# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

| **Detail** | **Data** |
| --- | --- |
| School name | St Luke and St Philip’s |
| Number of pupils in school | 194 |
| Proportion (%) of pupil premium eligible pupils | 52% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020 - 2023 |
| Date this statement was published | 12.10.21 |
| Date on which it will be reviewed | 12.10.22 |
| Statement authorised by | Samantha O’Connell |
| Pupil premium lead | Ann Webster |
| Governor / Trustee lead | Helen Bird |

**Funding overview**

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £107,487.00 |
| Recovery premium funding allocation this academic year | £11,310 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £118,797 |

# Part A: Pupil premium strategy plan

## Statement of intent

| Pupil premium funding is utilised to ensure all disadvantaged children -   * achieve to their fullest potential, * experience a curriculum which broadens their horizons and aspirations, * are fully included in all aspects of school life, * have happy and settled home and school lives.   The School Development Plan addresses the following areas as priorities for the school. The Pupil Premium Strategy works alongside this document.  Key barriers to learning identified -   * Children starting school in Reception with below ARE language acquisition, * Poor knowledge of vocabulary across school, * Percentage of children and families starting school in differing year groups who are new to the country, * Mental health and wellbeing needs for some children and their families.   Key focuses to address these barriers -   * Developing strategies across school for the teaching of vocabulary, * Incorporating oracy techniques within the curriculum, * Using metacognitive strategies to ensure a better understanding of the curriculum, * Targeted support for speech, language and communication needs through assessment, intervention and external professional support, * Increased awareness of mental health and wellbeing for children and adults and knowledge of how to support. |
| --- |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1 | Attainment in reading, writing, maths and phonics - to be in line with national expectations.   * Due to the challenges of COVID over the last 18 months, pupil progress has been average, whereas in previous years it was good. For some children, this has impacted negatively on closing the gap and attaining ARE. * Children starting school in Reception class * Breadth and understanding of vocabulary is low across school, which impacts on learning in all areas of the curriculum * 58% of children are EAL learners, with 29 different home languages spoken across school. Some parents struggle to support their children with reading and spoken English |
| 2 | Deeper knowledge of the curriculum   * A lack of vocabulary and personal experiences means teachers have to fill these gaps before beginning key objectives for a topic. |
| 3 | Attendance - to identify and improve attendance of pupils with persistent absences, to be in line with school target of 96%   * Some families require additional support to ensure their children attend school regularly, and to understand and value the importance of education. |
| 4 | Mental health and wellbeing - positive mental health and wellbeing to be promoted across school for all stakeholders   * Some children struggle with their mental health due to life circumstances and therefore struggle to learn as this is not a primary focus for them. * Some parents struggle with their own mental health which has a direct impact on their children. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| **Intended outcome** | **Success criteria** |
| --- | --- |
| Raised progress and attainment in reading, writing, phonics and maths | Year 1 children to achieve at least the national average expectation for the phonics screening test.  Year 4 children to achieve the national average expectation in the multiplication tables check.  Children in KS2 to achieve the national average expectations in the SATs tests.  In-house teacher assessment data in all year groups to be in line with national expectations. |
| Children will have a deeper understanding of all aspects of the curriculum | Book scrutiny and pupil conferencing evidence children’s deeper understanding of the curriculum.  Children can confidently talk about their learning, making links to previous learning.  Children have enquiring minds and actively dig deeper with their questioning, justifying their thoughts.  Children use metacognitive strategies to self-regulate their learning |
| Attendance of all children to be at least 96% | All children to be attending school fully. Families where persistent absence is an issue understand the impact absence has on their child’s learning and wellbeing.  Pupil Wellbeing Lead (PWL) has good working relationships with such families and supports where necessary. |
| All children and families to be in good mental health having a positive impact on wellbeing. | Children can talk about their own mental health and wellbeing eg through the PSHEC curriculum  Children and families know how, where and when to get support if it is needed.  Children and families engage with support from the PWL, staff and external agencies. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *45,373*

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Streamed classes for phonics - use of support staff to take groups, Learning Support Assistant in each class every morning supporting in maths and English | This model has been used for several years and pre-COVID, was very successful with the percentage of children in yr1 passing the phonics screening test higher than the national expectations. | 1 |
| Additional teacher to support Yr3 and Yr4 with targeted groups for reading, writing and maths | Internal assessment has identified children in Years 3 and 4 to be particularly low compared to ARE. | 1 |
| Additional teacher supporting Yr6 | Additional support enabling the children to access lessons that are more personalised to their needs in English and Maths, with the aim of achieving national expectations in the SATs | 1 |
| Whole school training - Vocabulary acquisition | Pupil progress meetings and teacher assessments identify vocabulary as an area of need. | 1 and 2 |
| Whole school training - metacognition | EEF indicates using metacognitive strategies can make up to 8 months additional progress in one year. | 1 and 2 |
| Whole school training - Oracy | To support learning through developing creativity and critical thinking. To support children’s ability to fulfil their potential in later life (cultural capital) | 1 and 2 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ *34,562*

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Learning support assistants providing targeted support addressing misconceptions in Maths and English | Pupil progress meetings and internal data highlighted lower levels of attainment in Maths and English | 1 |
| Speech Therapist employed one day a week to focus on early identification of need in Reception and KS1 | Low language acquisition in Reception and KS1 | 1 |
| Learning support assistant delivering tailored speech and language intervention programmes | Low language acquisition in Reception and KS1 and specific areas of need identified by the speech therapist | 1 |
| Learning support assistant delivering tailored EAL intervention programmes | High numbers of children across school with little or no English, struggling to access the curriculum | 1 and 2 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *29,916*

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| PWL supporting families with persistent absences | Pre-covid, the average attendance across school was on or around the target of 96%. There are however a small number of families where persistent absence is an issue. | 3 |
| Counsellor working 1 morning a week focusing on individual children with high concerns around mental health and wellbeing | There are a number of children identified across school as needing support for their mental health and wellbeing at a more professional level than staff in school can give, however their needs are not matching the criteria for ELCAS support. (East Lancashire Child and Adolescent Service - or CAMHS) | 4 |
| PWL supporting groups of children with lower level mental health and wellbeing needs through ELSA programme | Children identified across school as needing nurturing support. PWL completing the ELSA training. A combination of 1:1 and group sessions using Talkabout resources will provide structured support with SMART targets matching the children’s needs. | 4 |

**Total budgeted cost: £109,851**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

| **Teaching priorities for previous academic year** | |
| --- | --- |
| Priority 1. - To develop phonics, spellings and reading through Read Write Inc. | * Unfortunately streamed Read Write Inc groups were not possible because of covid, instead phonics lessons using RWI strategies and resources continued full class but with some differentiation. Phonics assessments were carried out in-house, with 58% of Yr1 passing the test and 54% of those who needed to retake the test in Yr2 achieving a pass. * Average percentage across school indicates approx 45% of children working at age related expectations. The profile is very spiky with the percentage of children at ARE decreasing as the year progresses particularly in Yr 1 and Yr 5. * Pupil Conferencing has shown clearly that story time has had an impact in classes as there is a buzz around stories and reading. The children are enthusiastic about reading and being read to. Guided Reading structure is being followed in most classes with the focus being on vocabulary work and comprehension. All children were able to speak about the structure of Guided Reading and understand their own needs in reading well. |
| Priority 2 - To further develop Maths and ensure mastery reasoning is embedded consistently throughout school. | * Outcomes have been affected by Covid and the increased amount of time at home due to lock down and isolation. Remote learning has taken place but teachers have found it hard modelling strategies and concepts especially in Maths. * Summative progress for the Summer Term shows that in Maths average progress and above has been made across school. * Through pupil conferencing, it is clear that White Rose Maths is having an impact across Key Stage 2. Children enjoyed the lessons and felt they were challenging. They explained that staff were confident enough to adapt lessons where needed, slowing down approaches to ensure understanding is secure before moving on. All children were able to explain mathematical concepts clearly and discuss their work confidently. |
| **Targeted academic support for previous academic year** | |
| Priority 1 - Improve language and vocabulary across the school | * Weekly support from a Speech Therapist has enabled staff to support groups of children in Reception and KS1 on specific areas of need. Interventions have focused on vocabulary, expressive and receptive language skills. Groups will continue next year, along with assessment of the new Reception class. * The Wellcomm Speech and Language Assessment was completed with all children in Reception class and Year 1. The data collected was used to identify whole class strategies focusing on common areas of need, with more specific needs identified being addressed through the language interventions as mentioned above. * Pupil conferencing and teacher assessment highlight the positive impact metacognitive approaches have had on the retention of topic specific vocabulary, including the use of the pre-topic script, concept maps and knowledge mats. Children’s improving use of tier 3 vocabulary orally demonstrates a better understanding of the knowledge learnt. * Two teachers have completed the first year of Voice 21 Oracy training and have been trialling strategies in their classrooms, with positive impact on the retention and use of key vocabulary. |
| Priority 2 - To improve attainment in times tables and monitor progress through data tracking | The unofficial data collected from the Times Tables Rock Stars program showed -   |  | Ave score out of 25 | % scoring 25/25 | | --- | --- | --- | | St Luke & St Philip’s | 19/25 | 46% | | BwD LA | 19/25 | 23% | | National | 18/25 | 19% |   The year 4 class achieved an average score in line with the local authority and marginally better than nationally.  The percentage of children achieving full marks, whilst lower than national expectations, was significantly higher than the local authority and nationally. |
| **Wider strategies for previous academic year** | |
| Priority 1 -To provide a programme of study to develop essential life skills and character skills | * Due to COVID restrictions, this programme of study was not able to start. Staff revised previous strategies for growth mindset, linking with metacognitive strategies. |
| Priority 2 - Staff training on mental health and well-being, looking at how best to support pupils with mental health and difficulties. | * Deputy Head completed the Mental Health First Aid training for adults course (February - March 21) and collaborated with other trained staff from the SIG group to develop an action plan for schools, with a view to supporting staff and parents with mental health difficulties. This has led to support for identified parents alongside the Pupil Wellbeing Lead, which in turn has supported their children. * Working with BwD Authority each School Improvement Group has been assigned a Mental Health Practitioner, providing a weekly drop in consultancy service in identifying and working with children displaying mental health concerns. Children of concern have been discussed at the drop-in sessions, which has given supportive strategies and advice on referring to certain external professionals (eg ELCAS, Clinical Psychology) * During the lockdown period from January to March, all classes delivered live remote learning on a daily basis. This provided opportunities for daily contact and the chance to talk to each child. Staff were able to note any concerns (for example - some children were wearing their coats during the live lessons because they were cold in their homes. The Pupil Wellbeing Lead then contacted individual parents to offer support.) To help boost children's motivation for learning, we set in place non-screen time fun learning activities, linking to suggestions from parents. These included STEM challenges, lego challenges, cooking activities and scavenger hunts. On average, 88% of children at home accessed remote learning every day. * Head completed the Youth Mental Health First Aid training course in June 2021. Following the training SIG schools will collaborate and develop an action plan to be used in individual schools. * June 21 - Healthy Living Week was held in school, including remotely for the classes having to isolate. This covered healthy eating, exercise and healthy minds. Feedback from pupils was positive with each class sharing what they had learnt and how they would think about staying healthy moving forward. |
| Priority 3 - Pupil Wellbeing Lead to support families with attendance concerns and acute needs | * Attendance was not tracked in the usual manner because of covid, however, the average percentage of children working daily either in school or remotely was 88%. Throughout the periods of lockdown, 95% of vulnerable children identified attended school. The few who did not, were tracked daily to ensure they were accessing and completing work remotely and received weekly phone calls from the PWL to check wellbeing. |
| Priority 4 - Nurture and ELSA specialist to support children with emotional issues | * ELSA training started at the end of the academic year and will continue at the beginning of the next academic year, with a view to identified children being supported through a personalised intervention from Autumn term 2. |
| Priority 5 - Enhance learning through visits, trips and visitors to the school | Covid restrictions made visits into school difficult, and also trips outside of the local area, however the curriculum was enhanced in other ways and some visitors were able to come to school, following covid guidelines -   * Aspirations week - a variety of people working in different settings held zoom meetings with children across school to talk about their careers and their path to achieving their job (eg a scientist working for the London Astronomical Society, a photographer, a vet.) * Classes learning about aspects of Blackburn in Geography completed walks around the local area, identifying physical and human features and looking at changes over time within our local area. One class wrote a letter to local councillors about the state of the closest playground to school, with their recommendations for improvements. * Local environmental issues were tackled in Yr4 through the topic of recycling, with a visit from Blackburn Council’s Environmental Officer. This led to yr4 and yr6 classes completing litter picking in the local community, which was reported on in the local paper. * Yr1 had a visit from an animal handler, bringing a variety of exotic animals into school linking to their topic of animals around the world. This reinforced their learning of vocabulary such as ‘carnivore, omnivore’ and animal groupings. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| **Programme** | **Provider** |
| --- | --- |
| Read Write Inc | Ruth Miskin |
|  |  |

# Further information (optional)

| * 58% of children are EAL, with 29 different languages spoken across school. 25% of children in receipt of pupil premium funding are also EAL. * Since September, 17 new children have joined school with 9 children speaking little or no English. This has been a common pattern in recent years. Families new to the country are unable to receive pupil premium funding. * Even though 52% of our families are in receipt of pupil premium funding, 71% of families live in the bottom 5% of the most deprived households in the UK. |
| --- |