

Pupil premium 2018/19 Strategy **IMPACT STATEMENT**

1. Summary information					
School	Hanley St Luke's Primary School				
Academic Year	2018/19	Total PP budget	£ 211,080	Date of most recent EXTERNAL PP Review	13/06/17
Total number of pupils	Rec-Y6 422	Number of pupils eligible for PP	Rec-Y6 167	Date for next internal review of this strategy	Dec 2018

		IMPACT showing comparison form 2017/18 to 2018/19 KS2 STAS results				
	2017/18 Pupils eligible for PP 17 Pupils (8 SEN,EAL 5)	2017/18 Pupils not eligible for PP 43 Pupils (10 SEN, 16 EAL)	2018/19 UNVALIDATED Pupils eligible for PP	2018/19 UNVALIDATED Pupils not eligible for PP	IMPACT COMMENT For 2018/19 strategy	National average all 2018/19 Unvalidated as at Sept 2019
% at ARE Reading	35%	60%	68% (13% GDS)	61% (21% GDS)	Gap eradicated at expected and PP pupils did slightly better than their non PP peers. For first time PP pupils achieved GDS	73%
% at ARE Writing	35%	77%	61%	75%	Gap at expected significantly reduced from 42% to 14%	79%
% at ARE Maths	35%	72%	58% (13% GDS)	61% (21% GDS)	Gap narrowed and PP pupils achieving expected significantly improved (Non pp declined- blip)	79%
% At ARE GPS	41%	67%	68%	68%	No gap and significant improvement	79%

% At ARE RWM	18%	53%	42% (3% GDS)	43% (7% GDS)	Gap reduced and significant improvement for PP pupils	
% at GDS in any subject	0%					

3. STATED Barriers to attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A	Low overall attainment on entry to nursery impacting on reaching expected standards by end of EYFS and KS1 in particular in language and communication 2017/18 37% below average in this area.	
B	Where pupils meet expected standards in Early Years this is not always maintained by end of KS1	
C	Fewer PP pupils make sufficient progress to meet expected standards, particularly in reading and writing in KS2	
D	Fewer PP pupils make sufficient progress to exceed expected standards by end of KS2 particularly in reading and writing	
E	Higher than average numbers of pupils have English as an additional language preventing access to curriculum and hindering progress Rec-Y6 53 eligible pupil premium pupils also EAL	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F	Social factors impacting on emotional and social behaviours so inhibiting characteristics for effective learning	
G	Poor attendance and punctuality	
H	Limited life experiences narrowing vocabulary and knowledge and understanding of the world e.g. in 2018/19 49% below average in Understanding the World	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria and</i>
A	Improve oral language and communication to support all subsequent learning in EYFS and into KS1 IMPACT: Language & communication programmes highly effective for individuals.	Pupils eligible for PP will make rapid progress in this area to support accelerated progress across the EYFS so that vast majority of pupils achieve GLD and therefore on a flightpath to at least expected standards of KS1
B	Pupils leaving EYFS with GLD will maintain their progress to ensure expected outcomes at end of Year 1 so that they achieve the expected standard in Y1 Phonics and achieve at least age related in reading and maths tests and end of KS1 expected standards in Y2 are maintained by securing basic phonic knowledge	Pupil eligible for PP will meet the required measurable outcomes e.g. Y1 phonics threshold figure or above and a score of 94 or above in PUMA and PIRA tests in Y1 and national expected standard in Y2 SATS.

	IMPACT: By end of Y2 school in line with National phonics attainment but low starting points mean many children still need longer to secure this learning	
C	Achieve higher rates of progress across KS2 and close gaps that exist in year groups as measured by reading and maths tests and related teacher assessment IMPACT: KS2 SATS results show significant improvement in this area as shown above Internal data for Y3-Y5 also shows gaps fluctuate depending on cohorts and individual makeup but a narrowing gap in reading. Gap to note is current Y6 19/20 Maths which will be addressed through 19/20 strategy.	PP pupils will have made significant progress so that the gaps between PP pupils and non PP pupils is reducing
D	For pupils already at expected standard higher rates of progress to be achieved to ensure moving towards achieving higher level in reading and maths tests more elements of GDS in writing so that by end of KS2 more pupils meet GDS IMPACT: Significantly more PP pupils achieved GDS in 18/19 KS2 SATS. Gaps still remain but progress is being seen.	115 or above will be achieved by significantly more eligible pupils in both PIRA and PUMA tests and end of Ks2 writing assessment.
E	EAL pupils eligible for PP will achieve higher rates of progress so that they are on track to achieve age related expectation by end of KS2 IMPACT: EAL pupils are a wide ranging cohort but tracking shows they make very good progress from starting points.	Eligible EAL pupils will be on track to meet or exceed expected standards by end of KS2
F	Pupils and families will receive targeted support to support wellbeing so that pupils are able to maximize opportunities for learning across the curriculum IMPACT: Many cases of individual families supported having direct impact on pupils wellbeing. Not every success is measurable by test outcomes.	Pupils wellbeing will be improved and need to escalate support will be reduced. Pupils will make at least as much progress as their non eligible peers.
G	Attendance will improve to at least national and fewer pupils will be late. IMPACT: Continue to move forward on this within the challenges of our context. Persistent absence is reducing.	We will continue to improve towards national averages so that more pupils have good or better attendance
H	The curriculum offer will be rich and varied both within and beyond the school day ensuring equality of opportunity for all IMPACT: All children have been able to access wide curriculum including beyond school day.	We will be able to evidence a wide and rich curriculum and extra curriculum offer and uptake for our eligible children

5. IMPACT OF EXPENDITURE

Academic year

2018/ 2019

The three headings below enable schools to demonstrate how they are using the 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 you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>We believe that raising the quality of teaching or all is the key driver for raising attainment and progress of our Pupil Premium pupils. Therefore, we have taken the strategic decision to utilise (47.6%) of our pupil premium to enhance our Quality First teaching through the careful deployment of Teaching Assistants. In Reception & Y1 each class has a full time teaching assistant and in KS2 morning only with additional hours to deliver specific intervention programs outside of the main lesson. In Reception there is an additional staff member across the two classes each morning. This strategy breaks down the approaches we take to Quality First Teaching with a mastery approach and how these staff are specifically utilized to deliver our aims.</p>					
<p>B Pupils leaving EYFS with GLD will maintain their progress to ensure expected outcomes at end of Year 1 so that they achieve the expected standard in Y1 Phonics and achieve at least age related in reading and maths tests and end of KS1 expected standards in Y2 are maintained by securing basic phonic knowledge</p>	<p>Raise standards of teaching with a focus on whole class phonics in Y1 and Y2.</p>	<p>Success of mid year approach 2017/18 and securing phonics indicated +4 months in EEF</p>	<p>Monitoring by key lead and phonics tracking</p>	<p>HE reporting to EYFS lead Reporting to MK English Lead</p>	<p>Half termly</p>
	<p>Ensure consistent approach to teaching of phonics by purchasing and training staff in Phonics Bug</p>	<p>Our own review shows some inconsistencies of approach so more success strategies rolled out to all.</p>	<p>At further improvement on last year's improved phonics scores in Y1 and more pupils meeting by end of Y2</p>	<p>HLTA HE</p>	<p>Termly</p>
	<p>Assign HLTA to support key leads to oversee phonic and monitor progress</p>	<p>Our own review shows a closer monitoring of practice and attainment to inform next steps would be beneficial</p>	<p>Staff learning discussions Additional CPD to secure practice Regular monitoring by key leads</p>	<p>LW</p>	<p>Termly</p>
	<p>Raise standards of teaching by regular revisiting of concepts taught and pupils regularly being given opportunities to recall and be retaught. TA support in each class to facilitate process.</p>	<p>Experience of 'learning loss' even when well taught leads us to cognitive psychology research around working memory and long term memory. This suggests more work needs to be done to support remembering and pupils should be given repeated opportunities to recall over different time scales to secure long term memory and therefore recall of key facts.</p>	<p>As above plus EF</p>		<p>Weekly/ fortnightly</p>
	<p>Continue to embed mastery approach to maths with same day intervention to ensure pupils</p>		<p>Participation in Teaching for Mastery Working group' through maths hub with ongoing CPD,</p>		

	<p>keep up with the expected learning. Further interventions as required</p> <p>New KS1 lead to oversee implementation of all teaching and learning strategies in conjunction with Deputy Head and Headteacher and related leadership time</p>	<p>Good progress seen so far but needs further embedding. EEF indicates +5 for mastery teaching when implemented well.</p> <p>Leadership time crucial to ensure effectiveness of role and staff wellbeing</p>	<p>gap tasks and staff discussions in school</p> <p>Progress reviews with HT EF</p>	<p>EF</p>	
<p>IMPACT: Y1 and Y2 pupils have made good progress overall. Y1 pupils left EYFS with low GLD and work has been done this year to improve transition and ensure consistency, which will be built on during 19/20. Progress within Y1 & Y2 shows has been good overall but more time is needed for some pupils to meet ARE from their starting points and with their individual challenges.</p>					
<p>C Achieve higher rates of progress across KS2 and close gaps that exist in year groups as measured by reading and maths tests and related teacher assessment</p>	<p>Improve quality of feedback by utilising adults in the class to target areas for celebration and development</p> <p>Improve reading comprehension strategies by continuing to improve quality of guided reading sessions and to ensure consistency of approach in Reciprocal reading and associated CPD</p> <p>Introduce additional Power maths materials to support mastery approach</p> <p>New responsibilities assigned to deputy head to oversee implementation of all teaching and learning strategies in</p>	<p>Gaps exist across all year groups although some more marked than others</p> <p>EEF + 8 for quality feedback</p> <p>EEF+6 Reading strategies</p> <p>EEF mastery +5</p> <p>Leadership time crucial to ensure effectiveness of role and staff wellbeing</p>	<p>Access quality SLE and NLE support to facilitate ongoing CPD</p> <p>KS2 support staff</p> <p>Participation in Teaching for Mastery Working group' through maths hub with ongoing CPD, gap tasks and staff discussions in school</p> <p>Progress reviews with HT</p>	<p>MK EF</p> <p>EF)</p> <p>LW MK</p>	<p>Termly</p>

	conjunction with other SLT members				
IMPACT: Across KS2 clear impact being made. Y6 SATS results in show improvements for disadvantaged pupils in attainment and progress					
D For pupils already at expected standard higher rates of progress to be achieved to ensure moving towards achieving higher level in reading and maths tests more elements of GDS in writing so that by end of KS2 more pupils meet GDS	As above with focus on identifying pupils who need to be extended further and providing opportunities to do so via above strategies. Access related CPD Access mastery maths for greater depth training & utilise purchased Power Maths resources	Insufficient numbers of eligible pupils achieve higher standards EEF + 8 for quality feedback EEF+6 Reading strategies	Access support from SLE and NLE to ensure quality input	LW MK EF	Termly
IMPACT: Significantly more disadvantage pupils achieved higher level in Y6 SATS than previously					
E EAL pupils eligible for PP will achieve higher rates of progress so that they are on track to achieve age related expectation by end of KS2	Assign Assistant head and HLTA support to oversee work of EAL support staff to ensure quality of provision and Access quality CPD for EAL lead and staff	Our own review indicates that an additional role to support the EAL lead and the EAL Teaching Assistants will ensure tighter focus on needs and updated CPD may help enhance practice Oral language EEF +5 One to one tuition +5	Lead to report to HT and regular discussion via pupil progress meeting and review of EAL profiles	EF	Termly
IMPACT: A diverse group year on year but strategies put in place impacted positively on pupils overall progress and attainment					
H Limited life experiences narrowing vocabulary and	Review curriculum and ensure broad and balanced with a planned programme of enrichment activities covering	Equality of opportunity and the research that links limited vocab attached to limited experiences holds back learning.	HT to liaise and PP governor to meet with HLTA to discuss findings	LW	Termly

knowledge and understanding of the world	<p>art, music, and basic opportunities to explore outdoors and visit beyond Stoke On Trent.</p> <p>Assign HLTA to track and promote uptake of extra curricular activities and any limiting impact of additional withdrawal interventions</p> <p>Quality CPD on promoting Vocab rich quality curriculum</p> <p>Activities and experiences in and out of school to promote wider knowledge and understanding</p>	Our own review indicates a gap which we need to address so that we have a better understanding of the 'overall experience of each PP child in our school across the whole school day			
Total budgeted cost					£101,077
IMPACT: Good progress seen overall which will be built on during 2019/20					
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Improve oral language and communication to support all subsequent learning in EYFS	Screening on entry Early Talk Boost Nuffield interventions and language rich curriculum and additional adults to facilitate interventions	Previous success in accelerating progress of pupils' communication skills EEF indicate +5 months progress for oral language interventions	EYFS lead to ensure all staff trained to deliver and track and monitor the progress of those on the programme. Close tracking of interventions and pupil progress reviews	KZ	Half termly
IMPACT: For individuals highly effective but not allows sufficiently so for pupils to meet Early learning goals from their starting points					
B Pupils leaving EYFS with GLD will maintain their progress to ensure expected outcomes at end of Year 1 so that they achieve the	Identified pupils to have 1:1 tuition of small group tuition as best meets needs of pupils for	EEF one to one Tuition +5 Small group tuition: +4		MK EF	Half termly

expected standard in Y1 Phonics and achieve at least age related in reading and maths tests and end of KS1 expected standards in Y2 are maintained by securing basic phonic knowledge	intervention in phonics, reading , writing and maths if insufficient progress is seen through quality first teaching approaches, including in class keep up sessions	Identified interventions: Power of maths Plus 1 Maths Numicon Breaking barriers Word Wasp & Hornet FFT Y2	Key subject leads to monitor progress by weekly /fortnightly book scans and discussions reporting to HT	JMc	
IMPACT: Some good progress seen from starting points but more work to be done during 2019/20					
C Achieve higher rates of progress across KS2 and close gaps that exist in year groups as measured by reading and maths tests and related teacher assessment	Identified pupils to have 1:1 OR small group tuition as best meets needs of pupils for intervention in phonics, reading , writing and maths if insufficient progress is seen through quality first teaching approaches, including in class keep up sessions	FFT Y3 Inference Additional Reciprocal reading sessions Teacher led small group intervention	Key subject leads to monitor progress by weekly /fortnightly book scans and discussions reporting to HT	MK EF JMc	Half termly
D For pupils already at expected standard higher rates of progress to be achieved to ensure moving towards achieving higher level in reading and maths tests more elements of GDS in writing so that by end of KS2 more pupils meet GDS	Dedicated support staff to work with targeted pupils within class and any additional on one to one tuition or small group tuition as required to support progress ensuring eligible PP pupils have rich and varied curriculum provision Additional reading Club Additional Maths Club	EEF +5 Oral language	SLT EAL lead to oversee	EF	
Total budgeted cost					£40,530
IMPACT: KS2 STAS results show significant improvement and approach will be continued for 2019/20					
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

F Social factors impacting on emotional and social behaviours so inhibiting characteristics for effective learning	Full time Safeguarding officer	Most of our Safeguarding case load relates to eligible PP pupils and our own review shows that without this dedicated post we would not be able to offer the proactive support to our families		MC	July 2019
F Social factors impacting on emotional and social behaviours so inhibiting characteristics for effective learning	In house counsellor	Previous strong success and many case studies of high regard, pupils, parents and staff place on this provision to support pupils mental health	Class teachers liaise with counsellor re case work regularly to tailor support	DH / LW	Ongoing
F Social factors impacting on emotional and social behaviours so inhibiting characteristics for effective learning	Nurture facility	Our own experience and tracking shows children accessing this facility thrive and are supported well to build on their starting points and access the curriculum more effectively	Teacher oversees project during management time	KZ	July 2019
G Attendance will improve to at least national and fewer pupils will be late.	Enhanced SLA with EWO To facilitate attendance clinics and early interventions	Beginning to have an impact and need to continue with the strategy for longer to make long term improvements	HT meetings with EWO and reports to govs re attendance	LW	Termly
H Limited life experiences narrowing vocabulary and knowledge and understanding of the world	Support for additional curricular activities/ to ensure equality of access to clubs and activities in addition to any Sports Premium subsidy. Etc Subsidy for Residential Outdoor education	Some pupils miss out on a rich wider experiences unless additional subsidy available. Access to music, sport breakfast clubs all well known to impact positively on wellbeing and learning Equality of opportunity and known wellbeing benefits of outdoor education	Monitoring of provision maps Pupil voice	LW HT	Termly
Total budgeted cost					£69,473
IMPACT: All of the above strategies are essential for our school to ensure wellbeing, safety and equality of access for our most disadvantaged pupils. Individual cases can be used to evidence success which is not always easily demonstrated using test data alone.					