the children in school are in receipt of PP funding, all children across school have benefitted from experiences such as attending theatre productions, reading festival meeting published authors at the Cathedral, author visits to the school, Athletics competition at Witton Park, Special visitors from local banks, children observing eggs hatching into ducklings and caring for them and regular school trips linking to the curriculum have all been invaluable for our children.	The residential to Winmarleigh Hall has been booked again for the year 2019-20. Teachers plan in advance enrichment activities each half term linking to the curriculum, to ensure all children are gaining experiences that might not be available to them. Some parents with more than one child may struggle with financial contributions towards more costly school trips. Therefore, we have changed the end of year summer trips to be spread out across the academic year. We have planned for more enrichment activities linking to our new creative curriculum, taking advantage of the surrounding local area with no financial cost to parents.	Subsidised trips £1250



	<b>Total budgeted cost</b> £132,650
	<b>Overall budgeted cost</b> £130,680
<b>7. Additional detail</b>	
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above. Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p>	

elp them be more independent learners.

















