

St Luke's Pupil Premium Strategy statement 2021-2022



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's CEVA Primary E16 1JB
Number of pupils in school	194 YR-Y6 covered by PPG & 27 in YN covered by EYPP
Proportion (%) of pupil premium eligible pupils	22% April 21 18% since Sept 21
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-22
Date this statement was published	Oct 2021
Date on which it will be reviewed	Oct 2022
Statement authorised by	St Luke's Governing Board
Pupil premium lead	Matt Hipperson
Governor / Trustee lead	Margaret Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,000
Recovery premium funding allocation this academic year	£3,000
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£47,000

Part A: Pupil premium strategy plan

Statement of intent

Overall Aims for disadvantaged students 2021-22

- To ensure PPG children adversely affected by lockdowns (identified by Summer 21 progress meetings) to be supported through interventions before school & during pm to 'catch up' through Autumn and Spring terms
- To ensure all PPG children are able to access online curriculum if there is a return to remote working – all PPG children who need a laptop or modem to help them access online learning to have them when needed
- PPG children in Y4,5&6 to have laptop access at home so online homework can be completed (our analysis shows that these platforms are important in Y6 children attaining at least expected at end of Y6)
- To ensure those PPG children in KS2 who want to learn an instrument are funded to do so through the PPG grant
- To ensure where possible PPG children continue to exceed expected progress scores in Reading, Writing and Maths in end of Y6 tests
- To use research based interventions such as Nuffield Early Language Intervention and Mastering Number to address gaps in skills for disadvantaged children in EYFS & KS1.
- To continue to provide experiences for disadvantaged children such as rowing on Royal Victoria Dock, West End Theatre Trip & residential trip which they may otherwise fail to access because of costs.

The principle behind the plan is that by concentrating as much money as possible into staff who are either qualified teachers or at least post-graduate holders, this will lead to the greatest change/advantage from the investment. This approach is backed up by research from the Education Endowment Fund (EEF). This use of teachers/post-graduates coupled with research based interventions where possible is aimed at getting the maximum impact from the investment in our dis-advantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Poor levels of language in EYFS joiners & some current KS1 made further problematic by lack of available NHS Speech Language

2	Some dis-advantaged children were disproportionately affected by the first lockdown (March-June 2020) due to lack of devices and poor WiFi access.
3	Mental health issues for some children have meant that learning has not been at same pace as pre-lockdown period.
4	Concerns by parents about applying for FSM status can lead to a significant group of dis-advantaged children who are not identified under the current system

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
The families who are eligible to claim PPG feel able to do so	Rates of PPG reflect the school's estimate of local disadvantage
PPG spending coupled with Recovery Premium has seen those disadvantaged pupils assessed as being behind in Summer 21 have begun to 'catch up'	Summer 2022 assessments show closing of disadvantage gap
Disadvantaged children have been able to access all school has to offer including holiday clubs to ease their stress levels	All disadvantaged children attending all trips including residentials and also joining in holiday clubs
The research based interventions in lower part of school and tutoring in the upper school have led to closing of gaps	This is reflected in Summer 2020 assessments

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of graduate to provide reading recovery/phonics support to disadvantaged children</i>	School average of Y1&2 children achieving pass mark in the phonics test over last 5 years of children both disadvantaged and non-disadvantaged is 90% far above NA	2
<i>Use of a graduate to provide 1:2 Maths tuition for Y5&6 disadvantaged children</i>	Previous ex-maths teacher had improved internal performance of Y5/6 children in SATs tests before lockdown in March 2020 stopped externally validated testing	2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pre school boosters x2 mornings a week from Nov21 -May 22 delivered by our own teachers.</i>	See EEF Evidence	2
<i>External Maths tutor employed x2 days a week from Oct 21 – May22</i>	See DFE Evidence	2
Best maths teachers x 2 covered so released to boost identified Y3-6 children identified to be behind National Average (NA)	See EEF Evidence	2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Nuffield Early Language Intervention in EYFS & KS1	Identified as best practice by DFE 2021	1
Introduction of Mastering Number intervention in EYFS & KS1	Identified as best practice by DFE 2021	1
Use of school PPG funding for eligible children for all trips including the residential	To give disadvantaged children the breadth of curriculum enjoyed by non-disadvantaged shown to reduce growth in gap	3 & 4

Total budgeted cost: £ 45,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our own internal data for the academic year 2020-21 placed 50% of our PPG pupils in Y6 at the expected level for Reading, Writing & Maths (RWM combined) with 17% of them also achieving the Higher Standard. This is down from the schools' highest ever performance under the new testing regime from 2016 onwards in 2019 of 87% dis-advantaged at RWM expected and 29% at higher standard.

This highlights the impact of the pandemic on those most dis-advantaged in the wider community. This was in despite of providing laptops to all PPG children by the January-March 2021 lockdown with as full a remote curriculum as possible for the children. One of the biggest inhibitors of 'normal' progress being attained by Summer 2021 was the difficulty in teaching writing to the required standard remotely (reading and maths worked far better). This decrease should be taken in context of a decline of 'all' reaching RWM expected standard of 20%.

Funds were also allocated for any disadvantaged children to attend various holiday camps during this period and a lot of funds were used employing technicians to strip old laptops to convert them into 'chromebooks' by Summer 2020 to allow access to online learning and the school was pleased with the coverage achieved.

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
Maths No problem Singapore based approach to Mathematics.	MNP
Tales Toolkit & Box Clever for early language development	