

## 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	210
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	12.12.22
Date on which it will be reviewed	12.12.23
Statement authorised by	Samantha O'Connell
Pupil premium lead	Ann Webster
Governor / Trustee lead	Alec Johnson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,760
Recovery premium funding allocation this academic year	£14,573
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£179,333

# 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 Academy 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.
- Missed learning opportunities due to periods of lockdown.

Key focuses to address these barriers -

- Continuing 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,
- Targeted support for children to close the gap

## Challenges

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

Challenge number	Detail of challenge
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1	<p><u>Attainment in reading, writing, maths and phonics - to be in line with national expectations.</u></p> <ul style="list-style-type: none"> <li>• Due to the challenges of COVID, pupil progress continues to be average, whereas in previous years it was good. For some children, this has impacted negatively on closing the gap and attaining ARE.</li> <li>• Children starting school in Reception class come in with a very low baseline, particularly with language acquisition.</li> <li>• Breadth and understanding of vocabulary is low across school, which impacts on learning in all areas of the curriculum.</li> <li>• 57% of children are EAL learners, with 31 different home languages spoken across school. Some parents struggle to support their children with reading and spoken English.</li> </ul>
2	<p><u>Deeper knowledge of the curriculum</u></p> <ul style="list-style-type: none"> <li>• A lack of vocabulary and personal experiences means teachers have to fill these gaps before beginning key objectives for a topic.</li> </ul>
3	<p><u>Attendance - to identify and improve attendance of pupils with persistent absences, to be in line with school target of 96%</u></p> <ul style="list-style-type: none"> <li>• Some families require additional support to ensure their children attend school regularly, and to understand and value the importance of education.</li> </ul>
4	<p><u>Mental health and wellbeing - positive mental health and wellbeing to be promoted across school for all stakeholders</u></p> <ul style="list-style-type: none"> <li>• Some children struggle with their mental health due to life circumstances and therefore struggle to learn as this is not a primary need for them.</li> <li>• Some parents struggle with their own mental health which has a direct impact on their children.</li> </ul>

## 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	<p>Year 1 children to achieve at least the national average expectation for the phonics screening test.</p> <p>Year 4 children to achieve the national average expectation in the multiplication tables check.</p> <p>Children in KS1 and KS2 to achieve the national average expectations in the SATs tests.</p> <p>In-house teacher assessment data in all year groups to be in line with national expectations.</p>

<p>Children will have a deeper understanding of all aspects of the curriculum</p>	<p>Book scrutiny and pupil conferencing evidence children's deeper understanding of the curriculum.</p> <p>Children can confidently talk about their learning, making links to previous learning.</p> <p>Children have enquiring minds and actively dig deeper with their questioning, justifying their thoughts.</p> <p>Children use metacognitive strategies to self-regulate their learning</p>
<p>Attendance of all children to be at least 96%</p>	<p>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.</p> <p>Pupil Wellbeing Lead (PWL) has good working relationships with such families and supports where necessary.</p>
<p>All children and families to be in good mental health having a positive impact on wellbeing.</p>	<p>Children can talk about their own mental health and wellbeing eg through the PSHEC curriculum.</p> <p>Children and families know how, where and when to get support if it is needed.</p> <p>Children and families engage with support from the PWL, staff and external agencies.</p>

## 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: £ 41,246

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 (£33567)	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
Maths Lead completing training through EEF	The focus of this is to close the gap for lower attaining pupils using the mastery approach.	1
Maths Lead supporting across school three mornings a week, modelling good practice and team teaching/planning. (£3379)	As part of the EEF training the Maths Lead is upskilling all staff in school to follow the same model.	1
Whole school training - developing the curriculum - composite and component parts within units of learning and retrieval activities embedded throughout. (Focus Education) (£1,800)	In line with Ofsted expectations, the curriculum is being fine tuned to have clear composites that are progressive throughout each subject, with each composite broken down into component parts. Retrieval activities are being built into the curriculum to ensure children are retaining the knowledge learnt.	1
Whole school training - Vocabulary acquisition	Pupil progress meetings and teacher assessments identify vocabulary as an area of need. Research identifies retaining, understanding and using vocabulary in the correct context as pivotal to remembering knowledge.	1 and 2
Embedding metacognitive strategies, including children self evaluation and recapping previous learning through the	EEF indicates using metacognitive strategies can make up to 8 months additional progress in one year. Metacognition practice and the marking and feedback policy follow Rosenshine's principles of instruction.	1 and 2

marking and feedback policy.		
Oracy training for teachers in Years 2 and 3, in line with the training other staff have received previously. (£2,500)	<p>The report 'Speak for Change' 2021 states oracy improves educational outcomes by</p> <ul style="list-style-type: none"> <li>• Underpinning literacy and vocabulary acquisition</li> <li>• Supporting well-being and confidence</li> <li>• Enabling young people to have access to employment and thrive in life beyond school</li> <li>• Developing citizenship and agency</li> </ul>	1 and 2

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

Budgeted cost: £ 74,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning support assistants providing targeted support addressing misconceptions in Maths and English (£40,762)	<p>Pupil progress meetings and internal data highlighted lower levels of attainment in Maths and English.</p> <p>A move towards adaptive teaching rather than more rigid differentiation supports this approach.</p>	1
Speech Therapist employed one day a week to focus on early identification of need in Reception and KS1, and to assess individuals with SLCN across school. (12,500)	<p>Low language acquisition in Reception and KS1.</p> <p>EEF highlights oral language interventions as having a high impact on learning.</p>	1
Learning support assistant delivering tailored speech and language intervention programmes (£3686)	Low language acquisition in Reception and KS1 and specific areas of need identified by the speech therapist.	1
Learning support assistant delivering phonics 1:1 using RWI videos and resources across KS1 (£3686)	Children struggling to retain phonics to have additional 1:1 sessions for 5-10 mins, 3x a week. external professionals advise repetition and teaching little and often to help children retain information.	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

(£6400)		
Additional teacher to support Yr3 with targeted groups for reading, writing and maths for the first term. (£7,028)	Internal assessment has identified a core group of children in Year 3 to be particularly low compared to ARE.	1

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

Budgeted cost: £ 23,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
PWL supporting families with persistent absences (5,200)	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
Increased profile and rewards for attendance on target. (£1,000)	A higher number of families are requesting time off from school to visit family abroad and to go on holidays following the pandemic, and the increase in the cost of travel.	3
Counsellor working 1 morning a week focusing on individual children with high concerns around mental health and wellbeing (£4680)	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 (12,360)	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
Funding towards extra curricular activities enhancing the curriculum and supporting cultural capital.	Children coming into school do not have the personal experiences that are the foundations for the curriculum to be built upon. Therefore school subsidises as many of these experiences as possible - eg whole school attending the local theatre for the Christmas Pantomime, subsidising school trips linked to curricular subjects.	2

Subsidising Breakfast Club, school dinners,, uniforms and PE kits, providing Yr6 jumpers etc	Poverty proofing audit highlighted the need to support our families with the basic essentials e.g. food, uniform, stationary equipment for completion of homework etc.	4
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**Total budgeted cost: £138,548**

## 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 2021 to 2022 academic year.

Teaching priorities for previous academic year	
Streamed classes for phonics - use of support staff to take groups, Learning Support Assistant in each class every morning supporting in maths and English	<p>Year 1 Phonics Screening Test results in June 2022</p> <p>- 47% passed (14 children) This is well below national expectations.</p> <p>We had predicted 50% passes in November but there were 4 children who missed the pass mark by 2-4 marks. Looking at the current Year 1 class RWI data when they left Reception (2020-2021) , only 42% of the children (11 ch) were on expected or above. 2 of the children who joined us after November in Year 1 didn't pass.</p> <p>Year 2 Phonics Screening Test results of children who didn't pass in Year 1 - 5 out of the 9 children who took it passed.</p> <p>It has been recommended by the Speech Therapist that the children who still need support with phonics need lots of repetition, little and often. Going forward, there will be additional phonics top-up sessions 1:1 for 5-10 minutes 3 x week. The use of RWI videos and resources will support this.</p>
Additional teacher to support Yr3 and Yr4 with targeted groups for reading and maths	<p>The average progress over a term for the targeted children -</p> <p>Reading - 8 steps progress</p> <p>Maths - 8.5 steps progress</p>



Additional teacher supporting Yr6	<p>Yr 6 SATs results -</p> <p>Reading - 61%</p> <p>Writing - 79%</p> <p>GPS - 66%</p> <p>Maths - 68%</p>
Whole school training - Vocabulary acquisition	<p>There are now chatterbox boards in all classrooms to support tier 2 vocabulary with EYFS and Year 1 also having a curiosity box in their classroom. During drop-ins, children can name the vocabulary on the chatterbox board, explain the meaning and use it in the correct context.</p> <p>The pre-topic starter scripts recap previously taught vocabulary in each curricular subject, enabling the children to remember and discuss the meaning before building on with the next set of progressive vocabulary. Subject specific vocabulary is displayed on working walls and the use of knowledge organisers and concept maps supports children in retaining vocabulary and its meaning.</p>
Whole school training - metacognition	<p>Pre-topic scripts, daily and weekly reviews are used in all classes and all lessons to map new learning on to known knowledge. Children in upper KS2 have a sound understanding of what metacognition means to them. The new marking and feedback policy ties in well and engages the children in reviewing previous work at the start of a lesson with self evaluation at the end. Problem solving and enquiry strategies encourage deeper questioning from the children and concept maps are now being used more regularly across all classes, with yr4 upwards completing individual maps and lower classes completing them as a class. The majority of LSAs have now received training on metacognition and could share how they have seen the strategies being used in class. Recognition and regulation ideas now need to be regularly discussed to ensure metacognitive strategies remain at the forefront of staff and children's minds, with some further metacognition training for all staff linking to higher order questioning.</p> <p>During pupil conferencing, pupils were able to articulate clearly how they learn in both lessons and how they use techniques from metacognition to support their learning. Teachers are now creating clear links between new and prior learning and regular recaps help to secure 'sticky' knowledge.</p>

Whole school training - Oracy	<p>The oracy champions have completed the second year of training with Voice 21 and this has been disseminated to teaching staff and support staff through a sequence of staff meetings and training sessions.</p> <p>All classrooms have key oracy stems for a variety of purposes displayed and teacher plans note the sentence stems and activities to be carried out. It is evident through drop-ins and whole school worship that children particularly in KS2 are regularly using the oracy stems in response to questions and to express their opinions.</p>
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**Targeted academic support for previous academic year**

Learning support assistants providing targeted support addressing misconceptions in Maths and English	<p>Percentage of children working at age related expectations for maths and English across school -</p> <table border="1" data-bbox="619 824 1455 1370"> <thead> <tr> <th>class</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>67</td> <td>57</td> <td>67 (number) 60 (patterns)</td> </tr> <tr> <td>yr1</td> <td>40</td> <td>46</td> <td>53</td> </tr> <tr> <td>yr2</td> <td>39</td> <td>39</td> <td>41</td> </tr> <tr> <td>yr3</td> <td>50</td> <td>33</td> <td>50</td> </tr> <tr> <td>yr4</td> <td>60</td> <td>30</td> <td>56</td> </tr> <tr> <td>yr5</td> <td>67</td> <td>57</td> <td>48</td> </tr> <tr> <td>yr6</td> <td>61</td> <td>79</td> <td>68</td> </tr> </tbody> </table> <p>Narrative around attainment - There has been high mobility across the school this year, with new children arriving with little or no English. This has impacted the results, lowering the percentage of children on track in each year group. Due to Covid lockdowns, children have missed out on writing and grammar for almost two years. Some Year groups have been affected more such as the current Year 3 and Year 4. This has created gaps. Teachers have therefore been recapping previous learning in order to remove the gaps created. This has impacted progress in these areas. After discussions with other Cidari schools during our network meeting, this is a common trend across our academy trust due to children not having the opportunity to write at home as they have been using a computer and also not having access to books at home.</p>	class	Reading	Writing	Maths	Rec	67	57	67 (number) 60 (patterns)	yr1	40	46	53	yr2	39	39	41	yr3	50	33	50	yr4	60	30	56	yr5	67	57	48	yr6	61	79	68
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Speech Therapist employed one day a week to focus on early identification of need in Reception and KS1	A baseline assessment was completed of all Reception class. From this, 12 children were identified as needing intervention. An additional 4 children from the previous Reception class, now in Yr 1 continued to need intervention, and 5 children from year 2.														
Learning support assistant delivering tailored speech and language intervention programmes	<p>These interventions consisted of 1:1 support and group support focusing on speech sounds, colourful semantics, expressive language development, Blank levels 1-4. Some of these interventions were carried out by the Speech Therapist and some by the Teaching Assistant, under direction of the Speech Therapist.</p> <p>An additional 10 children in KS2 were assessed after concerns were noted by the class teachers. From this, targeted support was provided by class teaching assistants to address particular needs.</p>														
Learning support assistant delivering tailored EAL intervention programmes	<p>The EAL teaching assistant initially started working with groups of children across school (20 children) on the EALIP programme. Over the course of the year, 15 new children (out of 39) have started, with little or no English. These children have initially required 1:1 support, but as they have progressed, have moved into groups and are now applying taught oracy language within the classroom when communicating socially, and in their written work when writing simple grammatically correct sentences. Of the 15 children who started with little or no English, 4 left mid-year.</p> <p>The EAL Lead along with the EAL teaching assistant have completed training through the Bell Foundation and delivered training to the rest of the staff, along with providing resources and an observation checklist of skills.</p>														
<b>Wider strategies for previous academic year</b>															
PWL supporting families with persistent absences	<p>Overall attendance - where target is 96%</p> <table border="1" data-bbox="616 1697 1465 1827"> <thead> <tr> <th>Autumn Term</th> <th>Spring Term</th> <th>Summer Term</th> </tr> </thead> <tbody> <tr> <td>93%</td> <td>94%</td> <td>93%</td> </tr> </tbody> </table> <p>Attendance of pupils below 90%</p> <table border="1" data-bbox="616 1917 1465 2065"> <thead> <tr> <th>class</th> <th>no. of pupils</th> <th>reason</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>7</td> <td>Holidays Sickness</td> </tr> </tbody> </table>			Autumn Term	Spring Term	Summer Term	93%	94%	93%	class	no. of pupils	reason	Rec	7	Holidays Sickness
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	Yr1	10	Unauthorised holidays Medical Unauthorised absences
	Yr2	3	Unauthorised holidays Medical
	Yr3	8	Unauthorised holidays Medical Unauthorised absences
	Yr4	6	Unauthorised holidays Medical
	Yr5	8	Medical
	Yr6	6	Unauthorised holidays Medical Unauthorised absences
Counsellor working 1 morning a week focusing on individual children with high concerns around mental health and wellbeing	School employ a counsellor one morning a week to work with targeted individuals, where it is felt their mental health needs are more of a concern and require the support of a qualified professional. The counsellor meets weekly with the Pupil Wellbeing Lead for informal discussions as the sessions are confidential. The sessions are evaluated termly, with teachers and the Pupil Wellbeing Lead identifying impact of the sessions within the classroom and around school. Impact is small steps and long term, however it has been noted that children attending the sessions seem more settled in school.		
PWL supporting groups of children with lower level mental health and wellbeing needs through ELSA programme	Pupil Wellbeing lead completed ELSA training. She is working with targeted individuals and small groups as identified through children's services, parents and staff. Sessions are planned based on the children's individual needs using the Talkabout programme to identify the needs, also using ELSA resources. Evaluations of sessions are completed termly and attached to Myconcern. The children enjoy the sessions. For some individuals, the topic of conversation has changed from negative feelings to positive ones. Some children are close to completing the programme and moving on to different targets.		

## 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*

<b>Programme</b>	<b>Provider</b>
Read Write Inc	Ruth Miskin
Oracy training	Voice 21
Maths training	EEF
Bespoke curriculum schemes of work for Geography, History, Science	Focus Education

## Further information (optional)

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