

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 School
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	127 = 30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rebecca Abrahams
Pupil premium lead	Jess Tough
Governor / Trustee lead	Ed Dix

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,710
Recovery premium funding allocation this academic year	£18,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177,125

Part A: Pupil premium strategy plan

Statement of intent

Our plan is to address the impact of Covid-19 and enable all children to recover. Our intention is to ensure that our disadvantaged children achieve accelerated progress and attainment outcomes that are in line with or exceed other children.

The actions in this plan outline 3 strands that will address the needs of our children. Firstly, the use of HLTAs will mean that children can be taught in smaller groups across the curriculum across the year. Secondly, we will enhance our support for Speech and Language so that children can benefit from oral language interventions. Finally, employing a Learning Mentor will complement the academic work with social and emotional aspects of learning and mental health support. These approaches have been identified as being effective by the EEF.

As a school we aim that all children including disadvantaged children are present to learn, ready to learn, enabled to learn and want to learn.

Challenges

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

Challenge number	Detail of challenge
1	Not all of our children are exposed to strong models of English outside of school and lack vocabulary.
2	Not all of our children are enabled to access wider experiences outside of school and this has been exacerbated by the Covid pandemic.
3	Some children come from families where one or more of the parents do not work in regular employment making it easier to keep the children at home rather than persisting with regular attendance in school.
4	The impact of the pandemic in this community has been significant causing us to see a significant increase in the number of children on role categorised as 'vulnerable'.

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
For disadvantaged children to achieve a Good Level of Development at the end of Reception.	% disadvantaged children achieving GLD is in line with or better than the rest of the cohort.

For disadvantaged children in years 1-5 to achieve attainment outcomes in reading, writing and mathematics that are in line with those achieved by the whole cohort or better.	<p>% disadvantaged children achieving expected outcomes in reading, writing and mathematics is in line with or better than whole cohort.</p> <p>We also have disadvantaged children achieving greater depth in all subjects including writing.</p>
For disadvantaged children in Year 6 to achieve progress in reading, writing and mathematics that is in line with that achieved by the whole cohort or better.	The progress rate of disadvantaged children in reading, writing and mathematics across KS2 is in line with or better than the rest of the cohort.
For disadvantaged children to achieve Phonics outcomes that are in line with those achieved by the whole cohort or better.	% of disadvantaged children achieving expected outcomes is in line with or better than the whole cohort.
To make sure that the children's holistic needs are met so that they are able to be present to the learning that the school is providing them with.	For disadvantaged children to attend school regularly and to be able access the support and learning available to them.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 14,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhanced Speech and Language provision through SLA</i>	EEF research identifies that oral language interventions provide high impact (average additional 6 months progress over a year), for low cost. Providing training for staff delivering small group support further increases the impact. Additional support targeted for disadvantaged pupils in smaller groups below 6 are highly effective.	1 and 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £91,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ 3 HLTAs</i>	EEF small group tuition average impact of 4 months additional progress over year when targeted according to pupil need.	1 and 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £94,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Learning Mentor (£28,813)	EEF research states that social and emotional learning approaches have a positive impact, on average, of	3 and 4

	4 months' additional progress in academic outcomes over the course of an academic year	
Employ two Emotional Literacy Teaching Assistants (£22,343)	As above	3 and 4
Employ a Community Cohesion Leader (£43,519)	As above to support mental health of parents to support their children and make sure that they attend school regularly, ready to learn.	3 and 4

Total budgeted cost: £200,678

Part B: Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria	Evaluation																																																
For disadvantaged children to achieve a Good Level of Development at the end of Reception.	% disadvantaged children achieving GLD is in line with or better than the rest of the cohort.	<p>For the 2022 assessment of children at the end of Reception, at St. Luke's 60% of the children in Reception who were eligible for Pupil Premium, achieved the national expectation of a Good level of Development (GLD).</p> <p>This was less than the percentage of the whole cohort, which was that 70.7% children achieved the national outcome, however it was far better than Pupil Premium children achieved nationally where only 49.6% of children eligible for Pupil Premium achieved the GLD outcome.</p> <p>Whilst we have not met our own success criteria, we are pleased that our Pupil Premium children did better than their counterparts nationally.</p>																																																
For disadvantaged children in years 1-5 to achieve attainment outcomes in reading, writing and mathematics that are in line with those achieved by the whole cohort or better.	<p>% disadvantaged children achieving expected outcomes in reading, writing and mathematics is in line with or better than whole cohort.</p> <p>We also have disadvantaged children achieving greater depth in all subjects including writing.</p>	<p>For our internal assessment of children in Years 1, 3, 4 and 5 as well as national assessment of children in Year 2 we can confirm the following:</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Did the PP children achieve in line with or better than the whole cohort in Reading?</th> <th>Did the PP children achieve in line with or better than the whole cohort in Writing?</th> <th>Did the PP children achieve in line with or better than the whole cohort in Mathematics?</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>No</td> <td>No</td> <td>No</td> </tr> <tr> <td>2</td> <td>Yes</td> <td>No</td> <td>No</td> </tr> <tr> <td>3</td> <td>Yes</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>4</td> <td>No</td> <td>No</td> <td>No</td> </tr> <tr> <td>5</td> <td>Yes</td> <td>No</td> <td>No</td> </tr> </tbody> </table> <p>We can also confirm the following:</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Did any children achieve Greater depth in Reading?</th> <th>Did any children achieve Greater depth in Writing?</th> <th>Did any children achieve Greater depth in Mathematics?</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>2</td> <td>Yes</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>3</td> <td>Yes</td> <td>No</td> <td>No</td> </tr> <tr> <td>4</td> <td>No</td> <td>No</td> <td>No</td> </tr> <tr> <td>5</td> <td>Yes</td> <td>No</td> <td>Yes</td> </tr> </tbody> </table> <p>This demonstrates that our intended outcomes have been met in part.</p>	Year group	Did the PP children achieve in line with or better than the whole cohort in Reading?	Did the PP children achieve in line with or better than the whole cohort in Writing?	Did the PP children achieve in line with or better than the whole cohort in Mathematics?	1	No	No	No	2	Yes	No	No	3	Yes	Yes	No	4	No	No	No	5	Yes	No	No	Year group	Did any children achieve Greater depth in Reading?	Did any children achieve Greater depth in Writing?	Did any children achieve Greater depth in Mathematics?	1	Yes	Yes	Yes	2	Yes	No	Yes	3	Yes	No	No	4	No	No	No	5	Yes	No	Yes
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		<p>Generally, our children eligible for Pupil Premium did less well than the whole cohorts, however, particularly in Reading, we do have children who are eligible for Pupil Premium achieving greater depth.</p> <p>We understand that nationally, the children eligible for Pupil Premium were hardest hit by the pandemic.</p> <p>What is clear in the school's internal data, is that the proportion of pupils eligible for Pupil Premium achieving the expected standard or better in each of Reading, Writing and Mathematics has increased across the 2021.22 year as we compared outcomes each term.</p> <p>This demonstrates that in the first year of recovery from the Covid disruption, our strategy for Pupil Premium children is having a positive outcome on their outcomes, and this assures us that over time, we should see the gap between the outcome for the whole cohort and the outcomes for children eligible for Pupil Premium, diminish.</p> <p>We will continue to target this next year and track it very carefully.</p>												
<p>For disadvantaged children in Year 6 to achieve progress in reading, writing and mathematics that is in line with that achieved by the whole cohort or better.</p>	<p>The progress rate of disadvantaged children in reading, writing and mathematics across KS2 is in line with or better than the rest of the cohort.</p>	<p>Following the KS2 SATs in 2022 we can confirm the following:</p> <table border="1" data-bbox="759 999 1406 1263"> <thead> <tr> <th></th> <th>Progress rate for reading</th> <th>Progress rate for writing</th> <th>Progress rate for mathematics</th> </tr> </thead> <tbody> <tr> <td>The whole Y6 cohort</td> <td>1.7</td> <td>1.2</td> <td>1.7</td> </tr> <tr> <td>The children in Year 6 who were eligible for Pupil Premium</td> <td>1.8</td> <td>0.1</td> <td>2.0</td> </tr> </tbody> </table> <p>As can be seen here, our children eligible for Pupil Premium made more progress than the whole cohort for reading and maths.</p> <p>What is also worthy of note is that where the boxes in the table above are shaded in green, our children were performing in line with the top 25% in the country.</p> <p>As such we feel our intended outcomes are met in part.</p> <p>We will focus on building upon this next year, but also seek to accelerate the progress being made by children eligible for Pupil Premium in Writing now that they have had one full year in school to support them in having more solid foundations in the subject once again.</p>		Progress rate for reading	Progress rate for writing	Progress rate for mathematics	The whole Y6 cohort	1.7	1.2	1.7	The children in Year 6 who were eligible for Pupil Premium	1.8	0.1	2.0
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<p>For disadvantaged children to achieve Phonics outcomes that are in line with those achieved by the whole</p>	<p>% of disadvantaged children achieving expected outcomes is in line with or better than the whole cohort.</p>	<p>We are disappointed that our children eligible for Pupil Premium did less well than the rest of the cohort and less well than their counterparts nationally for achievement in the Phonics check.</p> <p>For the 2022 Phonics check, 74% children in the school achieved the Phonics check, yet only 54% children eligible for Pupil Premium did. Furthermore, our gap was wider than the gap nationally.</p>												

cohort or better.		This must remain a target for next year.
To make sure that the children's holistic needs are met so that they are able to be present to the learning that the school is providing them with.	For disadvantaged children to attend school regularly and to be able access the support and learning available to them.	<p>Nationally, returning to the pre covid levels for attendance is taking far longer than would have been hoped.</p> <p>At St. Luke's, the level of attendance is in line with the borough average. This means that the position achieved in 2017.18 and then again in 2019.20 has been restored by comparison with others, although the overall rate remains lower than we would hope. This is an improvement on previous years, where attendance on the Island was often in the lowest quartile for the borough.</p> <p>As such, we feel our intended outcome has been part met. This will continue to be a target next year.</p>