

## St. Luke's C.E. Primary School

### Pupil Premium Grant expenditure: expenditure and Impact for 2015.16

At St. Luke's the aim of the Pupil Premium is to reduce the achievement gap for disadvantaged children by implementing the most effective educational interventions to address these barriers within the school.

The school received funding to target pupils who are eligible for or who have been eligible for Free School Meals within the last 6 years and/or have been looked after. These pupils received additional support and access to extracurricular activities and programmes as required.

The Pupil Premium provides an opportunity to review existing approaches to see if they are effective and to look at new or innovative means of improving standards for all.

- We ensure that teaching and learning meets the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognize that not all pupils who receive FSM will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify FSM. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school have legitimately identified as being socially disadvantaged
- PP funding is allocated on a needs analysis which will identify priority classes, groups and individuals. Limited funding and resources means that not all children receiving pupil premium will be targeted with interventions at one time
- Pupil premium resources may be used to accelerate progress and close attainment gap and/or to target able children on FSM to achieve greater depth throughout each key stage in the school.
- Pupil Premium allocation can also be used for supporting families which impacts on the well-being of the child e.g. school trips, uniform
- The Governors of the school publish information on how the school used pupil premium grant to address the issue of 'narrowing the gap' for socially disadvantaged pupils

### Pupil Premium 2015.16

Number of pupils and premium grant (PPG) received	
Total number of pupils on roll	315
Total number of pupils eligible for PPG	135
Amount of PPG received per pupil	£1320
Total amount of PPG received	<b>£178,200.00</b>

### Action taken:

	Objective	Activity	Number of children	Cost	Impact
1	Raise achievement in Literacy in Key Stage 1	Employ a literacy specialist teacher to work directly with children in Years 1 and 2 – listening to them read and leading targeted phonics sessions	30	28% projected annual salary	70% children achieved the expected standard in phonics at the end of Year 1 and 79% at the end of Year 2. Closer analysis of these outcomes shows that disadvantaged children struggled with the phonics, particularly boys and we will be focusing on them carefully as they move into the next year. In reading on the other hand, we were pleased with the progress made by the children. Across Year 1 the children made good progress from their starting points ending the
		Purchase and implement Daily Supported Reading across KS1.	23	21% DSR expenditure	
		To provide training for staff on more effective	50	31% of RWinc INSET cost	

		pedagogy for teaching phonics.			year with 71% at age expected levels. In year 2, the children made outstanding progress in reading with 80% children achieving the age expectation or higher and 30% children working at greater depth. <b>These outcomes were above the national averages</b> of 74% and 24% respectively. For disadvantaged children, <b>81% achieved the expected level at the end of Year 2 compared to 78% nationally.</b>
2	Raise achievement in language and communication	Additional Speech and Language Provision	20	37% of cost	<b>Disadvantaged children in Reception did marginally better</b> in 2016 than 2015 with 64% of them now achieving the expected standard in Speaking. The area requiring most development in 2016 for this cohort is their understanding, linked to boys and EAL.
3	Raise achievement in Reading across Key Stage 2	Provision of an HLTA to work across classes in KS2	41	38% HLTA salary	Disadvantaged children in <b>Years 4, 5 and 6</b> all made <b>good progress</b> in learning with Reading, with progress that tended to be stronger than the cohort average demonstrating impact. Considerable resources have been spent to improve the quality and range of reading resources in the school. The library has been refurnished, providing extra capacity for an increasing stock. We will continue to invest in books next year also. Class sets of key texts for the 'take one book approach' have also been purchased which will benefit all pupils in years to come.
		Appointment of a librarian to ensure the library is well stocked and carefully managed. Also to ensure that children and families are aware of the most up to date books published and worth reading.	94	38% of SLA	
		Invest in the library and literacy resources to enrich the reading experience of the children.	94	38% of library furniture costs and investment	
4	Raise achievement in mathematics across the school	To staff and run an intervention for mathematics called Success@ Arithmetic	7	Inc. in HLTA costs above	Notably at the end of each phase of learning, the children made outstanding progress in maths: For reception, overall children achieved in line with the national outcomes, and the gap for the disadvantaged more than halved in 2 years; For Year 2, overall the children achieved in line with the national, although considerably more children achieved greater depth for both the overall and disadvantaged groups. In school data demonstrates that disadvantaged children achieved proportionally better outcomes too. For Year 6, we refer to the box below where Year 6 provision is evaluated.
		To provide training for staff on more effective pedagogy for teaching maths to include the adoption of Maths Mastery into Year 1.	13	23% cost of that training	
5	To improve the personal	Part fund the Assistant headteacher for Inclusion	94	38% of post salary	Provision for the emotional well-being of the children has improved dramatically. The numbers of

	development, emotional well being and behaviour of children	Part fund the employment of a learning mentor	94	38% of salary	children causing concern and being supported has risen however to a certain extent, we attribute this to the team working more effectively to identify and target need. Certainly behaviour in the school is very good with the children wholeheartedly taking on the school's values, showing good behaviour for learning, promoting the school's development and supporting each other well.
6	To reach out to and engage hard to reach parents to impact upon children's readiness for school, their attendance and their punctuality	Employment of a Parental Engagement Officer	94	38% of salary	The focus of the work of the Parental Engagement Officer is far sharper. The attendance and punctuality of the disadvantaged children remains a serious concern but the use of data to target families is improving and the school has case studies to demonstrate impact in otherwise very challenging circumstances.
7	Enrich the learning of children by enabling them to access residential learning and trips	Provision of subsidies	32	38% of any school contribution to the cost of the residential trips – Gorsefield and PGL	Both residential trips were able to go ahead with the significant majority of pupils attending facilitated by the school meeting the full costs for children where an assessment of need demonstrated that it was fair to do so and some children having part costs met.
8	To increase access to music tuition for children from disadvantaged backgrounds.	Significant music SLA	94	38% of Music SLA	We maintained the high level of music provision in the school ensuring all children as they move through the school have the opportunity to learn a variety of instruments and continue with that learning if they show an aptitude or enthusiasm. A number of children from disadvantaged backgrounds have flourished musically this year, taking part in events to celebrate their emerging talent.
9	To provide children with an enriched art experience.	Bow Arts and KS2 additional teacher	30	52% of teacher and Bow Arts (£3,815)	We maintained the strong partnership with Bow Arts and our local artist. Pupils from disadvantaged backgrounds in particular were targeted for an after school club. Children in Year 4 were able to work with another local artist to develop street art for the local community to enjoy and to celebrate the school.
10	To seek to ensure that all children are able to swim confidently before they leave school.	Full time swimming teacher.	74	34% of Instructor salary	All children from Nursery through to Year 2 have access to a weekly swimming lesson on the school site. This enables the significant majority of children to achieve stage 2 at the end of Year 2 and stage 4 at the end of Year 4 – government and age appropriate targets.

11	To raise the achievement of pupils in Year 6	Appoint an HLTA to work alongside the class teacher in Year 6 to enable smaller groups and specialist targeted teaching.	17	59% of HLTA salary	<p>Outcomes for Year 6 were strong. In reading, our weakest outcome, it is pleasing that a greater proportion of disadvantaged children achieved the expected standard comparing favourably with the national picture. In writing, our overall outcomes were above national however the proportion of our disadvantaged children was less strong and we will need to look at this closely next year.</p> <p>In mathematics the results were outstanding, <b>significantly above national for the whole cohort as well as the disadvantaged children.</b> Progress in mathematics was ranked as top 12% for the whole cohort and <b>top 11% for the disadvantaged children</b>, in the country.</p> <p>We feel the reading outcome was the legacy of the old curriculum, the late introduction of the new curriculum and the significantly raised expectations that were too challenging, when put on the spot, for some of our EAL learners. Close analysis showed that was largely EAL learners, when under pressure, who could not complete the work in the time. This means that the outcome was not a fair reflection of what they could do or the overall progress they had made in the year.</p>
		Purchase Success For All Year 6 Revision Units	17	59% of cost of SFA	
		Provision of Easter School	17	59% of £1600	