

Pupil premium strategy statement for the academic year 2021 – 2022 (St. Luke’s Catholic Primary School)

This statement details our school’s strategy plan for spending pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

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

It also details our use of any Service Pupil Premium that we have been allocated in 2021 - 2022.

School overview

Detail	Data
School name	St. Luke’s Catholic Primary School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	9% (13 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Eileen Murtagh - Headteacher
Pupil premium lead	Marie Grealis – Deputy Headteacher
Governor lead	John Harvey – Vice Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,315
Recovery premium funding allocation this academic year	£4,830
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	£43,145

Part A: Pupil premium strategy plan

Statement of intent

At St Luke's Catholic Primary School, we aim for all children to reach their full potential, especially those who are disadvantaged. All staff and stakeholders:

- support children to develop 'a growth mindset' towards lifelong learning*
- are involved in the analysis of data and identification of pupils*
- ensure all pupil premium children benefit from the funding, not just those who are under-performing*
- believe that high-quality teaching quality is the most effective way to improve outcomes for disadvantaged pupils, which will inevitably benefit non-disadvantaged pupils as well.*

Challenges

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

Challenge number	Detail of challenge
1	Significant attainment gap in reading, writing and maths
2	Social and emotional needs impact on progress rates
3	Insufficiently consistent high quality approach to reading and spelling curriculum
4	Insufficient progressive maths intervention programme
5	Children do not have access to the same experiences (extra-curricular clubs, educational visits, residential visits)

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
Increase the attainment of PP children across FS, Key Stage One and Key Stage Two in Phonics, Reading and Spelling	All PP children will make good progress from their various starting points resulting in those who are currently working just below ARE being at ARE and those identified as significantly at risk supported to make accelerated learning. Children already

	<p>working at ARE will be challenged to reach a deeper level of understanding.</p> <p>Tracked from prior attainment (statutory where possible)</p> <p>Children making at least expected progress from baseline- accelerated, targeted where appropriate.</p> <p>Good quality phonics, reading and spelling systems to be secure and progressive with effective resources sufficient for the need</p>
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress will increase in all year groups.</p>	<p>A reduction in the attainment gap of PP and non-PP pupils in Phonics, Reading, Writing and Maths.</p> <p>Targeted children for progressive intervention group work and 1:1 work will support closing the gap</p> <p>Mastery approach will be embedded</p> <p>Balance online assessment tracker to be kept up to date for all children.</p> <p>Children at risk of not making expected progress will be discussed at termly pupil progress meetings.</p>
<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<p>Increased emotional and social support for disadvantaged children to narrow attainment gaps with peers.</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: £ 2,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure a consistent and quality approach to the teaching of reading and spelling is embedded</p>	<p>EEF</p> <p>3 Quality teaching helps every child</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p>	<p>1, 3</p>
<p>Purchase of Little Wandle (a DfE validated SSP programme) to secure stronger teaching for all pupils</p> <p>Ensure all staff have relevant training for a consistent approach</p>	<p>EEF</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1, 3</p>
<p>Enhance maths teaching and curriculum in line with DfE and EEF guidance and through working with the Maths Hub</p>	<p>EEF Guidance: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf?v=1635355220</p> <p>DfE Guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	<p>1</p>

Purchase of Pathways to Read programme – CPD for staff	<p>High quality programme</p>  <p>2021 FINALIST</p>	1
Purchase Pathways to Spell programme – CPD for staff	<p>High quality programme</p> <p>As their reading becomes more fluent, the need for a systematic phonics programme¹⁰⁹ for reading reduces. Spelling, however, is more difficult than decoding, because the same sound can be spelt in different ways. An effective spelling programme will therefore continue to teach further correspondences</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050849/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021_Jan_22_update.pdf</p>	1, 3

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

Budgeted cost: £ 39,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group structured intervention	<p>Small group tuition provides extra support for pupils with gaps in learning. These sessions improve pupil confidence and enable them to keep up with age related expectations. The focus of the sessions will be reading, writing or maths based on the needs of the children.</p>  <p>EEF indicates positive progress gained from additional 1-1 and small group tuition.</p>	1
Targeted support within the classroom for PP pupils	<p>Well-trained TAs provide targeted support within the classroom. TAs also lead interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related curriculum.</p> 	1, 2
One to One tuition	<p>One to One tuition provides focussed support for pupils with gaps in learning. These sessions improve pupil confidence and enable them to close the gaps between them and their peers. The focus of the sessions will maths.</p>	4

	<p>One to one tuition Moderate impact for high cost, based on extensive evidence.</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p> <p>EEF indicates positive progress gained from additional 1-1 and small group tuition.</p>	
First 4 Maths Step up to Year 4/5/6 Maths programme	Each of these three interventions contains 24 lessons for children to secure their understanding of Number to allow them to confidently access learning in their current/next year group.	4
Renewal of IDL Cloud	Intervention software has been highlighted as an effective way to support those who have fallen behind the furthest, particularly in literacy and numeracy. Both IDL Literacy and IDL Numeracy are cloud-based intervention programmes designed to help these learners both remotely and in the classroom. IDL Literacy is a computer-based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. IDL Numeracy is mapped to the KS1 and KS2 National Curriculum and is presented as a series of maths puzzles, reducing any anxiety associated with maths and aiding progress.	1, 2, 3
First Class@Number	<p>Implementation cost</p> <p>Evidence strength</p>	1, 4
Purchase Pathways to Write Catch-Up		1

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

Budgeted cost: £1250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using ELSA and other pastoral strategies to provide social and emotional support to targeted children	<p>Two qualified ELSAs support children to enable them be ready to learn and access the curriculum.</p> <p>The EEF's Social and Emotional Learning in Primary Schools guidance report showed that SEL approaches can increase positive pupil behaviour, mental health and well-being and academic performance.</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p>	2
Subsidise Educational Visits and Residential		2

Total budgeted cost: £ 43,145

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.

Despite the disruption of Covid-19, St. Luke's Catholic Primary School continued to ensure that our disadvantaged children were supported fully in their learning and well-being. All disadvantaged pupils were offered face to face schooling during lockdown periods and also provided with the necessary technology to access their home learning. Children who attended school received targeted daily support from Teaching Assistants to ensure that their reading development continued.

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
Pathways to Progress Writing Intervention	The Literacy Company

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a