

St. Luke's C.E. Primary School

Pupil Premium Grant expenditure: expenditure and Impact for 2016.17

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 2016.17

Number of pupils and premium grant (PPG) received	
Total number of pupils on roll	373
Total number of pupils eligible for PPG	123
Amount of PPG received per pupil	£1320
Total amount of PPG received	£162,360

Action taken:

	Objective	Activity	Number of children	Cost	Impact
1	Raise achievement in Literacy in Key Stage 1	Employ a full time teaching assistant to work as an HLTA across both classes to deliver intervention programmes with children working below Age Related Expectations in reading, writing and phonics.	21	36% projected annual salary = £7,000	Y1 Phonics outcomes for all pupils, showed an improvement on the previous year. 2016 Phonics – 70% 2017 Phonics – 75%.
		Continue to invest in the development of Daily	21	36% DSR expenditure	Y2 Literacy outcomes for all pupils, showed an improvement overall on the previous year and were above the national outcomes in all three subjects. Most notably, the percentages of pupils achieving greater depth, therefore a standard

		Supported Reading across KS1. To have dedicated senior leadership time devoted to planning, teaching and assessment reading in KS1 with specific attention given to the lowest achieving children.	21	re = £1,500 25% of projected annual salary = £15,000	that is higher than that expected nationally for the child's age, was significant , especially in reading: 2017 Reading outcomes: 75% achieved the expected level and 37% achieved the greater depth. 2017 Writing outcomes: 79% achieved the expected level and 25% achieved greater depth. Nationally, 76% achieved the expected standard in reading and 68% achieved the same standard in writing. Specifically, in relation to the pupils eligible for Pupil Premium funding, those pupils made strong progress in their reading and writing. Whilst those pupils' attainment on average was below the average attainment achieved by the whole cohort, the gap did not widen meaning that despite the additional challenges experienced by many of those children, the resources provided ensured that their pace of progress kept up with other pupils. In Year 1, in addition to the improving Phonics outcomes, all children, including the Pupil Premium children, made outstanding progress in reading with a very high proportion of children being assessed as reading beyond the level expected for their age providing improving capacity for continuing to deliver higher standards than achieved nationally at the end of Key Stage 1.																
2	Raise achievement in language and communication	Additional Speech and Language Provision	31	26% of cost = £3,900	Data shows an improvement on the previous year, and stronger outcomes than those achieved by schools in the borough: <table border="1"> <thead> <tr> <th>Communication and language</th> <th>2016 School %</th> <th>2017 School %</th> <th>2017 LA %</th> </tr> </thead> <tbody> <tr> <td>Listening and attention</td> <td>82.8</td> <td>86.0</td> <td>82.2</td> </tr> <tr> <td>Understanding</td> <td>83.0</td> <td>87.7</td> <td>81.6</td> </tr> <tr> <td>Speaking</td> <td>81.7</td> <td>87.7</td> <td>80.8</td> </tr> </tbody> </table>	Communication and language	2016 School %	2017 School %	2017 LA %	Listening and attention	82.8	86.0	82.2	Understanding	83.0	87.7	81.6	Speaking	81.7	87.7	80.8
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3	Raise achievement in Reading across Key Stage 2	Provision of an HLTA to work across classes in KS2 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. Invest in the library and literacy resources to enrich the reading experience of the children.	65 100 100	42% HLTA salary = £10,000 37% of SLA = £2,000 37% investment = £4,000	As evidenced in both the school's Ofsted report 2016 and the school's SIAMs report 2017, having experienced a dip previously, the school is now having a clear impact on raising standards and this can be seen in the tracking data and outcomes across the whole school, many of which are evidenced in this report. Our HLTA has a clear focus on ICT and teaches all children from Year 2 – Year 6. His enthusiasm and specialist knowledge inspires the children to achieve really well. The school is currently refining its assessment of ICT in order to be able to report more fully on this. Our library is a well-stocked and rich resource, accessed by all children in the school to enhance their reading experience on a weekly basis.																

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	<p>Maths continues to be a strength of the school. This year, as identified in Ofsted's 'Inspection Data Summary Report':</p> <ul style="list-style-type: none"> Mathematics progress was in the top 20% for at least two years, for all pupils. Progress in mathematics was significantly above average and in the highest 10% of all schools nationally. <p>Furthermore, pupils eligible for Pupil Premium achieved in the 31st percentile of schools nationally. (Where 1 is the top percentile)</p>
		To provide training for staff on more effective pedagogy for teaching maths.	100	37% cost of that training = £600	
5	To improve the personal development, emotional well being and behaviour of children	Part fund the Assistant headteacher for Inclusion	100	As above	<p>In December 2017, the school had its' SIAMs Inspection, its' statutory inspection as a Church of England Primary school. The school received 5 outstanding judgements, and so readers of this Pupil Premium Statement are also referred to that SIAMs report which can be found on the school website. In it, the impact of this school on children's personal development and well-being is made explicit. Here is one quote: 'Children articulate clearly about why they feel safe and are well supported by staff. They say 'staff treat us as if we are their kids', the impact being that staff, parents and children feel that they are 'loved' and that great care is taken in supporting them, especially the most vulnerable.'</p>
		Part fund the employment of a learning mentor	100	37% of salary = £10,000	
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	100	£30,000	<p>SIAMs December 2017: The children's attendance is improving because the headteacher and other staff take a proactive approach in supporting children and families to be in school regularly.</p> <p>Our Parental Engagement Officer provides a huge level of out-reach work with parents. Consequently, partnerships with parents are very strong even where families have particular challenges to overcome in order to get their children to school regularly and on time. 'Parents and children talk of the excellent pastoral support given, which in turn has a significant impact on children's personal, spiritual and academic development.'</p>
7	Enrich the learning of children by enabling them to access residential learning and trips	Provision of subsidies		42% of any school contribution to the cost of the residential trips – Gorsefield and PGL = £5,460	<p>Children continue to access these residential trips each year.</p> <p>Year 5 go to Gorsefield for two nights.</p> <p>Year 6 go to a PGL centre for four nights.</p> <p>The impact of these trips is on children's Personal, Social and Emotional attributes and learning. We see significant development of their confidence and resilience as well as their partnerships and team work with one another.</p> <p>The trips also give the children experiences of being outside of the big city, a totally contrasting environment, and one that is often quite unfamiliar to our city born children.</p> <p>Having both of these experiences, in Years 5 and 6, before moving on to secondary schools, in turn tends to mean that the young people leave</p>

					here much readier for the curriculum and environment that lies ahead.
8	To increase access to music tuition for children from disadvantaged backgrounds.	Significant music SLA	100	37% of Music SLA = £9,000	<p>The school continues to provide a significant level of music tuition for all children in the school.</p> <p>All children in years 1 and 2 have a weekly African drumming lesson.</p> <p>All children in years 3 and 4 have a weekly strings lesson and are able to learn either the violin or cello.</p> <p>A significant number of children in Years 5 and 6 also go on to learn either Brass or the Guitar.</p> <p>Awards children regularly perform in orchestra's including children from other schools.</p> <p>Our tutors provide private lesson where requested by parents too.</p> <p>Termly, all musicians perform in our concerts for parents.</p> <p>Music is a strength of the school and the opportunities are available for all children, including the children who are eligible for Pupil premium.</p>
9	To provide children with an enriched art experience.	Bow Arts and KS2 additional teacher	100	50% of teacher and Bow Arts = £6,500	The impact of this funding can be seen in the children's art work around the building. Despite a relentless drive on the core curriculum, children at this school receive a wide curriculum with subjects like PE, Art, Music and French taught by specialists leading to high achievement for all.
10	To seek to ensure that all children are able to swim confidently before they leave school.	Full time swimming teacher.		£33,000	By the end of year 4 last year, 70% of children were able to swim at least the government's target of 25 metres independently. Children yet to achieve the target will be supported further in Year 5 and we are aiming for 100% children by the time they finish Year 6. This provides an indication of impact. Currently our swimming teacher teaches all children from Nursery to Year 3 every week and target children in years 4 and 5 as outlined above. Her impact is widespread and only varies in response to cohort fluctuations in need.
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.	12	50% of HLTA salary = £12,000	<p>Last year our Year 6 cohort made outstanding progress in each of reading, writing and mathematics.</p> <p>Despite considerable challenges before reaching upper key stage 2, due to the provision across Years 5 and 6, this cohort achieved outcomes that were either in line with or above outcomes achieved nationally.</p> <p>Reading: 79% at age expectations, 25% at greater depth. (national:71 and)</p> <p>Writing: 71% at age expectations, 14% at greater depth. (national: 76 and</p> <p>Mathematics: 75% at age expectations, 32% at greater depth.</p> <p>61% children achieved the combined expectation across all three subjects, the same as achieved nationally.</p>
		Provision of an additional TA to focus on writing in Year 6.	12	50% of TA salary = £10,000	
		Purchase Success For All Year 6 Revision Units	17	50% of cost of SFA = £1,000	
		Provision of Easter School	17	50% of £2,000	

				<p>Our average standardised score in each subject was higher than that achieved nationally.</p> <p>We also had 11% children achieve the greater depth outcome across all three subjects, which was higher than the national picture and that achieved locally as well.</p> <p>Children eligible for Pupil Premium also made outstanding progress across Years 5 and 6 given their starting points as evidenced in the school's in year tracking data.</p> <p>Given their starting points, this were terrific outcomes which set the children up well for moving on to secondary school.</p>
			Total	£162,960