

Pupil premium strategy statement



School overview

Metric	Data
School name	St Luke and St Philip's Primary School
Pupils in school	168
Proportion of disadvantaged pupils	42%
Pupil premium allocation this academic year	£96,840
Academic year or years covered by statement	2020-2023
Publish date	12 October 2020
Review date	12 October 2021
Statement authorised by	Samantha O'Connell
Pupil premium lead	Tasneem Adam
Governor lead	Helen Bird

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	
Writing	
Maths	
No formalised testing this year due to Covid-19.	

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	
No formalised testing this year due to Covid-19.	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 23

Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 23
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	Sept 23
Phonics	Achieve national average expected standard in PSC	Sept 23
Other	To identify and improve attendance of persistent disadvantaged pupils absences to LA average (96%)	Sept 23
Other	To promote positive mental health and well-being across school for all stakeholders.	Sept 23

Teaching priorities for current academic year

Measure	Activity
Priority 1	Focus groups to use RWI strategies and resources to develop phonics, spellings and reading. Deploy teachers and LSAs to ensure children are taught phonics in small groups. Ensure Phonic resources are available and used to deliver the sessions.
Priority 2	Work with the maths hub to further develop Maths and ensure mastery reasoning is embedded consistently throughout school.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching strategies, interventions and resources.
Projected spending	£74,010

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Improve language and vocabulary across the school:</p> <ul style="list-style-type: none"> Embed Wellcomm in EYFS CPD for all staff-Oracy training Author visit for World Book Day Subject specific vocabulary identified in foundation subjects and science and supported by the use of knowledge/vocabulary mats Pre-teach vocabulary
Priority 2	To improve attainment in times tables and monitor

	<p>progress through data tracking: Times table Rock stars-Home and school Additional arithmetic sessions in the Recovery Plan -Daily times table session -Year 4 are also having weekly additional times table activities for homework on purple mash</p>
Barriers to learning these priorities address	<p>Oracy, language and vocabulary is an area of weakness Times tables are also an area of weakness</p>
Projected spending	£444.90

Wider strategies for current academic year

Measure	Activity
Priority 1	To provide a programme of study to develop essential life skills and character skills of resilience, confidence, self-esteem, respect and team-building in our disadvantaged pupils.
Priority 2	Staff training on mental health and well-being, looking at how best to support pupils with mental health and difficulties. Inclusion Manager and Pupil Wellbeing lead to train and support with mental health in school. Pupil Wellbeing Lead to receive Counselling training to better support children in school with mental health needs. We have an SAS Wellbeing staff which is accessible for all staff to use
Priority 3	Pupil Wellbeing Lead to support families with attendance concerns and acute needs
Priority 4	Nurture and ELSA specialist to support children with emotional issues
Priority 5	Enhance learning through visits, trips and visitors to the school
Barriers to learning these priorities address	<p>Improving mental health and well being for the most disadvantaged pupils Enhancing the life experiences of children our disadvantaged pupils</p>
Projected spending	£36,877

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days, RWI consultation day and additional cover being provided by senior

		leaders to release teachers and LSAs for in-house training Support from the English Hub
Targeted support	Ensuring enough time for school maths-lead to support teachers and LSAs with new practice to support our disadvantaged pupils	Maths lead working with teachers and LSAs to team teach and train with new method of delivering Maths
Wider strategies	Engaging the families facing most challenges	Providing a tiered system of support for families and children. Working closely with other professionals Introduce and implement school and home action plans for individual pupils working closely with the parents

Review: last year's aims and outcomes

Aim	Outcome
Higher percentages of pupils achieving age related expectations and greater depth in each class.	<p><u>Spring 2 data 2020</u> (the term did not finish due to COVID-19)</p> <p><u>EYFS</u> In EYFS - 67% on track to achieve GLD at the end of the year</p> <p><u>KS1</u> In year 2 - 61% on track in reading to achieve expected at the end of the year, with 22% GD 61% in writing, with 17% GD 61% in maths with 22% GD 50% combined RWM, with 11% GD</p> <p><u>KS2</u> In Year 6 - 75% are on track for achieving reading expected at the end of the year, with 31% GD 72% in writing, with 25% GD 66% in maths, with 25% GD 58% combined RWM, with 16% GD</p> <p><u>Phonics</u> Phonics - 80% on track to pass the phonics test in Year 1</p>
Fewer children to have mental health and wellbeing difficulties, impacting on progress and attainment.	<p>-All children classed as vulnerable had been invited into school during the Covid-19 period. Any vulnerable children who did not attend school have had either daily, twice weekly or weekly calls from the Pupil Wellbeing Lead and the Inclusion Manager (following the RAG rated system from the LA). This was during the Spring and Summer term.</p> <p>-The school counsellor has been visiting school once a week</p>

	<p>to work with any vulnerable children in school. Alongside the Pupil Wellbeing Lead. Any concerns have been communicated with parents and any relevant external professionals. Specific PSHEC resources have been purchased to help support the children through the COVID-19 period.</p> <ul style="list-style-type: none"> -All members of staff completed the loss and bereavement training to support pupils where needed -The school counsellor meets with individual children as identified by staff after discussions with parents, to address personal needs. She has also met with parents to offer support. -Online welfare training has been completed by all welfare staff. Rays Education - Mid-day supervisor Training - covering health and safety, safeguarding, learning at lunchtimes, promoting positive praise and positive behaviour and play. The course gave all welfare staff Mid -Day supervisor standards which can be used for their own Performance Management. - Children in KS2 followed a daily sequence of 'Kindness Matters videos' for a month to promote ways to be kind to each other and why it is important. Run by a kindness coach. All children completed a questionnaire at the beginning and repeated at the end. Data shows all year groups increased their scores. The classes with the lowest scores prior to starting the programme made the most progress. - Individual children in school follow the Assertive Mentoring programme working 1:1 with the Behaviour Lead. This involves discussions around certain behaviours and analysing Class Dojo personal charts, helping the child understand their behaviour and what they can do to improve it, setting personal targets.
<p>Continued increasing numbers of parents attending education based activities in school.</p>	<p>Parental involvement and attendance in whole school worship and achievement assemblies has been positive. 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 has been established and involved with events such as academy day and Christmas fair. These events have proven popular and were well attended.</p>
<p>Children to access experiences that enrich the curriculum and develop the whole child.</p>	<p>The residential to Winmarleigh Hall was well received last year. Teachers planed 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 struggled with the financial contribution and so costs for trips were spread out across the academic year. More enrichment activities linking to our new creative curriculum, taking advantage of the surrounding local area with no financial cost to parents was</p>

	well received last year and something the teachers and children also enjoyed.
--	---

Due to the situation with Covid-19 some aims have been very challenging in achieving however some progress has been made.