

# Pupil Premium Strategy for the academic year, 2020.21

1. Summary information					
School	St. Luke's C.E. School				
Academic Year	2020.21	Total PP budget	£154,099	Date of most recent PP Review	December '20
Total number of pupils	437	Number of pupils eligible for PP	120	Date for next internal review of this strategy	October 2021

2. 2019 KS2 attainment outcomes (Due to Covid-19 pandemic, 2019 data is the last set of robust, moderated national data the school has to measure progress against)			
	<i>All pupils in the school</i>	<i>Pupils eligible for PP</i>	<i>Pupils <b>not</b> eligible for PP (national average)</i>
% achieving in reading, writing and maths	66%	62%	71%
Progress in reading	3.78 1.9 – 5.7	3.81	0.32
Progress in writing	1.61 -0.1 – 3.3	0.94	0.27
Progress in maths	2.45 0.8 – 4.1	2.27	0.37

3. 2019 KS1 attainment outcomes (Due to Covid-19 pandemic, 2019 data is the last set of robust, moderated national data the school has to measure progress against)			
	<i>All pupils in the school</i>	<i>Pupils eligible for PP</i>	<i>Pupils <b>not</b> eligible for PP (national average)</i>
Attainment in reading	70%	77%	78%
Attainment in writing	72%	77%	73%
Attainment in maths	75%	77%	79%

4. 2019 Phonics outcomes (Due to Covid-19 pandemic, 2019 data is the last set of robust, moderated national data the school has to measure progress against)			
	<i>All pupils in the school</i>	<i>Pupils eligible for PP</i>	<i>Pupils <b>not</b> eligible for PP (national average)</i>
Attainment in Y1 Phonics check	87%	75%	84%

<b>5. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Oral language skills for children in Reception are lower for pupils eligible for Pupil Premium than other pupils and this hinders their progress in reading and writing.	
<b>B.</b>	A significant number of our pupils who are eligible for Pupil Premium have specific literacy difficulties that particularly affect their writing outcomes due to difficulties with spelling.	
<b>C.</b>	Many of our children eligible for Pupil Premium have very low aspirations and resilience. We find that this affects the children's motivation to overcome challenges and their courage to persevere which in turn hinders their capacity to accelerate progress and close gaps in learning.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Many of our children who are eligible for Pupil Premium have poor attendance. Their absence tends to be sporadic, so a day here and a day there. This has a detrimental impact on all learning, as it is increasingly difficult to track what the child has missed and therefore the gaps that are emerging in their learning. Additionally, children who have poor attendance struggle to build up enough examples of writing to justify achieving the age expectation. If they are not in school, the work just is not done.	
<b>6. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations.
<b>B.</b>	Higher rates of progress in learning Phonics for pupils eligible for PP in Year 1.	The gap between the % PP pupils that achieve the Phonics check and the % of non-PP children nationally achieving the same check reduces further, building upon gains made in 2019.
<b>C.</b>	Higher rates of progress across KS1 for all pupils eligible for PP in reading, writing and mathematics.	<ul style="list-style-type: none"> <li>Pupil Premium children in Year 2, maintain (or build upon) the gains made by the previous 2019 cohort, for attainment outcomes in reading, writing and mathematics.</li> <li>Furthermore, seek to increase the proportion of Pupil Premium children who achieve greater depth in reading, writing and mathematics.</li> </ul>
<b>D.</b>	Higher rates of progress across KS2 for all pupils eligible for PP in reading, writing and mathematics.	<ul style="list-style-type: none"> <li>Gains made over the last three measurable years are maintained (or built upon) so that our Pupil Premium pupils continue to make considerably more progress than Non-Pupil Premium pupils nationally in reading, writing and mathematics.</li> <li>Furthermore, we will continue to challenge our Pupil Premium children to close the gap between the progress achieved for reading and mathematics with the progress made in writing.</li> </ul>
<b>E.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in reading, writing and mathematics.
<b>F.</b>	Increase attendance rates for pupils eligible for PP.	Overall PP attendance continues to improve towards 96% in line with the school's target for all pupils.

7. Planned expenditure					
Academic year	2020.21				
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?
Higher rates of progress across KS1 in reading	Continue to invest in Daily Supported Reading across KS1.	In school tracking data, since we have introduced this particular approach to teaching reading, has evidenced an upward trend in outcomes for all children. EEF Report, Improving Literacy at KS1 details practice likely to have the greatest impact on PP children, and our programme reflects that practice.	Careful tracking of impact through Pupil Progress meetings throughout the year, looking for evidence of accelerated progress for all children. Take steps to ensure it complements the provision for Phonics, including children having access to phonically decodable books.	Assistant Headteacher for EYs and Y1	July 2021
	To have dedicated senior leadership time devoted to planning, teaching and assessment of reading in KS1 with specific attention being given to the lowest attaining children.	In school experience recognises that where this initiative is 'held' by a member of SLT, the integrity of the programme is maintained. The regular review of adults and groups routinely happens to avoid complacency and progress for all children is rapid.	Through line management, support the post holder in managing workload, thereby prioritising this work to happen and continuing to evaluate impact on outcomes for children.	Assistant Headteacher for EYs and Y1	Ongoing throughout the year
	Continue to invest in Destination Reader.	In school tracking data, since we have introduced these particular approaches to teaching reading, has evidenced an upward trend in outcomes for all children. EEF Report, Improving Literacy at KS2 details practice likely to have the greatest impact on PP children, and our programmes reflect that practice.	Careful tracking of impact through Pupil Progress meetings throughout the year, looking for evidence of accelerated progress for all children.	Assistant Headteacher for Reading across KS2	July 2021
Higher rates of progress across KS1 and 2 in writing	Maintain an additional post in the staffing structure, for a Leader of Learning for Writing	Experience has taught us that the scope of literacy extends beyond the remit of one leader, however effective they may be. We felt, in addition to our two Assistant Headteachers for Reading, that the specialist nature of teaching writing would benefit from additional and distinct leadership, recognising that the post holder would need to liaise with other leaders for writing across the curriculum.	The post holder is partnered with the LA Literacy Consultant, to coach and mentor her development.	Head of School	July 2021
	Deploy a teaching assistant to work with Year 6 on their writing. (LR)	Writing tutorials are consistently evaluated on the 'teachers' tool kits' as having a significant impact on pupils' outcomes in writing. This post holder provides that level of support for all writers, so that progress is seen for all, including the most able.	Careful tracking of impact through Pupil Progress meetings throughout the year, looking for evidence of accelerated progress for all children.	Phase leader for Years 4, 5 and 6.	Termly

<b>Total budgeted cost</b>					<b>£25,924</b>
<b>ii. Targeted support</b>					
<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>
Improve oral language skills for Reception children.	Invest in additional Speech and Language provision.	<ul style="list-style-type: none"> <li>All children assessed as requiring additional support, can access targeted language groups.</li> <li>Children who we assess as possibly having additional needs can be assessed quickly to inform next steps;</li> <li>Early assessment can lead to more rapid referrals for external support when required;</li> <li>Staff can access expert advice on meeting the language and communication needs of the children in their classes.</li> </ul>	Careful tracking of impact through Pupil Progress and SEN/IEP meetings throughout the year, looking for evidence of accelerated progress for target children.	Special Educational Needs Coordinator and Reception class teachers.	Ongoing and throughout the year when tracking children's progress, in Pupil Progress and SEN meetings.
Higher rates of progress learning Phonics for Year 1 children.	Meet the salary costs of a Higher Level Teaching Assistant to work across Year 1 and 2. (IF)	<ul style="list-style-type: none"> <li>A robust programme of interventions can be delivered throughout the year to accelerate the progress of children struggling to reach the expected standard, over and above their core provision;</li> <li>PPA can be covered by a familiar adult, providing continuity for the children, and allowing for personalised knowledge of children to be incorporated into the learning in those classes.</li> </ul>	Careful tracking of impact through Pupil Progress meetings and Phonics tracking throughout the year, looking for evidence of accelerated progress for all children.	Assistant Headteacher for Early Reading and Phase leader for EYs and Y1.	Termly
Higher rates of progress across KS2 for all pupils and high attaining pupils	Meet the salary costs of a Higher Level Teaching Assistant to work across Year 3. (NK)	<ul style="list-style-type: none"> <li>This additional adult, with the skills and experience that she has, enables the classes to be taught in smaller groups for the core subjects.</li> <li>The smaller groups allow for the curriculum to be taught more directly to need, consistently in every lesson.</li> <li>The additional adult allows for greater flexibility, allowing the teacher to work more intensively with the most-able pupils and really push them on.</li> </ul>	Careful tracking of impact through Pupil Progress meetings throughout the year, looking for evidence of accelerated progress for all children.	Assistant Headteacher for Reading across KS2 and Phase leader for Years 2 and 3.	Termly
<b>Total budgeted cost</b>					<b>£61,212</b>
<b>iii. Other approaches</b>					
<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>

Higher rates of progress across KS1 and 2 in reading	Maintain the appointment of a librarian on an SLA with Tower Hamlets Library Service.	This post holder ensures that our library remains well stocked and carefully managed.	Management of SLA	Executive Headteacher	Annually
	Continue to invest in library and literacy resources to enrich the reading experience of the children.	We want to make sure that our children have access to a level of resource that will inspire a lifelong love of reading even when they do not have books at home and do not access the Idea Stores in the local area.	Careful monitoring of allocated spend. Ongoing review of the availability of resource to support the implementation of literacy initiatives including AR.	Assistant Headteachers for Reading	Annually
	Continue to invest in Accelerated Reader across KS2.	This has been highly recommended by the Education Endowment Foundation. We see this is a way of motivating some of our children, including the lowest achieving children, to read 'volume' and routinely respond to comprehension questions.	Careful tracking of impact through Pupil Progress meetings throughout the year, looking for evidence of accelerated progress for all children.	Assistant Headteacher for Reading across KS2	Annually
Higher rates of progress across the curriculum.	Maintain the post of Learning Mentor to provide therapeutic intervention for target children.	Children with better emotional and mental health are more likely to be able to engage with and access the curriculum, in such a way that they increase in independence, take responsibility for their learning and progress well.	Careful monitoring of pupils' capacity to maintain progress once exited from support, so that pupil outcomes are sustainable.	SENCO Year 6 Phase Leader	Ongoing
	Continue to work in partnership with Kick London to provide additional solution focused mentoring for target children in years 5 and 6, linking self- management and esteem to sport.	The solution focused mentoring also includes a continuous dialogue linked to ambition, aspiration and what the future looks like.	Management of SLA alongside tracking of children's progress in learning as well as improvements in behaviours for learning.		Termly
Increase attendance rates for pupils	Maintain the post of Community Cohesion leader in staffing structure.	This post holder has the most amazing rapport with our parents. She provides invaluable support to parents to overcome the barriers to getting children into school. This post holder vocalises a consistent message to parents about the importance of attendance and strengthens the resources to work in partnership with the EWA from the LA to address Persistent Absence.	Monthly monitoring of every child's attendance, looking for progress and improvement.  As above, as well as careful tracking of reducing the school's persistent Absence rate.	Executive Headteacher	Monthly
	Continue to buy into the LA Education and Welfare Service	Early and consistent intervention where attendance is below expectations supports improvements. Annual report informs further improvements.		Executive Headteacher	Annually
	Continue to buy into the Thames Music provision, to provide an additional art teacher across Key Stage 2 and to provide a Swimming teacher.	The more exciting and specialist the provision, the less likely it is that parents would allow their children to have time off from school and miss it. Furthermore, the experiences being provided fill gaps that may exist at home so that children have a musical instrument and tuition and they also are taught weekly, how to swim from when they start school.		Executive Headteacher	Annually
<b>Total budgeted cost</b>					<b>£66,963</b>

## Review of expenditure and impact in 2021

### General overview

As we all know, the last two academic years have been seriously disrupted as a result of the Covid-19 pandemic. For the 2020.21 academic year, the Autumn 1 half term ran smoothly with very little disruption, and then the Summer term 2021 also – but for the other half of the year – we either experienced multiple Bubble closures or we were in a lockdown situation.

It is widely understood at a national level that the most significant negative impact of the pandemic educationally, has been seen for ‘disadvantaged’ children – those eligible for free school meals and in receipt of pupil premium funding.

Despite our best efforts to support those children, either by offering a place on the school site during the lockdowns, or by providing them with the equipment to enable them to access the learning remotely, certainly the national picture is reflected in our data at St. Luke’s.

We do not view this as a failure of the Pupil Premium Strategy but instead the impact of the pandemic.

Everything we detailed that we would fund and provide with the Pupil Premium funding was in place to support the children last year – Speech and Language provision, HLTA support, extra leadership capacity etc. however, given the circumstances caused by the pandemic, we could not provide an uninterrupted year, where all of those aspects of support could work in partnership to impact upon each child.

Certainly, in relation to our children in St. Luke’s, it is our belief that in school children benefit from being in an environment that is rich with models of well spoken English and saturated with vocabulary. The way we design the reading provision at St. Luke’s enables children to read every day with an adult. We also know that in ‘normal times’ our curriculum is rich with trips that provide children with experiences and vocabulary that inform their learning and help them to acquire knowledge and understanding.

The often unavoidable impact of the disruption caused by Covid has been that these children have spent huge swathes of time away from these language rich environments and bereft of rich experiences. This, combined with the absence of the social interaction opportunities that enable children to develop personal qualities including resilience, as well as opportunities to work alongside others that can inspire drive and aspiration, has meant that our Pupil Premium children have fallen further behind in their learning than other groups of learners in the school.

Our focus in 2021.22, with the additional funding from the government, will be to target additional resources carefully to seek to accelerate the progress of these children and close the gap between where they are and where their peers are. We dearly hope that children’s education will not be disrupted in the way it has been again, since the benefit of continuous and consistent provision for these children should never be underestimated.

	<i>Desired outcomes</i>	<i>Success criteria</i>	<i>Evaluation</i>
	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations.	We are acutely aware, that last year’s Reception cohort had only 50% of their year ‘undisrupted’ due to Covid. Autumn 1 2020 ran smoothly without the Bubble needing to close, and then the summer term also – but Autumn 2 was heavily disrupted by Covid and then we had the second lock down in the Spring term 2021. For this reason, we will be continuing to deliver the EYs curriculum for the start of Year 1 2021 and reassessing the children early in November 2021 against the criteria for GLD to have a stronger sense of children’s abilities and also the impact of our provision. Last year in Reception we had 9 children eligible for Pupil Premium and 2 achieved GLD in Summer 2021 which is 22%.

			<i>We will be able to report further on the impact of our PP spend against this objective in November once a further assessment has been undertaken.</i>
<b>B.</b>	Higher rates of progress learning Phonics for pupils eligible for PP in Year 1.	The gap between the % PP pupils that achieve the Phonics check and the % of non-PP children nationally achieving the same check reduces further, building upon gains made in 2019.	In Autumn 2020, when the children had their delayed Phonics check, 75% PP children achieved the check and 86% non PP children achieved the check.  Last year's Y1 children will also experience their Phonics check in the Autumn term 2021. This is scheduled for November 15 <sup>th</sup> 2021. <i>We can report on impact against this objective once the results have been analysed.</i>
<b>C.</b>	Higher rates of progress across KS1 for all pupils eligible for PP in reading, writing and mathematics.	<ul style="list-style-type: none"> <li>Pupil Premium children in Year 2, maintain (or build upon) the gains made by the previous 2019 cohort, for attainment outcomes in reading, writing and mathematics.</li> <li>Furthermore, seek to increase the proportion of Pupil Premium children who achieve greater depth in reading, writing and mathematics.</li> </ul>	Due to the impact of the pandemic, as described above, our Y2 PP children did not finish the year with attainment that compared favourably with the 2019 outcomes. Regrettably, the % of PP children who achieved greater depth also did not increase. We will maintain these objectives for the 2021.22 year and target resources very carefully to seek to enable the acceleration of progress for these children to enable them to catch up.
<b>D.</b>	Higher rates of progress across KS2 for all pupils eligible for PP in reading, writing and mathematics.	<ul style="list-style-type: none"> <li>Gains made over the last three measurable years are maintained (or built upon) so that our Pupil Premium pupils continue to make considerably more progress than Non-Pupil Premium pupils nationally in reading, writing and mathematics.</li> <li>Furthermore, we will continue to challenge our Pupil Premium children to close the gap between the progress achieved for reading and mathematics with the progress made in writing.</li> </ul>	<p>We cannot compare the performance of our PP children with the non PP children nationally because there will be no national data again this year due to the cancelation of national assessments in 2021.</p> <p>However, as for Y2, our PP children in Y6 really suffered as a result of the pandemic. Whilst their non PP peers fared reasonably well given the circumstances, our PP children did not make the same level of progress during the year.</p> <p>Regrettably, these children move on to secondary school with two disrupted years at upper KS2 and will require a lot of support for KS3.</p> <p>Through our networks with the secondary headteachers we will seek to provide support and guidance on this issue.</p>
<b>E.</b>	Higher rates of progress across KS2 for previously low attaining pp pupils in writing and mathematics.	Pupils eligible for PP identified as having low prior attainment in writing and mathematics make more progress than non pupil premium children nationally who had low prior attainment.	As above, the progress and outcomes of the PP children have been seriously inhibited by the pandemic but also, we do not have an national data to inform an accurate evaluation of this objective.
<b>F.</b>	Increase attendance rates for pupils eligible for PP.	Overall PP attendance continues to improve towards 96% in line with the school's target for all pupils.	<p>Attendance has been hugely affected by the Covid-19 pandemic. At St. Luke's our attendance was below where would like it to be. The issue is that for the moment, we cannot compare it with other schools either locally or nationally.</p> <p>When children returned to school in September 2020, there was a great deal of nervousness, as many children had only attended for one week since the lockdown in March 2020.</p> <p>At this point, for Autumn 1, the attendance for all children was approx. 1% less that we would have preferred to see with an average for all children who were of statutory school age being <b>94.9%</b>. At this point, the attendance of our Pupil Premium children was only narrowly less, at <b>94.7%</b>.</p> <p>However, Autumn 2 was a very different experience. We suffered multiple Bubble closures. The rate on infection in Tower Hamlets was very high, and there was a lot of anxiety in the community. We then went into a national lockdown. When the children returned from March 8th, whilst there was an improvement on</p>

Autumn 2 data, we had a real battle on our hands to encourage families to return, particularly in the few weeks before Easter.

As such, our attendance data for the summer term looked like this:  
Attendance for all children in Years R - Y6 age 5+ Summer Term 2021: **94.3**  
Attendance PP children in Years R - Y6 age 5+ Summer Term 2021: **94.1**

This meant our averages for the year as a whole were more like this:  
Attendance for all children in Years R - Y6 age 5+ for the 2020.21 year: **94.1%**  
Attendance PP children in Years R - Y6 age 5+ for the 2020.21: **94%**  
Remembering this includes Autumn 2 and Spring 2 and hence is lower.

We take comfort from seeing that the disparity between all children and the Pupil Premium children is insignificant. However, this rate of attendance will have inevitably impacted upon children's progress in learning during this already, very challenging year.