

Pupil Premium Strategy for the academic year, 2019.20

1. Summary information					
School	St. Luke's C.E. School				
Academic Year	2019.20	Total PP budget	£171,600	Date of most recent PP Review	November '19
Total number of pupils	436	Number of pupils eligible for PP	130	Date for next internal review of this strategy	October 2020

2. 2019 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	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			
	<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	70%	77%	78%
Attainment in writing	72%	77%	73%
Attainment in maths	75%	77%	79%

4. 2019 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	87%	75%	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 that particularly affect 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 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.	
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. If they are not in school, the work just is not 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 or exceed age related expectations.
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.
C.	Higher rates of progress across KS1 for all pupils eligible for PP in reading, writing and mathematics.	<ul style="list-style-type: none"> 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. Furthermore, seek to increase the proportion of Pupil Premium children who achieve greater depth in reading, writing and mathematics.
D.	Higher rates of progress across KS2 for all pupils eligible for PP in reading, writing and mathematics.	<ul style="list-style-type: none"> Gains made over the last three 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. 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.
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 reading, writing and mathematics.
F.	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	2019.20				
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 for all children	Continue to invest in the partnership with Achievement for All programme	The Achievement for all programme is positively evaluated by the EEF for its impact on the lowest achieving and disadvantaged children.	Through the creation of an Achievement for All and Pupil Premium champion on the SLT	Assistant Headteacher for EYs and Y1	July 2020
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 2020
	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
	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 2020
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 a more experienced leader both in school and a LA Literacy Consultant, to coach and mentor her development.	Headteacher	July 2020

	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.	Assistant Headteacher for Reading across KS2 and Phase leader for Years 4, 5 and 6.	Termly
Total budgeted cost					£31,760
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 and 2. (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.	Assistant Headteacher for Early Reading and Phase leader for Years 2 and 3	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.	Assistant Headteacher for Reading across KS2 and Phase leader for Years 4, 5 and 6.	Termly
Total budgeted cost					£67,048

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 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.	Deputy Headteacher for ICT and 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.	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					£72,792

Review of expenditure and impact in 2020

	<i>Desired outcomes</i>	<i>Success criteria</i>	<i>Evaluation</i>
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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.	
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E.	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.	
F.	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.	