

# St Luke's Primary School's Core Principles: Our Approach to Supporting Disadvantaged Learners

*We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.*

## Quality teaching for all:

To ensure all pupils have access to highest quality

**1. To empower teachers to know their pupils and do what is best for them.**

Evidence for this approach:

*John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'*

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

*EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant*

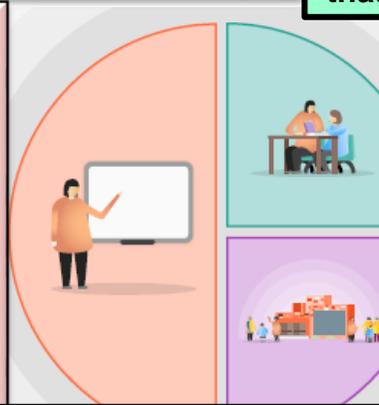
<https://educationendowmentfoundation.org.uk/news/introdu>

We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

**4. To empower children - making sure every child feels successful and valued.**

**5. To find and nurture each child's passions**



## Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

**2. To use evidenced targeted intervention to support pupils who are at risk of falling behind**

<https://educationendowmentfoun>

**3. To empower parents to understand how to best support their child at home**

*Charles Deforges: parental involvement is a more significant predictor in academic attainment than school Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)*

<https://visible-learning.org/hattie-ranking-influences-effect-sizes->

We do this by developing

- *Early academic intervention for those that require it*
- *Training for parents*

## Wider Approaches:

Whole school or non-academic

**6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not**

- *Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.*
- *'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'*

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

**7. To develop support networks around children and their families**

*While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning.*

We do this by:

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

**8. To work to develop pupils' communication and language skills**

*At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 CIC Talking About a Generation Study*

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.



## School overview

Detail	Data
School name	St Luke's Primary School, Bournemouth
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	25% - 108 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	April 2022 & July 2022
Statement authorised by	Hannah Easthope – Headteacher
Pupil premium lead	Sam Matthews – Pupil Premium Lead
Governor / Trustee lead	Stephen Coombes – Chair of Governors and Disadvantage Pupils Lead for Governors.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,500
Recovery premium funding allocation this academic year	£15,225
School Led Tutoring Grant	£11,137.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,862

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*

The focus of this plan is to raise the attainment of all disadvantaged pupils. Firstly, all pupils will leave this school fluently reading and knowing the joy that reading can bring. This will then support them in accessing the wider curriculum. They will leave our school having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the foundation subjects. Children will be supported and nurtured to aid their social and emotional development so that they are resilient and confident to flourish.

*How does your current pupil premium strategy plan work towards achieving those objectives?*

To meet these objectives we have focussed on the following areas:

- High quality CPD and ongoing support for staff to develop their subject expertise in reading and maths.
- Ongoing work to develop the curriculum, ensuring it is thoughtfully chosen and correctly sequenced so that pupils can learn and remember it (outlined more specifically in the SIP)
- High quality interventions for those who have fallen behind to catch them up quickly and efficiently.
- Pastoral, emotional and attendance support to remove barriers that may stop pupils achieving.

### **What are the key principles of your strategy plan?**

- 1) To empower teachers to know their pupils and do what is best for them, delivering high quality CPD
- 2) To use evidenced targeted intervention to support pupils who are at risk of falling behind
- 3) To empower parents to understand how to best support their child at home
- 4) To empower children - making sure every child feels successful and valued.
5. To find and nurture each child's passions
- 6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not
- 7) To develop support networks around children and their families

<p>8) To work to develop pupils' communication and language skills        -Quality first teaching and good curriculum planning as predominant approach to ensuring pupils acquire the skills they need</p> <p>9) Focus on early identification, especially in EYFS.</p>
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## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Varied expertise of staff across the school. Ensuring all staff are supported to deliver school wide systems consistently and effectively asses their impact.
2	Regression due to school closures / increased emotional support required
3	Differing levels of attainment on entry to the school creating learning gaps for pupils
4	Poor attendance of identified families which is a symptom of further individualised barriers, which must be overcome.
5	Limit on finances can limit access to resources families can access to support and enrich learning, access to books and library, finance driven activities: trip and clubs
6	Level of parent expertise to support pupils at home: emotional and academic.
7	Low levels of communication and language for some pupils within the school

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Disadvantaged pupils meeting ARE rises each year, from previous attainment position raises:</p> <p>Yr1 - from 55% combined to 65%</p> <p>Yr2 – from 22% combined to 50%</p> <p>Yr3 – from 60% combined to 75%</p> <p>Yr4 – from 42% combined to 68%</p> <p>Yr5 - from 52% combined to 65%</p>	<p>Any gaps in learning are quickly identified, and acted upon. These are targeted in class and where necessary through intervention.</p> <p>Interventions demonstrate accelerated progress.</p> <p>Classroom teaching is of consistently high quality.</p>

Yr6 – from 37% combined to 75% <i>identified through data analyses prior to and during pupil progress meetings Autumn 2, 2021</i> - Pupils remember the key learning set out in the intended curriculum so that knowledge is transferred coherently across the year groups and links between subjects.	
Pupils at least return to previous attainment position before school closures	Identified pupils who have dropped since previous position show gaps are being filled and they are catching up (triangulation approach)
Pupils can read fluently by the end of Y1.	Clear sequenced phonics programme is in place and taught consistently throughout the school. Pupils falling behind quickly identified and receive targeted intervention. All pupils pass phonics unless an identified cognition and learning need means progress may be slower. Where this is the case pupils still show progress in sounds learnt over time.
Attendance at least 95%+	Attendance figures half termly Where pupils have an attendance below this, this is improving. School attendance policy and LA help is accessed is followed to support families
Barriers to learning for identified pupils is reduced	Pupil by pupil conferencing. Pupils are accessing learning. SALT needs identified and are being addressed
All pupils fully included in all aspects of school life	Pupils are accessing school uniform fund 100% attendance on school trips Access to clubs when requested

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £47,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Teachers to provide rigorous and regular challenge in the classroom for all pupils through CPD provided by DHT, CLP teaching lead (RB), MJ (maths)	<i>'John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an</i>	1. Varying staff expertise 2. Regression due to school closures

<p>lead) to develop consistency and embed new approaches.</p> <ul style="list-style-type: none"> <li>- Develop whole school differentiation and use of 'ways in' to support SEND learners.</li> <li>- Develop effective use of TA deployment to ensure learner time is maximised for learners through CPD of teachers and TAs</li> </ul>	<p><i>'unerring focus on the quality of teaching'</i></p> <p><i>EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant'</i></p> <p><b>Education Endowment Foundation</b></p> <p><i>'Certain strategies, such as ensuring that time is set aside to allow teaching assistants and classroom teachers to prepare together and discuss lessons afterwards, are likely to improve outcomes for students working with teaching assistants.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-statement-on-teaching-assistants">https://educationendowmentfoundation.org.uk/news/eef-statement-on-teaching-assistants</a></p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes</p> <p>Teacher led interventions highlighted by the EEF as a successful approach.</p>	<p>3. Low levels of attainment on entry to the school for some pupils</p>
<ul style="list-style-type: none"> <li>- Embed reading curriculum and new reading approaches and EYFS reading and phonics.</li> <li>- Focussed CPD for EYFS teachers in maths (e.g. developing approaches to subitising).</li> <li>- Introduce 'professional conversations' model in EYFS re progress.</li> <li>- Set aside time for pre-reading for the lowest 20%</li> </ul>	<p>EEF – oral language interventions consistently show positive impact on learning</p> <p>Speech and language are one of the main barriers to pupils progression in reading, writing, maths and the wider curriculum</p> <p>EEF ranks reading intervention strategies as having +5 months impact</p>	<p>7. Low levels of communication and language for some pupils within the school</p> <p>3. Low levels of attainment on entry to the school for some pupils</p> <p>1. Varying staff expertise</p>
<ul style="list-style-type: none"> <li>- Development and implementation of progression documents for wider curriculum to ensure knowledge is embedded coherently across the school</li> </ul>	<p>Curriculum matters, as it defines the knowledge and experiences that learners will receive beyond their home environment. To this extent, what is taught and how, and who is included, appear to be key principles of curriculum design.</p> <p><small>M Young, 'Overcoming the crisis in curriculum theory: a knowledge based approach', in 'Journal of Curriculum Studies', Volume 45, Issue 2, 2013, pages 101–118.</small></p>	<p>1. Varying staff expertise</p> <p>7. Low levels of communication and language for some pupils within the school</p>

## Targeted academic support

Budgeted cost: £69,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions:</p> <ul style="list-style-type: none"> <li>- Precision Teach</li> <li>- Colour Semantics</li> <li>- 1:1 or 1:3 support for reading, writing or maths delivered by non-class based</li> </ul>	<p>EEF - ranks reading intervention strategies as having +5 months impact</p> <p>Speech and language are one of the main barriers to pupils progression in reading, writing, maths and the wider curriculum.</p>	<p>3. Low levels of attainment on entry to the school for some pupils</p> <p>2. Regression due to school closures.</p>
<p>NELI (SALT) WELLCOMM (SALT)</p> <ul style="list-style-type: none"> <li>- staff trained and released to deliver</li> <li>Weekly 1:1 SALT provision</li> </ul>	<p>EEF - oral language interventions consistently show positive impact on learning</p> <p>EEF identifies that communication and language approaches have high impact for low cost in EYFS.</p>	<p>7. Low levels of communication and language for some pupils within the school</p>
<p>National Tutoring programme: to teacher to deliver 1:3 tuition in maths and English</p>	<p>Accurate diagnostics are cited as a key foundation in EEF guidance. This is achieved through using whole school tracking program to inform pupil progress meetings, planning and interventions.</p> <p>EEF: Education Endowment Foundation- advocates structured interventions sessions to support pupils who have fallen behind especially in literacy and numeracy.</p>	<p>2. Regression due to school closures</p> <p>5. Limit on finances can limit access to resources families can access to tutoring.</p> <p>6. Level of parental expertise to support pupils at home.</p> <p>7. Low levels of communication and language for some pupils within the school.</p>
<p>NESSY: Reading and Spelling</p>	<p>Feedback can increase learning by up to 9 months (EEF)</p> <p>EEF - oral language interventions consistently show positive impact on learning.</p>	<p>3. Low levels of attainment on entry to the school for some pupils</p> <p>7. Low levels of communication and language for some pupils within the school.</p>
<p>School Lead Tutoring Grant – employ teachers to deliver 1:3 tuition for English, reading and maths.</p> <ul style="list-style-type: none"> <li>- employed fully qualified teachers to deliver tuition</li> <li>- employ current staff and/or TAs to deliver tuition</li> <li>- pupil identify during pupil progress meetings.</li> </ul>	<p>Focused targets and discussion with pupils allows for improved self-confidence/ esteem and allows them to focus and make progress academically. Also, evidence shows it has a positive impact on attendance.</p>	<p>2. Regression due to school closures</p> <p>5. Limit on finances can limit access to resources families can access to tutoring.</p> <p>6. Level of parental expertise to support pupils at home.</p> <p>7. Low levels of communication and language for some pupils within the school.</p>

## Wider strategies

Budgeted cost: £ £43,707

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- School pastoral worker working alongside identified families and oversee:</li> <li>- ELSA</li> <li>- Lego therapy</li> <li>- Draw and Talk</li> <li>- Nurture groups</li> </ul>	EEF +4 – social and emotional learning – improves interaction with others and self-management of emotions, impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF ranks social and emotional learning as having +4 months impact.	2. increased emotional support required
<ul style="list-style-type: none"> <li>- Pastoral worker and attendance lead following up families with consistently low attendance.</li> <li>- Parent coffee mornings within school hosted by pastoral worker and attended by some SLT.</li> </ul>	EEF +4 – social and emotional learning – improves interaction with others and self-management of emotions, impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF ranks social and emotional learning as having +4 months impact.	4. Poor attendance of identified families
<ul style="list-style-type: none"> <li>- New library and books for all children to access and take home.</li> <li>- Funds for trips and clubs when requested.</li> <li>- Access to uniform fund</li> </ul>	'While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour' EEF A Tiered approach	5. Limit on finances can limit access to resources families
<ul style="list-style-type: none"> <li>- Parent workshops in reading/phonics</li> <li>- Parents directed to attend courses specific to needs.</li> </ul>	Charles Deforges: parental involvement is a more significant predictor in academic attainment than school Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5) <a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a>	6. Level of parent expertise to support pupils at home: emotional and academic.
Afterschool wellbeing groups: teacher led activities for vulnerable children to engage in positive experiences within school.	EEF +4 – social and emotional learning – improves interaction with others and self-management of emotions, impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF ranks social and emotional learning as having +4 months impact.	2. increased emotional support required

**Total budgeted cost:** £160,862

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

AIM: Pupil Premium children to achieve in line with their peers within phonics and End of Year reading expectations in EYFS, Year 1, Year 2 and Year 3.

#### **Year 2:**

- 13/18 PP children have achieved ARE for reading.
- 5/18 are ARE or above in WRM (5 children also GDs in reading).
- 14/18 PP children in year two passed the phonics screener in December, 2020. One more passed when screened in summer.
- 7 PP children received daily 'lightening squad' reading intervention in summer term: 5 achieved ARE
- Whole class reading taught across year two since April giving them a foundation to build upon for their daily whole class reading in KS2.

#### **Year 1:**

- 5/9 PP children passed phonics screener in June (internal data).
- 5/9 are ARE or above in WRM
- 5/9 PP children have maintained EOY EYFS assessment
- 3/4 children who did not meet ARE standard all significantly improved on their phonics scores from November mock.

#### **EYFS:**

- NELI assessments for all EYFS children have taken place in Spring 2. The program will then run into summer Autumn term 2021. Class teacher has reported that the children receiving intervention have more vocabulary and exploratory language to use during their focused tasks and play. This has informed gaps and intervention packages and ensured that language and oracy are at the forefront of EYFS practice.
- 14/16 PP children have achieved ELG for EOY assessment for word reading and comprehension

#### **Year 3**

- 5 children judged to be working below ARE. RWI to continue in year 4 and receive daily phonic speed sounds.
- 7/18 PP children achieved ARE for reading and these are the same children achieving ARE for WRM

#### **Lightening Squad KS2:**

- 23 PP children received lightening squad reading intervention.
- Year 5: 8 PP children received with 5/8 achieving EOY ARE for reading.

- Year 4: 8 PP children received with 6/8 achieving EOY ARE for reading.
- Year 3: 7 PP children received with 4/7 achieving EOY ARE for reading.

**Other:**

- DHT led teacher training on delivering whole class reading and planning. During morning briefing, staff have continuously mentioned positive feedback about improved reading culture, vocabulary and reading skills amongst the children. Moving forward, KS2 to have a half-termly (TBC) class debates to promote oracy skills and the application of learnt vocab, inferences and summaries of text.
- New school library.
- SALT led by ACs: children have made significant progress in their assessments.
- AH has ensured children across KS1 are regularly assessed in order to move children on and plug gaps (including year 3).
- AH is delivering targeted RWI sessions to children significantly behind in their reading.
- Remote guided reading and 1:1 reading sessions happened during lockdown in years 2 and 1.

Aim: Closing the attainment gap for all PP children in reading, writing and maths.

DHT to improve the quality of reading lessons and to ensure that high quality vocabulary is taught effectively across the school.

Staff yet to be trained or have a thorough input into oracy and teaching strategies around vocabulary. Session via TEAMS in Jan inset. This now needs to be in person/modelled to be most effective.

AC provided training to all staff for Google Classrooms, which was fundamental securing high pupil engagement during home learning. Teachers maintained relationships with children, taught live, regularly communicated with parents through calls and emails and ensured children were appropriately challenged in order to enable them to make progress whilst learning remotely.

Phase leaders have been monitoring classes using formal feedback sheets that focused on quality of children outcomes in their learning. Feedback given to staff focuses on improving the learning outcomes.

**Year 4**

- 8/16 PP children are ARE or above for WRM
- 11/16 PP children are ARE or above for reading.

Further interventions will continue in 2021-22

**Year 5**

- 4/12 PP children are ARE or above for WRM
- 9/12 PP children are ARE or above for reading (2 securing attainment progress since KS1)

**Year 6**

- 15/22 PP children are ARE for WRM
- 18/22 ARE at reading (3 securing attainment progress since KS1)

Aim: Maintain and improve attendance and wellbeing measures for key pupils. Key families recognise the need for good attendance and have the capacity to address barriers. Staff know who Pupil Premium children are and what their individual needs are.

- Speaker booked for September 13<sup>th</sup> 2021 to focus on PP children and coaching sessions.
- KC oversaw the provision and attendance of all vulnerable children during lockdown 2. This entailed: laptops were provided and accounted for, home visits, weekly calls to families, daily communications with teachers and monitoring of attendance when required.
- KC monitoring the ELSA provision for children.
- ELSA supervision has been prioritised.
- More staff have been trained in ELSA.
- KS1 nurture groups to start in September
- PP conferencing to commenced from reception to Yr. 6 and identified children that needed additional emotional support and build teacher relationships.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider