

St Luke's Primary School's Pupil Premium Strategy 2020-21



SUCCESSFUL LEARNER, CONFIDENT INDIVIDUAL, RESPONSIBLE CITIZEN

Total number of children	426
Total number of PP children	101 (109 @ April, 2021) (111 @ July, 2021)
Total funding of support for PP children	£133,320
Next Review date	2021

At St Luke's, common barriers to raising attainment for pupil premium children, when compared to non-PP children, are:

- Lower entry points into Reception, particularly within communication and language development; personal, social and emotional development; literacy development; and mathematics
- COVID19 resulted in varied home learning and wellbeing experiences
- Lower reading ages

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Priority 1 – Responsibility: SMA, AH & English Lead

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.

Key Actions:	Impactful Implementation	Outcomes (honest, measureable and realistic) Review:
<ul style="list-style-type: none"> - AH, RWI lead, to manage daily interventions for children across the infant's site and in year three. - Year 1 and 2 (and children who failed 2019 screener) to have phonic baseline assessments done Autumn 1. - EYFS training for EYFS teaching assistants developing use of resources for effective continuous provision. - SALT delivered across KS1 by AC every PM. - Elkan Training for AC. - Prioritise training for Year 1 TAs and Teachers to ensure continuous provision is enabling accelerated progress. - MC and AC SALT training - Engage all staff in language/vocabulary projects, training or lesson activities. - AH to deliver phonics refresher training to staff. 	<ul style="list-style-type: none"> - KS1 parents will be informed of their child's reading level through weekly books being sent home alongside the guidance sent home by AH - Half-termly phonics assessments for year R-3 children, inputted into DC Pro, which will inform interventions. - PP children will be highlighted on the groups so all adults are aware of who they are. - Staff teaching RWI will be confident to move children on and make their own AFL assessments to inform AH. - Differentiated RWI groups to ensure reading progress can be secured for all. - Staff training will be embedded within the performance management process. - Lesson drop ins and learning walks will show consistency across year groups in the quality of the teaching and learning of phonics, reading and English. 	<ul style="list-style-type: none"> 14 out of 16 year two PP children to pass the phonics screener in Autumn 2. 11 out of 16 year two PP children to achieve ARE or beyond, for EOY expectations in reading. The remaining 5 children will show progress in their half-termly assessments which will be uploaded onto DCpro. 7 of 9 year 1 PP children to pass the phonics screener in Summer 1. 5 out of 7 year 1 PP children to achieve end of year expectations in reading. The other 2 children will show progress in their half-termly assessments which will be uploaded onto DCpro. Book scrutiny, class displays and lesson drop-ins will promote and demonstrate the children's ability to write using a wide variety of vocabulary linked to their subjects and topics.

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	- RWI support given termly from external provider to deep dive on phonics in order to challenge progress and provide greater accountability.	
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B = below year group standard

WTS = Working towards national

N = National standard

GDS = National standard but at a greater depth

Review:

Year 2:

- 13/18 PP children have achieved N for reading.
- 5/18 are N or above in WRM (5 children also GDS in reading).
- 5/18 are WTS in WRM (1 significantly below, alongside 3 on PP children).
- 3 PP children have made progress against their EYFS reading outcome.
- 2 remaining PPG children failed the summer screener (one by just one mark).
- 14 PP children in year two passed the phonics screener in November, 2020.
- 7 PP children received daily 'lightening squad' reading intervention in summer term: 5 achieved N standard (1 child moved from WTS to N).
- 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:

- 77% of cohort passed phonics screener.
- 5/9 PP children passed phonics screener.
- 5/9 are N or above in WRM
- Across cohort – 14/60 are B (5) or WTS, with 46/60 N or above.
- 4 children have made progress to GDS.
- 5/9 PP children have maintain EOY EYFS assessment (2 have moved from GDS to N)

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- 5/9 PP are N+ for reading, the same 5 passed their phonics screener.
- 3/4 children who did not meet N standard all significantly improved on their phonics scores done in November.

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 Expected for EOY assessment for word reading and comprehension (2 GDS).

Lightening Squad KS2:

- 23 PP children received lightening squad reading intervention.
- Year 5: 8 PP children received with 5/8 achieving EOY N for reading. 1 child moved from WTs to N
- Year 4: 8 PP children received with 6/8 achieving EOY N for reading.
- Year 3: 7 PP children received with 4/7 achieving EOY N for reading.

Year 3

- 5 children judge to be working below ARE. RWI to continue in year 4 and receive daily phonic speed sounds.
- 7/18 PP children achieved N+ for reading (1 pupil no data yet).
- 10 PP children maintained end of KS1 reading expectations.
- 9/18 children achieving N for WRM

Year 4

- 8/16 PP children are N or above for WRM
- 3 PP children are significantly below: reading intervention in place for year 5?
- 11/16 PP children are N or above for reading.

Year 5

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

Year 6

- 15/22 PP children are N for WRM

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- 18/22 N at reading (3 securing attainment progress since KS1)

Other:

- AC has 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 is now up and running.
- SALT led by ACs: provision continued every afternoon across KS1. Many children have made significant progress in their assessments.
- AH (reading lead) has directed staff to ensure 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.

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Priority 2 – Responsibility: HE, NS, AB and SMa

In Reception, close the attainment gap between Pupil Premium and non-Pupil Premium meeting ELGs. Accelerate Pupil Premium attainment to be inline or beyond peers.

Key Actions:	Impactful Implementation	Outcomes (honest, measureable and realistic)
<ul style="list-style-type: none"> - EYFS training for EYFS teaching assistants developing use of resources for effective continuous provision. - MC and AC SALT training - Engage all staff in language/vocabulary projects, training or lesson activities. - AB monitoring and feeding back to teachers and TAs to ensure standards of teaching and learning are maintained. - Responsive interventions are put in place in Autumn 2 and beyond 	<ul style="list-style-type: none"> - Early Years supervision will regularly assess children's progress. - EYFS team to have an action plan strategizing the academic year that meets the needs of the learners. 	<ul style="list-style-type: none"> - Book scrutinises, displays and lesson drop-ins will promote and demonstrate the children's ability to write and speak using a variety of vocabulary linked to their subjects and topics. - EYFS teaching and learning areas will demonstrate examples of exposing children to a diverse vocabulary that is linked to their learning.

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- MC and AC have had SALT training.
- EYFS Team are all going on addition training to support with professional development of best practice and deeper subject knowledge.
- Teachers have designed interventions to cater for the needs of the children in regards to their barriers to learning and the impact of Jan-March lockdown.

Class teachers moving forward, ensure HLTAs are trained and supported to deliver the same practice as class teachers.

Priority 3 – Responsibility: Every adult across the school
Closing the attainment gap for all PP children in reading, writing and maths.

Key Actions:	Impactful Implementation	Outcomes (honest, measureable and realistic)	Review
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<ul style="list-style-type: none"> - Engage all staff in language/vocabulary projects, training or lesson activities. - AC delivering Google Classrooms training to all teachers to ensure all children in years 1-6 will have access to quality online learning experiences. - Phase Leaders provide feedback to teachers to ensure high standards of teaching, behaviour and learning are maintained for all learners on a weekly basis. - A class TAs in every classroom. - RL to lead targeted groups of children in years 5 and 6 for additional support to catch up and extend their learning. 	<ul style="list-style-type: none"> - Progress will be monitored through regular assessment points, each half or full term. - Assessment data and predictions will be inputted in to DC Pro in order to monitor and promote accountability for professional dialogues between senior leadership team, Governors and teachers and subject leads. - Ongoing professional dialogues between members of SLT and class teachers to monitor the wellbeing and attainment of PP children at pupil progress meetings. - SMa to meet with PP children in year group bubbles to complete well-being questionnaires and to get to voice their thoughts. - Class teachers and TAs will be responsive to the dynamic needs of PP children and will build an holistic view of their needs. - SMa to monitor PP progress across the school termly – particularly reading alongside AB and English lead. 	<ul style="list-style-type: none"> - KS2, Autumn 1, NFER tests to show progress against Summer 2 NFER tests. - Pupil progress meetings will identify PP children that are both off track or capable of being extended in order to achieve greater outcomes. - PP children identified at pupil progress meetings to make progress in at least one core subject - evidenced on DCpro outcomes. - Accelerated pupil premium reading progress across the school will be seen in RWI assessments, phonics screeners and KS2 summer 1 NFER papers. 	<p>AC is leading the staff PDMs alongside Kate Masters to improve the quality of reading lessons and to ensure that high quality vocabulary is taught effectively across KS2 and Year 2.</p> <p>Staff yet to be trained or have a thorough input into oracy and teaching strategies around vocabulary. SMa delivered a short session via TEAMS in Jan inset. Needs to be in person/modelled to be most effective.</p> <p>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.</p> <p>Phase leaders have been monitoring classes using formal feedback sheets that focused on quality of children outcomes in their learning. Feedback</p>
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			<p>given to staff focuses on improving the learning outcomes.</p> <p>Class TAs continue to be deployed in each classroom.</p>
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Priority 4 – Responsibility: HE, KC and SMa

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.

Key Actions:	Impactful Implementation	Outcomes (honest, measureable and realistic)	Review
<ul style="list-style-type: none"> - Visits from inspirational speakers and professionals - KC actively engaging with parents, families and children for children where attendance is poor - ELSA provision - Nurture clubs - PP Champion weekly release time - Release time for teachers to carry out 1:1 PP conferencing 	<ul style="list-style-type: none"> - KC will operate as a PSW with supervision sessions from Mrs Shenton (ESW) and Plaxy Matthews (EP). - Children's well-being measures will be tracked using DC Pro, and Pupil Premium profile sheets, and ELSA put in place when needed. - SMa – PP champion - to oversee the well-being, attainment, attendance of PP children. 	<ul style="list-style-type: none"> - Attendance of PP children to be in line with non-PP children. - In years 3 and 4, PP children raise their attendance levels through quick engagement with parents when they are absent. - ELSA assessments will show an improvement in children's social and emotional development with this academic year. 	<p>Enquiries have been made to book in speakers.</p> <p>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.</p>

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<ul style="list-style-type: none"> - Online learning platforms: TTRockstars and Purple Mash used to promote opportunities for home learning. - Marvellous Me to engage parents in their child's learning and school experiences. - Employ a pastoral support worker to support the inclusion team in enabling the vulnerable and disengaged children to succeed on a daily basis across both sites by leading friendship clubs, nurture groups and assisting in parent workshops. 	<ul style="list-style-type: none"> - Termly PP conferencing to promote the well-being of PP children. - SLT members and KC to closely monitor poor attendance and potential barriers for attendance through weekly meetings with key children and families being actioned upon and monitored. - Weekly nurture groups for vulnerable children and disadvantaged children. - Rapid response support available to deescalate behavioural issues. 	<ul style="list-style-type: none"> - Children needing social and emotional support will be addressed through planned weekly group sessions for children that are selected based on their - PP children's BOXHALL reports will show improved outcomes in their specific areas of need. - The school will have fewer instances of reoccurring anti-social behaviour compared to previous years – in particular years 3 and 4. - Staff will fully understand the role, purpose and procedures of the inclusion team. 	<p>KC monitoring the ELSA provision for children. ELSA forms given to ensure children are formally referred to the ELSA by teachers.</p> <p>ELSA supervision has been prioritised.</p> <p>More staff have been trained in ELSA.</p> <p>Use of Marvellous Me continues to vary in its used between year groups.</p> <p>Specific nurture groups have yet to commence.</p> <p>PP conferencing to commence summer from reception to Yr 6</p>
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