

Pupil premium strategy statement

| 1. Summary information | | | | | |
|------------------------|------------------------|----------------------------------|----------|--|---------------|
| School | St. Luke's C.E. School | | | | |
| Academic Year | 2017.18 | Total PP budget | £168,961 | Date of most recent PP Review | January '18 |
| Total number of pupils | 403 | Number of pupils eligible for PP | 128 | Date for next internal review of this strategy | September '18 |

| 2. 2017 KS2 attainment outcomes | | | |
|---|---------------------------------|--------------------------------|--|
| | <i>All pupils in the school</i> | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 61% | 40% | 67% |
| Progress in reading | +2.10 -0.29 to +4.49 | -0.37 -3.63 to +2.89 | +0.33% |
| Progress in writing | -0.16 -2.44 to +2.12 | -1.51 -4.57 to +1.55 | +0.17% |
| Progress in maths | 3.72 +1.55 to +5.88 | 0.92 -2.02 to +3.87 | +0.28% |

| 3. 2017 KS1 attainment outcomes | | | |
|---------------------------------|---------------------------------|-------------------------------|--|
| | <i>All pupils in the school</i> | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP (national average)</i> |
| Attainment in reading | 75% | 50% | 79% |
| Attainment in writing | 79% | 63% | 72% |
| Attainment in maths | 81% | 50% | 79% |

| 4. 2017 Phonics outcomes | | | |
|--------------------------------|---------------------------------|-------------------------------|--|
| | <i>All pupils in the school</i> | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP (national average)</i> |
| Attainment in Y1 Phonics check | 75% | 62% | 84% |

| 5. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
|---|---|--|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | 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. | A significant number of our pupils who are eligible for Pupil Premium have specific literacy difficulties which particularly impact in their writing outcomes due to difficulties with spelling. | |
| C. | Many of our children eligible for Pupil Premium have very low aspirations and resilience. We find that this impacts on 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. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | 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 0 if they are not in school, the work just does not get done. | |
| 6. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | 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 age related expectations. |
| 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. |
| C. | Higher rates of progress across KS1 for all pupils eligible for PP in reading, writing and mathematics. | The gap between the attainment of Year 2 pupils eligible for PP and Year 2 non PP pupils nationally, in reading, writing and mathematics, reduces. |
| D. | Higher rates of progress across KS2 for all pupils eligible for PP in reading and writing. | Pupils eligible for PP achieve a progress rate which is in line with or better than that achieved by non PP pupils nationally, in reading and writing. |
| E. | 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 maths, reading and writing. This will be measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the IoD schools. |
| F. | Increase attendance rates for pupils eligible for PP. | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves towards 96% in line with the school's target for all pupils. |

7. Planned expenditure

Academic year 2017.18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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. | Assistant headteacher for Inclusion and Literacy. | July 2018 |
| | 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. | Headteacher | Ongoing throughout the year |
| | To have dedicated senior leadership time devoted to researching most effective practice across other neighbouring schools to inform development of practice here at St. Luke's. | The rationale for this is, even though we know what we are doing is effective, we want to remain outward looking to ensure that we keep what we are doing under review and we draw in any other practice that may add value to what we are doing and lift pupil achievement even further. | Through line management, support the post holder in managing workload, thereby prioritising this work to happen. | Headteacher | February 2018 |
| Higher rates of progress across KS1 and 2 in writing | Create 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. Our Assistant headteacher for Literacy and Inclusion leads on reading whole school. We felt 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 new post holder will be partnered with a more experienced leader both in school and in a partner school, to coach and mentor her development. | Headteacher | July 2018 |
| | Deploy an additional teaching assistant to work with Year 6 on their writing. | 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. | Upper Key Stage 2 Phase leader | Termly |
| Total budgeted cost | | | | | £30,797 |

| ii. Targeted support | | | | | |
|--|---|--|---|---|--|
| 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? |
| Improve oral language skills for Reception children. | Invest in additional Speech and Language provision. | <ul style="list-style-type: none"> All children assessed as requiring additional support, can access targeted language groups. Children who we assess as possibly having additional needs can be assessed quickly to inform next steps; Early assessment can lead to more rapid referrals for external support when required; Staff can access expert advice on meeting the language and communication needs of the children in their classes. | 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. (BJ) | <ul style="list-style-type: none"> 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; 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. | Careful tracking of impact through Pupil Progress meetings and Phonics tracking throughout the year, looking for evidence of accelerated progress for all children. | Early Years and Year 1 Phase leader and Year 1 class teacher. | 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 6. (NK) | <ul style="list-style-type: none"> This additional adult, with the skills and experience that she has, enables the class to be taught in smaller groups for the core subjects. The smaller groups allow for the curriculum to be taught more directly to need, consistently in every lesson. The additional adult allows for greater flexibility, allowing the teacher to work more intensively with the most-able pupils and really push them on. | Careful tracking of impact through Pupil Progress meetings throughout the year, looking for evidence of accelerated progress for all children. | Upper Key Stage 2 Phase leader | Termly |
| Higher rates of progress across KS1 and 2 in mathematics | Meet the salary costs of a Higher level Teaching Assistant to work across KS1 and 2. (TW) Part of his remit is to run Success@Arithmetic for target children. | <ul style="list-style-type: none"> This ICT specialist motivates a high level of engagement in the learning 'generally' from our pupils. His flexible timetable provides opportunities for children to be worked with intensively in addition to their core class work. This particular programme has a high success rate. | Careful tracking of impact through Pupil Progress meetings throughout the year, looking for evidence of accelerated progress for target children. | Assistant headteacher for Inclusion and Literacy. | Termly |
| Total budgeted cost | | | | | £70,137 |

| iii. Other approaches | | | | | |
|--|---|---|--|--|---|
| 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 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 | 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 headteacher for Inclusion and Literacy | 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 Inclusion and Literacy | 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 and 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. | Assistant headteacher for Inclusion and Literacy | 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. | Upper Key Stage 2 Phase Leader | 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. | 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. | | 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 of 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. | | Headteacher | Annually |
| Total budgeted cost | | | | | £68,027 |

8. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|-----------------|------------------------|--|--|------|
| | | | | |

ii. Targeted support

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|-----------------|------------------------|--|--|------|
| | | | | |

iii. Other approaches

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|-----------------|------------------------|--|--|------|
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9. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk