

Pupil premium strategy statement

School overview

| Metric | Data |
|---|------------------|
| School name | Hanley St Luke's |
| Pupils in school | 448 |
| Proportion of disadvantaged pupils | 48% |
| Pupil premium allocation this academic year | £239,996 |
| Academic year or years covered by statement | 2020- 2021 |
| Publish date | September 2020 |
| Review date | July 2021 |
| Statement authorised by | Lynne Williamson |
| Pupil premium lead | Charlie Martin |
| Governor lead | Heather Emery |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|---|
| Reading | No SATS taken nationally so no official progress measures |
| Writing | |
| Maths | |

Disadvantaged pupil performance overview for last academic year

| Measure | Score |
|---|---|
| Meeting expected standard at KS2 <i>NO SATS TAKEN NATIONALLY but our official Teacher Assessment as at MARCH 2020 as reported to Local Authority is shown here. Maths and therefore combined would have been higher by MAY 2020.</i> | Reading: 86% Writing: 64% Maths: 45% Combined: 41% |
| Achieving high standard at KS2 | Reading: 9% Writing: 5% Maths: 14% Combined: 0% |

Strategy aims for disadvantaged pupils

| Measure | Activity |
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| <p>Priority 1</p> <p>To show consistent improvement in EYFS PP attainment</p> | <p>Use the EEF guidance on Mathematics and Literacy in Early Years to support best practice across EYFS.</p> <p>To regularly review current practice and to implement/embed good practice from evidence based research.</p> |
| <p>Priority 2</p> <p>High quality teaching of Phonics is embedded across EYFS and Key Stage 1 leading to an increase in the number of disadvantaged children making the expected standard</p> | <p>Embed high quality teaching of Phonics across the school across EYFS and KS1</p> <p>Targeted academic support of Phonics is embedded across the school, including structured interventions such as small tuition groups and 1:1 support and same day, in-class interventions, where sessions are explicitly linked to daily lessons</p> <p>Teacher- led targeted group teaching</p> <p>Same day teaching of Phonics to enable children to catch-up</p> <p>Effective deployment of teaching assistants to support phonics.</p> <p>High quality texts which are well matched to the phonics phase being taught.</p> <p>Setting within year groups where there is a range of phases being taught.</p> <p>Setting across year groups for differently taught phases (post-covid)</p> |
| <p>Priority 3</p> <p>Improved attainment at the end of Key Stage 1 and Key Stage 2 for Pupil Premium children, closing the gap of disadvantaged children with national at expected standard.</p> | <p>Use EEF Covid-19 research guide to identify actions which have been proven to assist in accelerating disadvantaged children to catch up academically.</p> <p>Use evidence-proven interventions/support for delivering additional support.</p> <p>Ensuring high quality teaching of Reading, Writing and Maths in identified year groups, specifically years 1, 2, 3, and 6.</p> <p>Effective deployment of teaching assistants and support staff.</p> |
| <p>Priority 4</p> <p>Improved attainment at the end of Key Stage 1 and Key Stage 2 for Pupil Premium children, closing the gap of disadvantaged children with national at GDS.</p> | <p>Use EEF Covid-19 research guide to identify actions which have been proven to assist in accelerating disadvantaged children to catch up and exceed expected standard academically.</p> <p>Ensuring high quality teaching of Reading, Writing and Maths in identified year groups. Specifically years 1, 2, 3, and 6.</p> <p>Effective deployment of teaching assistants and support staff.</p> <p>Linking with high schools to provide extra-curricular activities.</p> |

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| <p>Priority 5</p> <p>Absence is in line with or lower than the national figures for disadvantaged children</p> | <p>A rigorous and systematic approach for monitoring and addressing the absences of disadvantaged pupils is in place.</p> <p>Absences of disadvantaged pupils are a priority and addressed promptly.</p> <p>Safeguarding lead and EWO closely monitors attendance and regular attendance reports available for the Headteacher and Governors.</p> <p>EWO package bought from the council – EWO is in school every Thursday to support with attendance.</p> <p>Attendance reported termly in Headteacher’s report to Governors and challenging questions asked.</p> <p>Class Dojo used to contact parents where appropriate.</p> <p>Class Dojo translate option used for school communication to parents.</p> <p>First call for anyone not in school, followed by a text message.</p> |
| <p>Barriers to learning these priorities address</p> | <p>Improving outcomes in EYFS.</p> <p>Ensuring good quality phonics is being delivered throughout EYFS/KS1</p> <p>Ensuring there is good attainment for all disadvantaged children at expected and GDS.</p> <p>Improving attendance and readiness to learn.</p> <p>Lack of engagement or focus due to dis-regulation, low self-esteem and impact of trauma</p> |

Teaching priorities for current academic year

| Aim | Target | Target date |
|---|---|------------------|
| <p>Priority 1</p> <p>To ensure high quality teaching and learning in EYFS, resulting in improved attainment at GLD for disadvantaged children.</p> <p>Progress is evident and evidenced through a larger percentage of ELG’s being met.</p> | <p>Disadvantaged children achieve in line with or closer to the national benchmark for GLD at the end of EYFS, particularly in Mathematics and Literacy.</p> | <p>July 2021</p> |
| <p>Priority 2</p> <p>To ensure high-quality leadership and focused high-quality teaching is in place for the teaching of Phonics in EYFS and KS1. This will impact on the number of PP children achieving expected standard.</p> | <p>By the end of Reception, children use their knowledge of Phonics to read with increasing accuracy and speed.</p> <p>Disadvantaged children achieve in line with national in the Phonics check in Year 1 (Summer term 2021) and Year 2 (Autumn term 2020)</p> | <p>July 2021</p> |

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| | Disadvantaged children in current Year 3, who failed to pass the Phonics check in Year 2, are targeted to achieve the expected standard. | |
| <p>Priority 3</p> <p>To ensure that high-quality, focused teaching results in attainment and progress in Mathematics being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children</p> <p>In Y3 and Y6, children will be making accelerated progress in order to increase the number of children working at expected</p> | <p>Disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards</p> <p>Disadvantaged children achieve national average progress scores or above in Mathematics</p> <p>Pupil Premium children with SEND achieve the best possible outcomes</p> | July 2021 |
| <p>Priority 4</p> <p>To ensure that high-quality, focused teaching results in attainment and progress in Reading being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children</p> <p>In Y3 and Y6, children will be making accelerated progress in order to increase the number of children working at expected</p> | <p>Disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards, with a specific focus on Greater Depth</p> <p>Disadvantaged children achieve national average progress scores or above in Reading</p> <p>Pupil Premium children with SEND achieve the best possible outcomes</p> | July 2021 |
| <p>Priority 5</p> <p>To ensure that high-quality, focused teaching results in attainment and progress in Writing being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children</p> <p>In Y3 and Y6, children will be making accelerated progress in order to increase the number of children working at expected</p> | <p>Disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards, with a specific focus on Greater Depth</p> <p>Disadvantaged children achieve national average progress scores or above in Writing</p> <p>Pupil Premium children with SEND achieve the best possible outcomes</p> | July 2021 |

| Measure | Activity |
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| <p>Priority 1</p> <p>Ensure that the EYFS Pupil Premium funding continues to be focused on decreasing the gaps between disadvantaged children and others internally and nationally so that gaps are diminishing further</p> <p>Increase the percentage from 58%.</p> | <p>Effective high quality teaching is already in place as seen through monitoring</p> <p>Establish and embed high quality teaching across EYFS</p> <p>Targeted academic support for disadvantaged children is embedded across EYFS, including structured interventions such as small tuition groups, 1:1 support and same day, in-class interventions, where sessions are explicitly linked to daily lessons.</p> <p>Early Talk Boost and Time to Talk (speech and language interventions) are delivered in Nursery.</p> <p>Early Talk Boost, Talk Boost and Nuffield (speech and language interventions) are delivered in Reception.</p> <p>Teacher- led targeted group teaching</p> <p>Relevant staff training identified and delivered in-house</p> <p>Effective deployment of teaching assistants, especially with reading/phonics</p> |
| <p>Priority 2</p> <p>The teaching of Phonics is never less than Good in EYFS and KS1.</p> <p>Increase from 61%</p> <p>Teacher-led targeted group teaching is in place for identified disadvantaged children and is consistent and of a high standard</p> <p>Monitoring demonstrates that there is a sharp focus on disadvantaged children gaining phonics knowledge needed by the end of Year 1 to aid reading in Key Stage 1</p> <p>Disadvantaged children achieve in line with national</p> | <p>At least one additional session per day of whole-class teaching using synthetic phonics systematically throughout EYFS</p> <p>Appropriate CPD and relevant staff training for all staff delivering Phonics</p> <p>Reading books match closely to the phonics the children are being taught and these are checked regularly by teachers and support staff</p> <p>A cycle of monitoring Phonics is developed and implemented</p> <p>Support staff are deployed effectively to aid the delivery of Phonics</p> <p>Teacher- led targeted group teaching of Phonics for disadvantaged children</p> |
| <p>Priority 3</p> <p>Teaching in Mathematics in both KS1 and KS2 is never less than Good and Maths Mastery is embedded across the school with consistent teaching</p> <p>Disadvantaged pupils apply Mathematical concepts and</p> | <p>Engagement with the Maths Hub to embed the teaching for Mastery across all year groups</p> <p>Relevant staff training for all staff for the delivery of Maths Mastery</p> <p>A regular cycle of monitoring the consistency in the teaching of Maths Mastery and impact on raising standards</p> |

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| <p>procedures appropriate to their age</p> | <p>Audit of concrete resources to support the teaching and learning of Maths Mastery</p> <p>Purchase of additional resources where gaps in resources are identified</p> |
| <p>Priority 4 Teaching of Reading in both KS1 and KS2 is never less than Good</p> <p>Monitoring demonstrates that reading is prioritised across the school</p> <p>Additional provision is given to disadvantaged pupils where possible</p> <p>Disadvantaged pupils read widely and often</p> <p>Disadvantaged children achieve in line with national at both standards</p> | <p>Reading books connect closely to children's Phonics ability</p> <p>Reading comprehension/retrieval etc is supported through Lexia for years 1 – 6</p> <p>Lexia clubs are provided for selected children in years 3, 5 and 6</p> <p>Embed a rigorous and sequential approach to reading</p> <p>Home reading is to be carefully monitored and concerns addressed quickly</p> <p>Frequent home reading is rewarded with half termly book prize draw</p> <p>Reading using Bug Club online is encouraged and modelled in class.</p> <p>Reading attainment is assessed and gaps addressed effectively and quickly at all stages</p> <p>Children are given time to read for pleasure and are given access to high-quality texts</p> <p>A focus on the progression of vocabulary is developed and implemented across the school</p> <p>Moderation of Reading through the Hackney Education Reading Moderation package</p> |
| <p>Priority 5 Teaching in Writing in both KS1 and KS2 is never less than Good</p> <p>Quality first effective teaching of Writing, such as explicit input, modelling and scaffolding, is in place and used by all teachers to aid the development of writing and support pupil progress</p> | <p>Monitoring of writing to ensure effective and consistent teaching across the school</p> <p>Regular formative assessment of writing to ensure gaps are addressed quickly and effectively</p> <p>A whole-school focus on the application of the acquired vocabulary</p> <p>Relevant staff training to develop the teaching of writing, specifically the modelling and scaffolding for disadvantaged children</p> |

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| Disadvantaged children achieve in line with national at both standards | |
| Barriers to learning these priorities address | <p>Developing staff knowledge and confidence</p> <p>Supporting those children with different starting points within cohorts due to lockdown</p> <p>Families from lower socio-economic positions are given access to reading opportunities (Lexia)</p> <p>Ensuring there is good attainment for all disadvantaged children at expected and GDS.</p> <p>Raising standards in Reading, Writing and Maths</p> |
| Projected spending | *£199,533 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Consistent and effective interventions are in place and maintained over a sustained period and there is evidence of their impact on attainment and progress | <p>Clear speech and language support delivered in EYFS</p> <p>Early Talk Boost, Talk Boost, Time to Talk and Nuffield (speech and language interventions) are delivered in school</p> <p>Establish a timetabled programme of small group interventions for disadvantaged pupils falling behind expectations in English and Maths (Shine)</p> <p>Lexia clubs are provided for selected children in years 3, 5 and 6 to support reading</p> <p>1:1 support provided for those with SEND hours</p> <p>Effective deployment of teaching assistants to meet needs of identified children</p> <p>Use of small groups to increase reading for pleasure</p> <p>Small group Phonics interventions</p> <p>Monitored interventions</p> <p>CPD for identified staff who are delivering interventions</p> |

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| Monitoring shows that same day, in-class interventions are established and effective interventions are maintained over a sustained period | <p>Maths lessons split into two sessions to allow post teaching</p> <p>Teacher-led interventions are delivered to identified children.</p> <p>Develop staff confidence to address gaps in learning the same day</p> <p>Effective feedback is in place to ensure progress of disadvantaged pupils</p> |
| Barriers to learning these priorities address | <p>Developing staff knowledge and confidence</p> <p>Ensuring continuous, same-day support to address misconceptions or to develop learning</p> <p>Clear interventions to support lost learning due to Covid-19 and the subsequent disruption to teaching</p> <p>Timetabling of in-class support to ensure that this does not impact on curriculum time</p> |
| Projected spending | *£199,533 |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| <p>Priority 1</p> <p>Absence of Pupil Premium children is in line with or lower than the national figure for this group of children, including for persistent absent Pupil Premium children</p> | <p>Support and monitoring from EWO. EWO package bought from the council so that EWO is in school every Thursday to support with attendance.</p> <p>First call home followed by a text</p> <p>Attendance rewards- class and individual (currently postponed due to COVID-19)</p> <p>Safeguarding lead and EWO closely monitors attendance and regular attendance reports available for the Headteacher and Governors.</p> |
| <p>Priority 2</p> <p>Pupil Premium children's attendance at extra- curricular activities is high and has a positive impact on their social and emotional learning.</p> | <p>Lunch clubs</p> <p>Targeting Pupil Premium children to attend extra-curricular activities</p> <p>A wide variety of activities are available including non-academic subjects, ensuring that bubbles are not compromised</p> |

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| | <p>Monitoring of the uptake of pupil premium children engaging in extra-curricular activities</p> <p>Forest schools</p> |
| Barriers to learning these priorities address | <p>Better attendance by all children, specifically PP</p> <p>Engagement in extra-curricular activities</p> <p>Parental engagement</p> <p>Improved attendance</p> <p>COVID-19 and associated bubble closures; lack of learning</p> <p>Lack of engagement or focus due to dis-regulation, low self-esteem and impact of trauma</p> |
| Projected spending | £40,463 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|---|
| Teaching | <p>Time- ensure enough time to deliver interventions effectively</p> <p>Gaps widened due to lockdown</p> <p>Access to online learning</p> <p>Consistency of teaching and learning across the school</p> | <p>Use staff training days to meet CPD needs</p> <p>Cover internally wherever possible, using support staff where possible to cover</p> <p>Ensure staff and children have access to training for online learning</p> |
| Targeted support | <p>Staff knowledge and CPD</p> <p>Identify the gaps in knowledge as a result of school closure</p> <p>Timetabling of interventions</p> <p>Space for timetabling different cohorts</p> <p>Ensuring enough time for teaching small groups/ 1:1</p> | <p>Provide opportunities for staff training/ peer training</p> <p>Establishing a fair and effective timetable to ensure all cohort's needs are met</p> <p>Same day in class interventions wherever possible</p> |
| Wider strategies | <p>Attendance has been affected by school closure and parental fears over Covid-19</p> <p>Engaging the families facing the challenges</p> <p>Extra-curricular activities due to current restrictions</p> | <p>Work closely with EWO</p> <p>Targeted support for families</p> <p>Regular, personal contact and communication with known families</p> <p>Supporting parents to support learning at home, including online learning</p> <p>Additional DSL trained</p> |

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| | Higher than usual numbers of pupils and families impacted by trauma/significant safeguarding concerns | Additional supervision of Safeguarding officer by DSL Consistent proactive approach to engaging all relevant agencies |
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Review: last year's aims and outcomes

The outcome of the strategy is difficult to measure given we went into lockdown in March 2020 and therefore lost over a term's education despite a highly effective remote learning strategy. Our Y6 disadvantaged pupils leaving in 2020 outperformed their non-disadvantaged peers in Reading which indicates the success of our strategy in many areas. We are confident that the maths assessments would have been higher by the usual SATS point of May.

| Key Performance Indicator | Result All pupils | Results * Pupils not eligible for Pupil Premium | Results* Pupils Eligible for Pupil Premium |
|--|-------------------|---|--|
| % of pupils achieving at least expected standard in reading | 83% | 81% | 86% |
| % of pupils achieving at least expected standard in writing | 71% | 75% | 64% |
| % of pupils achieving at least expected standard in maths | 58% | 64% | 45% |
| % of pupils achieving at least expected standard in GPS | 67% | 69% | 64% |
| % achieving at least expected in reading, writing & maths combined | 55% | 61% | 41% |
| % pupils meeting higher standard in reading | 24% | 33% | 9% |
| % pupils meeting higher standard in writing | 10% | 14% | 5% |
| % pupils meeting higher standard in maths | 22% | 28% | 14% |
| % achieving higher standard in reading, writing & maths combined | 5% | 6% | 0% |

Our Reception children at March 2020 also showed that the gap had narrowed between groups but within each cohort there were pupils with exceptional low starting points or additional challenges such as arriving to school with no English whose excellent progress, therefore, is not reflected in simple headline data. The same applies for the phonics data for Y1 and Y2 retakes also shown below:

| | All | Pupil Not eligible for PP | Pupils eligible for PP |
|---------------------|------------|---------------------------|------------------------|
| Achieved GLD | 59% | 62% | 58% |
| Boys | 44% | 38% | 56% |
| Girls | 75% | 83% | 60% |

Phonics Predicted Outcomes for Y1 Cohort and Y2 retakes as at summer 2020

| | ALL | Pupil Not eligible for PP | Pupils eligible for PP |
|------------------------------|-----|---------------------------|------------------------|
| Y1 achieving expected | 63% | 67% | 61% |
| Y2 retakes | 65% | 82% | 44% |

Our End of KS1 data is particularly low as the cohort had significant EAL and SEND and new arrivals. Within that however, our disadvantaged pupils out performed their non-disadvantaged peers in achieving the higher standard in Reading.

| Key Performance Indicator | Result All pupils | Results * Pupils not eligible for Pupil Premium | Results* Pupils Eligible for Pupil Premium |
|--|-------------------|---|--|
| % of pupils achieving at least expected standard in reading | 49% | 52% | 46% |
| % of pupils achieving at least expected standard in writing | 37% | 39% | 38% |
| % of pupils achieving at least expected standard in maths | 49% | 55% | 42% |
| % achieving at least expected in reading, writing & maths combined | 35% | 33% | 38% |
| % pupils meeting higher standard in reading | 18% | 15% | 21% |
| % pupils meeting higher standard in writing | 0% | 0% | 0% |
| % pupils meeting higher standard in maths | 5% | 3% | 8% |
| % achieving higher standard in reading, writing & maths combined | 0% | 0% | 0% |

Our recovery curriculum linked to our Pupil Premium Strategy targets these pupils as a priority along with the current Y6.

| Aim | Outcome |
|---|---|
| <p>A</p> <p>Improve oral language and communication to support all subsequent learning in EYFS and into KS1</p> | <p>See above</p> |
| <p>B</p> <p>Vast majority of pupils will secure phonological knowledge appropriate for their age in EYFS so wider curriculum can be accessed and more children secure their Y1 phonics check. Where pupils are behind their expected stage interventions will rapidly close the gap</p> <p>End of KS1 expected standards in Y2 are maintained by securing basic phonic knowledge</p> | <p>See above</p> |
| <p>C</p> <p>Achieve higher rates of progress across KS1 & KS2 and close gaps that exist in year groups as measured by reading and maths tests and related teacher assessment for writing and foundation subject teacher assessment as appropriate</p> | <p>See above</p> |
| <p>D</p> <p>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</p> | <p>See above – this target has incomparable data due to COVID-19</p> |
| <p>E</p> <p>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</p> | <p>See above – this target has incomparable data due to COVID-19</p> |
| <p>F</p> <p>Social factors impacting on emotional and social behaviours so inhibiting characteristics for effective learning</p> | <p>School has a wealth evidence on the positive impact our actions have had on pupils. Significant issues remain outside, despite our excellent efforts as a result of many factors outside of our control including COVID-19 and a social care system undergoing major improvements.</p> |

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| <p>G</p> <p>Attendance will improve to at least national and fewer pupils will be late.</p> | <p>Due to COVID-19 we have compared comparable time frames</p> <p>Sept 18-Mar 19 PP attendance was 93.56</p> <p>Sept 19-Mar 20 PP attendance was 93.57% (improvement of 0.01%)</p> <p>Sept 18-Mar 19 unauthorised absence was 2.56%</p> <p>Sept 19-Mar 20 unauthorised absence was 1.56% (improvement of 1%)</p> |
| <p>H</p> <p>Limited life experiences narrowing vocabulary and knowledge and understanding of the world</p> | <p>Our curriculum continues to develop to meet the needs of our children with a range of visits and experiences but many of these have been curtailed since March 2020.</p> |