

St. Luke's Academy Pupil Premium Strategy 2020/21

1. Summary Information			
Academic year	2020/2021	Total PP budget	£49,054
Total number of pupils	73	% of students eligible for PP	70% (51, including Ever 6 students)
Academic year	2019/2020	Total PP budget	£51,014
Total number of pupils	73	% of students eligible for PP	73% (53)
Impact of spend from last academic year 2019/2020			
<p>The majority of the spend last academic year was spent on staffing and developing the pastoral team to support the individual SEMH needs of our students through pastoral intervention. Students made progress last year, however this year with the introduction of the PASS survey the school is able to identify specific emotional gaps in student's development to ensure that intervention is much more targeted and has more impact.</p>			

St. Luke's Academy FSM	National FSM	National Special School FSM
2020/21	Jan 2020	Jan 2020
59% (43)	17.3%	40.1%

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2. Desired outcomes for 2020/21-linked to SDP (<i>desired outcomes and how they will be measured</i>)		Success criteria-linked to SDP
A	To establish a well- planned and sequenced curriculum which allows students to gain the knowledge and skills required to achieve their clearly defined end points.	A curriculum that is designed and taught so that students read at an age-appropriate level through the implementation of a rigorous and sequential reading and literacy programme that develops students fluency, confidence and enjoyment in reading ensuring that students are able to access the rest of the curriculum.
B	To establish a clear values system and ethos which complements the curriculum to support the personal development of students to ensure they become positive members of society.	For all pupils to make marginal gains in emotional, social and mental wellbeing as measured through the baselines evidenced on the PASS survey. Teaching staff have good knowledge of EHCP outcomes and monitor progress of these throughout the academic year; this monitoring then feeds into the annual

		review process
C	Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training for all. This is realised through; rigour, shared values, policies and practice	AP for Attendance to roll out Attendance strategy to ensure improved attendance from 78.2% to 91%, including those students who are PP

3. Planned Expenditure					
Academic year 2020/21					
The three heading below enable schools to demonstrate how they are using 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 the academy ensure it is implemented well ?	Staff lead	Evaluation of effectiveness (to be evaluated over 2020/21)
In class support and small group interventions to improve progress rates and address gaps in learning	<p>Effective utilisation of Tas in all lessons to support individuals through directed support</p> <p>Focus on personalised learning approach utilising EHCP outcomes</p> <p>CAT assessment 166.15</p> <p>Purchase of PASS survey 138.46</p>	<p>Ensure personalised learning approach is adopted for inclusivity</p> <p>Evidence and need shown in EHCP outcomes, individual student attainment and SEMH measures e.g. PASS survey</p> <p>Documentation of annual reviews</p>	<p>Regular learning walks, book scrutiny and data drops.</p> <p>Fortnightly line management meetings with Tas</p> <p>Assessment through RAG rating of EHCP outcomes 3x year</p>	AP SEN	<p>Progress measured in line with key performance indicators</p> <p>Outcomes on EHCPs</p> <p>FFT predictions</p> <p>Formative and Summative assessments</p> <p>Termly data drops</p>

Behaviour improves and decreases well under the line of control over time	Pastoral interventions	To identify students of concern and implement a strategy to support Use of Sleuth to evidence outcomes	Daily analysis Pastoral interventions CPD	AP Behaviour identifies and directs interventions	Consistently under the line of control of 2
Refined personalised individual interventions to support specific need	EHCP outcomes used as a tool to underpin Teaching and Learning, planning and differentiation Purchase of LASS £281.99 TA to run baseline assessment 60 hours 1 TA £861	Identification of specific needs through EHCPs and PEPs used to underpin planning for personalised Teaching and Learning and Inclusion LASS used as a baseline assessment ensuring accurate deployment and differentiation	Progress against outcomes measured through EHCPs, performance data and engagement with PASS Learning walks	AP for SEN	At annual reviews At PEP meetings Data drops show progress towards predictions Sleuth data shows improvement in behaviour PASS data shows progress in areas of SEMH
Literacy Intervention Programme	Provide provision to support students in engagement and progress £260 per delegate x 4 £1,040 Purchase of Read write inc resources £1200 Purchase of Comprehension Express resources £952	National programme recognised to support progress in reading age. Needs identified for RWI following assessment. Evidence in outcomes. Comprehension express material recognised to support gaps in English to support an increase	Weekly engagement tracker Data from assessments	VP English lead	Reading and Spelling ages

		in both reading and spelling ages for students			
ii Targeted support					
Attendance staffing to improve attendance of PP students	Weekly analysis of PP students attendance data Interventions and monitoring of impact of interventions	Multi agency meetings Link with EWO	To help students increase their attendance, focus on students 90% and below	AP behaviour DSL	Termly attendance for all PP students
lii Other approaches					
Provide support for vulnerable students to support: behaviour, attendance and attainment through effective work of pastoral team.	3 Pastoral workers 25 hours 20 hours 20 hours £44,394.16	Support pupil's regulation through effective behaviour strategies	Monitoring of attendance, behaviour and outcomes of targeted PP students. Regular contact with families Support with student's regulation at home through reintegration meetings and annual reviews	AP behaviour AP SEN	Improved regulation within school environment Improved behaviour within the family home Any referrals to multi agency followed up and ensure they are actioned
Pp students to be part of the Academy Council	Ensure PP students are represented Refreshments £20.24	Support PP students with pupil voice to represent the academy	Participation and actions from meetings with academy council minutes	GC	Proportionate representation of student voice across the whole school community
Total budgeted cost					£49,054

Total PPG Allocated 2020/21	£49,054
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