



## Pupil Premium Strategy 2020-2021

### St Luke's Church of England Primary School

The Government launched Pupil Premium funding in April 2011.

The Pupil Premium was at first allocated to children from low income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months.

Eligibility for the Pupil Premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals Measure).

From 2014 the Pupil Premium was also allocated to children who have been in care for 1 day or more and those who are adopted.

Schools also receive funding for pupils who are children of service personnel.

In 2020-21 the Pupil Premium allocation is £1345 per child, £1000 for Looked After Children (LAC) and £2345 for Previous Looked After Children (PLAC). This funding is for April 2020 - April 2021

*It is for schools to decide on how the pupil premium, allocated to schools per free schools meal pupil, is spent since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility*

#### DfE Website

At St Luke's Mr Hardaker, Headteacher, has overall strategic responsibility for this area. He is supported by the Deputy Head, Mrs Derbyshire.

Miss Bentley is the school's Pupil Premium Lead, monitoring the progress of all children entitled to the funding.

The Governors meet at least twice a year to plan, monitor and review the Pupil and Sports Premium provision.

St Luke's is allocated a total of £12,760 pupil premium funding. This includes £1000 for Looked After Children and £2345 for Previously Looked After Children.

Number of Pupil Premium children – 7 (£9415)

Number of Looked After Children - 1. (£1000)

Number of Previously Looked After Children – 2 (£2345/One pupil only eligible for funding after April 2021).

1. Summary information					
<b>School</b>	St Luke's C.E. Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£12,760 (Sept 20)	<b>Date of most recent PP Review</b>	Sep 20
<b>Total number of pupils</b>	215	<b>Number of pupils eligible for PP</b>	9 (Sept 20)	<b>Date for next internal review of this strategy</b>	Jan 21

## 2. Current attainment

	<i>Pupils eligible for PP (our school SATS 2019) *Based on 3 pupils No 2020 data due to COVID-19</i>	<i>Pupils not eligible for PP (national average) *Based on 27 pupils</i>
<b>% achieving expected in reading, writing &amp; maths</b>	66% (R,M com +2.7 scaled score 106)	<b>88% (%)</b>
<b>Expected progress in reading</b>	<b>+2.9 (2019)</b>	<b>+2.7 (2019)</b>
<b>Expected progress in writing</b>	<b>+4.5 (2019)</b>	<b>+3.9 (2019)</b>
<b>Expected progress in maths</b>	<b>+0.6 (2019)</b>	<b>+5.4 (2019)</b>

## 3. Barriers to future attainment (for pupils eligible for PP)

### Possible in-school barriers

<b>A.</b>	Attainment on entry is below national average and in some instances significantly below
<b>B.</b>	Poor language acquisition due to limited experiences in early childhood and beyond
<b>C.</b>	Limited life experiences and lack of stimulation in home environments
<b>D.</b>	Parental engagement with school and children's learning is inconsistent across the school – low aspiration and expectation of children from home
<b>E.</b>	Limited perseverance, resilience and aspiration
<b>F.</b>	Behaviour i.e. pupils with specific social and emotional needs which impact on learning

### Possible external barriers (issues which also require action outside school, such as low attendance rates)

<b>G.</b>	Poorer attendance and punctuality
<b>H.</b>	Serious illness or decreasing health

<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	In school attainment and progress gap is diminishing between disadvantaged children and other pupils in every year group.	Every year group shows the in school gap is closing
<b>B.</b>	Improved speech and language acquisition in the Foundation Stage.	Good progress demonstrated in EYFS assessment showing improvement from starting point.
<b>C.</b>	Wide range of activities provided for all children to enhance the curriculum. Targeted children to attend. specific events	Increase levels of aspiration and engagement. Improved attainment and progress
<b>D.</b>	Increased parental engagement of Pupil Premium families with children's learning.	Questionnaires show high level of satisfaction of families. Improved attendance at parents' evening.
<b>E.</b>	Increased levels of resilience and perseverance.	Measured improvement in Pupil questionnaires (compared to those completed in February 18). Pupil interviews (termly teaching and learning reviews)
<b>F.</b>	Improved behaviour and attitudes to learning.	Decrease in the number of recorded behaviour incidents. Removal from Individual Behaviour Plans and Pastoral Support Plans.
<b>G.</b>	Improve attendance and punctuality of all pupil premium pupils.	Attendance and punctuality percentages will improve for all PP children
<b>H.</b>	Pupils feel supported and able to access learning more easily.	Early Help Assessment. Startwell and Counsellor Service referrals.

## 5. Planned expenditure

**Academic year**

**2020-2021**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continue to increase the percentage of pupils in receipt of premium pupils who are working at the expected levels in Reading, Writing and Maths at KS1 and KS2	Pupil Premium Lead to monitor standards and identify areas of success to share across school. Progress meetings to focus on pupil premium attainment.	4.6% of school is Pupil Premium – maintain emphasis on standards for pupil premium children in progress meetings. Highlight pupil premium children who are of higher ability- provide challenge to aim for greater depth.	Pupil Premium Lead to report to SLT and Governors on spending and its effectiveness.	LB AE LD SH	January 2021 April 2021 July 2021 Pupil Tracking Meetings  Total Pupil Premium Cost: £12,760

<p>Quality first teaching- never less than good. Effective assessment (formative) to identify gaps in knowledge and skill and differentiate lessons to ensure adequate challenge and support.</p>	<p>Bespoke curriculum planned to stimulate all children but especially the pupil premium children. Use of Learning Ladders and marking to track progress and identify areas of strength and weakness for each child/group.</p>	<p>Most vulnerable children to be taught by highest quality staff each day. Use of formative assessment and quality feedback proven to aid progress.</p>	<p>Termly progress meetings. Pupil Premium Lead to track progress of pupil premium children specifically. Provision map for each class to identify how weaker areas will be supported and higher ability children will be challenged. Assessment group to develop quality assessments for foundation subjects Teaching and Learning reviews - Lesson observations, work scrutiny and pupil interviews.</p>	<p>SH LD LB AE NR MS KA</p>	<p>November 2020 March 2021 July 2021 Pupil Tracking Meetings</p> <p>Total Pupil Premium Cost: £12,760</p>
<b>Total budgeted cost</b>					<b>£12,760</b>
<b>Grand Total budgeted cost</b>					<b>£12,760</b>

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?
Continue to improve Maths attainment and progress in Years 5 (1 pupil) and 6 (2 pupils) (Diminish the difference by 5 or more points on the Learning Ladders Assessment)	Extra Maths intervention for pupil premium pupils. Focus on specific children on specific objectives – linked to whole class theme	Recovery work due to COVID-19 in order to diminish the difference with peers. Some 1:1 support and small group work within the class. Other pupil premium pupils will benefit from the extra support.  (see appendix B)	Lesson observation Work scrutiny Progress meetings Pupil discussion Learning Ladders Assessments	AE	January 2021 April 2021 July 2021 Pupil Tracking Meetings  Intervention Support Cost: £8,825 (see appendix A)
Improvements in pupils' writing in Years 3 (3 pupils), 4 (2 pupil), 5 (1 pupil) and 6 (2 pupils) (Diminish the difference by 5 or more points on the Learning Ladders Assessment)	Focused guided writing sessions. Focus on specific children on specific objectives – linked to whole class theme	Recovery work due to COVID-19. Not all pupils were on track to meet age related expectations and some are still working below. SLT working with other teachers- sustainable CPD for staff.	Lesson observation Work scrutiny Progress meetings Pupil discussion Learning Ladders Assessments	LB MS AE LD	Through termly progress meetings January 2021 April 2021 July 2021 – data analysis Pupil Tracking Meetings  Intervention Support Cost: £9,253 (see appendix A)

<p>Improvements in pupil reading and writing in Years 3 (1 pupil) and 6 (2 pupils)</p> <p>(Diminish the difference by 5 or more points on the Learning Ladders Assessment)</p>	<p>Y3 teacher to provide focused reading sessions with specific support Specific weekly 1:1 focused support sessions.</p>	<p>Recovery work due to COVID-19 Pupils behind age related expectations. One pupil in Year 6 started part way through Year 5. One pupil is well below age related expectations. One pupil is working within the age related expectation.</p> <p>(see appendix B)</p>	<p>Lesson observation Work scrutiny Progress meetings Pupil discussion Learning Ladders Assessments</p>	<p>KA AE</p>	<p>Through termly progress meetings January 2021 April 2021 July 2021– data analysis SEND reviews</p> <p>Intervention Support Cost: £9,253 (see appendix A)</p>
<p>Improvement in maths attainment and progress of pupil premium children in Y5 and Y6</p>	<p>1:1 maths tuition – Third Space online programme</p>	<p>One pupil in Y6 started part way through Y5. One pupil started at the end of Y4. One pupil is well below age related expectations. One pupil is working within the age related expectation. Higher attaining children to achieve targets set using prior attainment in EYFS and Y2.</p>	<p>Class teacher to monitor weekly progress Maths Lead to monitor SLT to monitor as part of termly data analysis Learning Ladders Assessments</p>	<p>AE LD</p>	<p>Weekly January 2021 April 2021 July 2021</p> <p>Third Space Tuition Cost: £1,200 (see appendix A)</p>
<p><b>Pupil Premium allocated total cost</b></p>					<p><b>£9,253</b></p>
<p><b>ii. Other approaches</b></p>					

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?
Improved mental health and well-being of pupil premium children to allow better access to curriculum and build resilience and perseverance	Social skills groups 1:1 Mentoring Play Therapy Counselling Educational Psychologist visits.	Recovery work and mental health support for pupils affected by the impact of COVID-19. Further Mental health issues, dysfunctional and chaotic home lives can lead to low confidence and self-esteem and poor social skills which in turn prevent children from accessing learning effectively.	Use of effective assessments at start of support followed by timely assessment of progress. Provision map in place – focus on outcomes in both attitude and achievement. The results of the Well-Being Measurement for Schools Report demonstrates that pupils have strong mental health and well-being compared to pupils nationally.	LB SH Wigan Family Welfare Place 2Be	Termly review and progress meeting Counselling Cost: £612 (Wigan Family Welfare Counselling Service/Place 2be)  Education Psychologist Cost: £350 (see appendix A)
Maintain good attendance and punctuality of pupil premium children in Y3 (1 pupil))	Rigorous monitoring of attendance data. Clear system of warning letters and parent meetings in place Early Help assessment where necessary followed by Startwell referral if necessary Rewards system in place Penalty notice system in place via LA	Maintain the improved attendance in order continue to improve attainment. Both pupils live approximately 7 miles from school.	Headteacher to work directly with families and Startwell to ensure success. Set up Early Help if necessary.	SH LB KA	Fortnightly review of individual children and half termly school analysis. Transport Cost: £1216 (see appendix A)

<p>Parental engagement in specific projects to improve the attainment and progress of pupil premium children</p>	<p>Mental Health parent workshops EYFS stay and play sessions Use of website to improve knowledge of curriculum and enrichment.</p>	<p>Direct link with parental engagement, attainment and attendance. Improved knowledge and understanding of mental health issues therefore families are more equipped to support their children.</p>	<p>Monitored by SLT via feedback and questionnaires</p>	<p>SH LB LD</p>	<p>April 2021 July 2021</p>
<p>Widen pupil experiences – raise aspiration</p>	<p>Pupil Premium covers the cost of: Performances in school. Trips and visits linked to curriculum Attendance awards. Subsidise Y6 residential. Dyslexia resources Subsidise some school trips. Music books bought. Music tuition. Extra curricular activities. School snack. Travel costs to school</p>	<p>Improve pupil well-being and increase motivation of pupils to achieve. Support the attendance and punctuality of two pupils who live a long distance from school.</p>	<p>Monitored by Headteacher, Inclusion/PE/ PHSE Lead and SBM.</p>	<p>SH HM KV AE</p>	<p>Widen Experiences Cost: £419 Dyslexia Resources Cost: £100 Snack Cost: £810 Transport to school £1216</p>
<p><b>Pupil Premium allocated total cost</b></p>					<p><b>£3,507</b> (Transport included once)</p>

## 6. Review of expenditure (Impact report)

Previous Academic Year

2019-120

Desired outcome	Chosen action / approach	Effect	Lessons learned (and whether you will continue with this approach)	Cost
<p>Continue to increase the percentage of pupil premium pupils who are working at the expected levels in Reading, Writing and Maths at KS1 and KS2</p>	<p>1:1 and small group tuition in English and Maths</p>	<p><b>No data for 2020 due to COVID-19</b></p> <p>2018-19 data            Clear evidence of impact in sessions evidenced in children's books.            Disadvantaged children made good progress in all year groups.  <u>End of Key Stage 2 (3 pupils)</u>            Reading- 66% of disadvantaged children met the expected standard. This is above the national average.            Reading- 33% of disadvantaged children achieved the higher standard. This is above the national average.            Maths – 66% of disadvantaged children met the expected standard. This is above the national average.            Writing – 100% of disadvantaged children met the expected standard. This is above the national average.            Writing - 33% of disadvantaged children achieved the higher standard. This is above the national average.            SPAG – 100% of disadvantaged children met the expected standard. This is above the national average.            SPAG- 66% of disadvantaged children achieved greater depth. This is above the national average.  <u>Progress Measure</u>            Reading = 2.9      Maths = 0.6      Writing = 4.5</p>	<p>The team teach approach in year 6 has had more lasting impact and is evident in class work, progress and attainment data. This has impacted considerably on the progress of the disadvantaged pupils in Year 6.</p>	<p>17,160</p>

<p>Improve Maths attainment in Years 5 and 6 (Diminish the difference by 5 or more points on the Learning Ladders Assessment)</p>	<p>1:1 and small group tuition in Maths, Extra Maths intervention for pupil premium pupils. Focus on specific children on specific objectives – linked to whole class theme</p>	<p>Pupils in years 5 and 6 made progress up to the point of school closure. Two pupils had made outstanding progress which was well above the average progress of non- pupil premium pupils up to the point of school closure. However further support is still required in 2020/21 and the curriculum was not complete due to COVID-19</p>	<p>To continue to use additional strategies such as Third Space Learning in Year 5 to further support pupils attainment and progress.</p>	<p>£1200</p>
<p>Improvements in pupils writing in Years 2 (Diminish the difference by 5 or more points on the Learning Ladders Assessment)</p>	<p>Y2 teacher to observe English Lead guided writing sessions. Focus on specific children on specific objectives – linked to whole class theme</p>	<p>All pupils had made progress. However further support is required in 2020/21 and the curriculum was not complete due to COVID-19. Staff are better trained and equipped to deliver quality writing sessions to year 2 pupils.</p>	<p>To continue with focused Big Write target setting, focused guided writing sessions. and focus on specific objectives – linked to whole class theme</p>	<p>£400</p>
<p>Improvement in maths attainment of pupil premium children in Y5 &amp;Y6(Diminish the difference by 5 or more points on the Learning Ladders Assessment)</p>	<p>1:1 maths tuition – Third Space online programme</p>	<p>All pupils had made progress. However further support is required in 2020/21 for the Y5 pupils and the curriculum was not complete due to COVID-19. Y6 pupils benefitted from the excellent learning resources provided by Third Space learning. Two Y6 pupils made outstanding progress up to the point of school closure.</p>	<p>To continue with the Third Space Learning Programme and roll it out to other pupils in years 5 and 6 during the 2019/20 academic year.</p>	<p>£1200</p>
<p><b>i. Other approaches</b></p>				

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
Improved mental health and well-being of pupil premium children to allow better access to curriculum and build resilience and perseverance	1:1 sessions Social skills groups 1:1 Mentoring Play Therapy Counselling Advocacy Designated adult as a point of contact Support from Wigan Family Welfare	Counselling and advocacy had a significant impact on those involved in terms of ability to access curriculum. It improved well-being and supported the mental health of pupils. Helped support pupils with safeguarding issues. Pupils are more resilient. Reduction in anger outbursts, aggression to others and distress. Children in Play Therapy worked through issues and achieved higher standards than in the previous year. Children are able to verbalise their concerns and then continue with their learning following therapy.	To continue next year.  Also use pupil premium funding to support additional Educational Psychologist time for children with additional needs	£1000
Improved access to additional opportunities that pupil premium families may not be able to afford	Funding for music tuition and subsidies for school trips	This funding has allowed children to access music lessons and the Anderton Centre Y6 residential for a much reduced fee. Subsidies for trips and long payment terms allows all children to afford trips and activities.	To continue in the future.	£400

<p>Improve attendance and punctuality of pupil premium children</p>	<p>Rigorous monitoring of attendance data. Clear system of warning letters and parent meetings in place Early Help assessment where necessary followed by Startwell referral if necessary Rewards system in place Penalty notice system in place via LA</p>	<p>Attendance of pupil premium pupils has improved. The attendance rate for 2019/20 was 98.2% up to school closure on the 20 March 2020. The pupils supported with transport costs all had excellent attendance up to school closure. There is no significant difference between the attendance of pupil premium pupils and non-pupil premium pupils.</p>	<p>To continue next year. Make referrals when necessary.</p>	<p>£1216</p>
<p>Widen pupil experiences – raise aspiration</p>	<p>Performances in school. Trips and visits linked to curriculum Attendance awards. Subsidise Y6 residential. Subsidise some school trips. Music books bought. Music lessons. Extra curricular activities. School snack.</p>	<p>Improved pupil well-being and increased motivation of pupils to achieve. Disadvantaged pupils have more opportunities to learn a musical instrument, attend a residential and take part in extra-curricular activities. Pupils were able to access music tuition and learn a musical instrument because cost was no barrier.</p>	<p>To continue in the future</p>	<p>£3723 (see also Sports Premium impact report for 2019-20)</p>

**Appendix A Pupil Premium Spending Allocation 2020-21**

<b><u>Allocation Overview</u></b>	<b><u>Allocation</u></b>	<b><u>Continued / New</u></b>	<b><u>Area</u></b>
Intervention Support – Year 1 – (TA 0.3)	£1092.25	New	<b>Class Intervention</b> £9253
Intervention Support – Year 3 – (TA 0.3)	£2,184.50	New	
Intervention Support – Year 4 – (TA 0.3)	£1,839.50	New	
Intervention Support – Year 5 – (TA 0.3)	£1,692.25	New	
Intervention Support – Year 6 – (TA 0.3)	£1,244.50	New	
Third Learning Space Tuition	£1,200	New	
Wigan Family Welfare Counselling Service	£612	New	<b>Wigan LA/Family Welfare/Place 2be Support Services</b> £962
Educational Psychologist	£350	New	
Widen pupil experiences	£419	New	<b>Wider Opportunities</b> £2545
Snack	£810		
Dyslexia Resources	£100		
Transport	£1216		

**Appendix B Pupil Premium Spending Allocation 2020-21**

**PUPIL PREMIUM SPEND SEPTEMBER 2020 - JULY 2021**

(£11860 Total funding, including £1000 for Looked After Children and £2345 for Previously Looked After Children)  
 Pupil Premium children - 7 LAC - 1 PLAC - 2(1 pupil eligible for funding April 2021)

Pupil		Cost and allocated support
C	Rec	PLAC (Eligible for funding April 2021)
D	Y1	Snack money-90 English/Maths small group support-£1092.25 Extra Curricular Club - £30 Other services inc. Educational Psychologist/Counselling -£132.75 FSM.
E	Y3	Snack money-£90 Extra Curricular Club and trips -£30 Transport- £1216 Other services inc. Educational Psychologist/Counselling -£9 FSM
F	Y3	Snack money-90 English/Maths small group support-£1092.25 Extra Curricular Club - £30 Other services inc. Educational Psychologist/Counselling -£132.75 FSM.
G	Y3	Snack money-£90 English/Maths small group support -£1092.25 Extra Curricular Club -£30 Other services inc. Educational Psychologist/Counselling -£132.75 FSM
H	Y4	Snack money- £90 English/Maths small group support- £747.25 Extra Curricular Club- £30 Other services inc. Educational Psychologist/Counselling -£132.75 LAC
I	Y4	Snack money-90 English/Maths small group support-£1092.25

		Extra Curricular Club - £30 Other services inc. Educational Psychologist/Counselling -£132.75 FSM.
J	Y5	Snack money-£90 English/Maths small group support- £1692.25 Extra Curricular Club- £30 Third Space 1:1 -£400 Other services inc. Educational Psychologist/Counselling -£132.75 PLAC
K	Y6	Snack money -£90 English/Maths small group support -£622.25 Extra Curricular Club -£100 Other services inc. Educational Psychologist/Counselling -£132.75 Third Space 1:1 -£400 F6
L	Y6	Snack money- £90 English/Maths small group support-£622.25 Extra Curricular Club- £100 Other services inc. Educational Psychologist/Counselling -£132.75 Third Space 1:1 -£400 F6



