

Pupil premium strategy statement 3 year plan

St Luke's C of E School, Cambridge

Metric	Data 2019-2020	Data 2020-2021	Date 2021-2022
School name	St Luke's C of E Primary school	St Luke's C of E Primary school	St Luke's C of E Primary school
Pupils in school		133	119
Proportion of disadvantaged pupils		34	31
Pupil premium allocation this academic year		£50040 35 Ever6 children 1 LAC or post LAC 2 service children	£44040 31 Ever 6 1LAC or post LAC
Academic year or years covered by statement	2019-2020	2020-2021	2021-2022
Publish date		September 2020	November 2021
Review date		November 2021	December 2022
Statement authorised by		B Ireland- Curtis	B Ireland-Curtis
Pupil premium lead	Andy Lucas	Saima Din	Saima Din
Governor lead	Gill Ambrose	Gill Ambrose	Gill Ambrose

Disadvantaged pupil progress scores for last academic year

Measure	Score 2019-20	Score 2020-21
Reading	COVID no official data	COVID no official data
Writing	COVID no official data	COVID no official data
Maths	COVID no official data	COVID no official data

Strategy aims for disadvantaged pupils

Measure	Score		
Meeting expected standard at KS2	COVID no official data		
Achieving high standard at KS2	COVID no official data		
Measure	Activity 2020-2021	Activity 2021-2022	Activity 2022-23
Priority 1 Phonics	Offer training for staff who have received training on Phonics scheme.	Embed training for staff on Phonics scheme including TAs.	Phonics results are on track to meet or exceed national average. All KS1 children are competent readers and spellers.
Priority 2 Maths	Embed White Rose Maths scheme throughout the school. Introduce Times tables learning as a key focus for the school	Embed White Rose Maths scheme Embed the Times tables learning as a whole school focus and raise the profile of maths for the school.	Maths results are on track to meet or exceed national average. Children excel in statutory time table assessment

<p>Priority 3 Pre-teaching/ levelling up</p>	<p>Begin to rollout pre-teaching for children who lack confidence in lessons. Focusing on a select few classes.</p>	<p>Embed pre-teaching throughout the school focusing on building confidence in reading activities.</p>	<p>Embed pre-teaching for reading focus activities and offer focused Maths pre-teaching groups.</p>
<p>Priority 4 High Quality teaching (HQT)</p>	<p>To support confidence of children in whole class situations training by the SENDCO on 'First and Best' approach to be implemented throughout the school.</p>	<p>Embed the 'First and Best approach' to all low confidence students. Specific focus on Pupil Premium children and EAL children. Develop Dyslexia friendly classroom. Develop TA confidence in supporting HQT</p>	<p>Embed the 'First and Best approach' to all low confidence students. Specific focus on Pupil Premium children and EAL children. Embed Dyslexia friendly classroom. Embed TA confidence in Supporting HQT</p>
<p>Priority 5 Confidence building</p>	<p>Sport provision to be offered to all PP children focus is to give new opportunities and build confidence in a variety of sports.</p>	<p>Sport provision to be offered as a priority to all pupils to build confidence and access to extra-curricular clubs.</p>	<p>Sport provision to be offered as a priority to disadvantaged pupils to build confidence and access to extra-curricular clubs and competitive sports.</p>
<p>Barriers to learning these priorities address</p>	<p>Where there are inconsistencies in staff approaches to teaching, these priorities will support levelling up.</p> <p>Sports will be used as an opportunity for key children to excel and boost confidence where they are lacking confidence in the classroom.</p> <p>Where children work with a TA to support learning there will be consistency in teaching and teaching will remain in class the majority of the time to ensure no child is missing learning.</p>	<p>Where there are inconsistencies in staff approaches to teaching these barriers will support levelling up.</p> <p>Sports will be used as an opportunity for key children to excel and boost confidence where they are lacking confidence in the classroom, developing translatable skills and knowledge.</p> <p>Where children work with a TA to support learning there will be consistency in teaching and teaching will remain in class the majority of the</p>	<p>Where there are new staff a consistent approach will ensure children feel confident and settled to a teaching style. They will know what is expected as they will have had several years of consistency. This will support confidence and clear understanding of expectations.</p> <p>Sports will be used as an opportunity for key children to excel and boost confidence where they are lacking confidence in the classroom, developing translatable skills and being given opportunities they may not otherwise have.</p> <p>Where children work with a TA to support learning there will be</p>

		time to ensure no child is missing learning.	consistency in teaching and teaching will remain in class the majority of the time to ensure no child is missing learning.
Projected spending	SENDCO training AFL 6 3hr training sessions £200 TA training for Pre teaching SENDCO time hours £300 Monitoring of pre-teaching 3 hrs £200	Teacher training SENDco support 1 hr a week 1:1 SENDco/ Inclusion Lead and teacher training 1:1 SENDco/Inclusion Lead and new TAs training HT/ SENDco/Inclusion Lead to support team teaching HT/SENDCo/Inclusion Lead to support Pre-teaching	Phonics training for remaining staff Timetable Rockstars and TT challenge cards £500 Teaching hours extended to cover pre teaching (TAs ½ extra to the day) £14250

Teaching priorities for current academic year

Aim	Target (please note 2020 data unavailable due to COVID)	Target date
Progress in Reading	National average progress scores in KS2 Reading 73% (2019)(no 2020 data due to COVID) St Luke's scores 77% Target	Sep 22
Progress in Writing	National average progress scores in KS2 Writing 78% (2019) (no 2020 data due to COVID) St Luke's scores 71% Target	Sept 22
Progress in Mathematics	National average progress scores in KS2 Mathematics 79% (2019) (no 2020 data due to COVID) St Luke's scores 73% (Target)	Sept 22
Phonics	National average expected standard in Phonics Screening Check 82% (2019) (no 2020 data due to COVID) St Luke's scores 86% (Target)	Sept 22
Other	Improve attendance of disadvantaged pupils to LA average (AWAITING INFORMATION- data impacted by COVID)	Sept 22

Focused support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support

Measure	Activity 2020-21	Activity 2021-22	Activity 2022-2023
Priority 1 Phonics support KS1 and	Embed the training to deliver the phonics scheme effectively.	To meet and be on track with embedding scheme effectively. To train all relevant staff in the Phonics scheme	All staff are using and embedding Phonics training into reading and spelling in KS1 and this is evident in lower KS2
Priority 2 KS1 Phonics and sounds write training	Small group phonics support to develop confidence in children following COVID. SENDco/Inclusion Lead to be trained to support TA delivery of the program	To train all staff on the Sounds-write training. EYFS and KS1 focus first then to be rolled out to the whole school	All staff teaching have been trained in Sounds-write and the training is being embedded in teaching spelling strategies TAs are now being trained in full for Sounds-write to begin intervention support
Barriers to learning these priorities address	Children returning from COVID have learned at different paces. During lockdown the children made better progress in small groups. We hope to continue to support the need for children to learn in small groups until their confidence is boosted.	To bring the school in line with the position of the MAT To boost handwriting and spelling alongside the Phonics scheme. For all KS1 and 2 teachers to approach High Quality teaching with the background knowledge of the Sounds-write program.	There is consistency in teaching phonics and handwriting throughout the KS and school All staff are using the phonics scheme to support spelling consistently Interventions and class teaching is consistent with by all staff. All children learn with consistency (both in class and during interventions) and

			what they learn is reflected in each learning session
Projected Spending	<p>Booster training for school staff Phonics Phonics training all teachers and 2 TA's SENDco/Inclusion Lead to be trained in Phonics</p> <p>£ 6000</p> <p>£2000</p>	<p>SENDco/Inclusion Lead to be trained in Phonics</p> <p>Teacher and TAs training in Phonics</p>	<p>Mentoring support for TAs- release time for teaching staff to support TA development</p> <p>Team teaching for teachers - PPA cover time</p> <p>£2000</p>

Wider strategies

Measure	Activity 2020-21	Activity 2021-22	Activity 2022-2023
Priority 1 Whole school maths focus	<p>To embed the delivery of the White Rose Maths and Maths Mastery to support plugging gaps in learning.</p> <p>Where appropriate, resour5ce books for remote learning will be purchased.</p> <p>Pre teaching is rolled out throughout the school to develop progression</p> <p>The profile of Times Tables is to be developed across the school from years 2-6 to develop competency for the Y4 assessment.</p>	<p>To embed the delivery of Maths Mastery to support plugging gaps in learning.</p> <p>Pre-teaching is used to develop progression and the gap between PP and non PP children has diminished.</p> <p>Confidence and interest in Times Tables is evident throughout the school and translates into positive data.</p> <p>Parent engagement sessions are introduced to raise the profile of maths by HT and Maths lead.</p>	<p>To embed the delivery of Maths Mastery to support plugging gaps in learning.</p> <p>Pre-teaching is used to develop progression and there is no gap between PP and non PP children's achievements.</p> <p>Confidence and interest in Times Tables is evident throughout the school and translates into positive data and national targets being achieved.</p>

			Parent engagement sessions are well attended and this will raise the profile of maths in the school.
Priority 2 Whole school writing focus	All staff trained to develop whole class reading strategies and develop a highly focused literacy scheme of work	Embed whole class reading strategies and improve the effectiveness of the literacy scheme of work.	The school has moved to the reading cannon approach to teaching English and reading. Staff are fully trained to approach reading with a whole class approach.
Priority 3 Developing effective use of staff	Achievement for all (AFL) improvement program focusing on developing TA effectiveness is offered to support the SENDco/Inclusion Lead MITE training is available for TA's and offered out to all teachers.	Embed the AFL approach for all teaching staff MITE training for TA's and offered out to all new staff.	TAs are confidently supporting the children's learning and developing child confidence and independence. Teachers are confident to lead TAs, and able to give clear guidance on how to support learners.
Priority 4 Use of catch up funding	HLTA and LV3 TA's to provide intense interventions. Application to agency for catch-up funding	Application to catch up premium and national tutoring programme to build capacity to support greater numbers of children.	Specialist support has been utilised to support the children most affected by the lockdown. Specialist Teachers support interventions.
Barriers to learning these priorities address	Ensure the TA staff and class teachers are trained to recognise gaps in learning from assessments and implement appropriate pre-teaching to reduce gaps in learning. To use manpower effectively and to a high standard	Embed the delivery of pre-teaching by TA staff and the class teachers and reduce gaps in learning. To use manpower effectively and to a high standard to get the best result from staff.	Staff will provide consistency for children. Their approach will reinforce expectations for learning and the consistency will reinforce confidence in staff and children. The catch up funding will support engagement in lessons and foster confidence in learners by over learning.

Projected spending	LV3 Training supply cover 1 day £200 MITE training session for TA's £300 1 day Inclusion Manager £12000 Literacy shed licence - £400 PA+ licence £750 Level 3 TA - £3220	Maths resources £1000 Reading cannon books £800 MITE training for new TAs £500 Catch up funding £8000	Maths resources £800 Reading Cannon book selection £4000 Catch up funding £15000 Licence purchases £800
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Wider strategies

Measure	Activity 2020-2021	Activity 2021-22	Activity 2022-2023
Priority 1 Developing Reading	Roll out the use of Accelerated Reader across all year groups to increase reading for pleasure	Accelerated Reader and STAR reader to be across all year groups to increase comprehension and reading confidence. To bring children on track or exceed national average. Introduce the READING CONNON to enable children to access a range of recommended books.	Implement and embed the Reading Cannon into English and Reading lessons throughout the school.
Priority 2 Developing writing confidence	Establish small group pre-teaching sessions form disadvantaged pupils falling behind age- related expectations.	Embed the small group pre- teaching sessions form disadvantaged pupils falling behind age- related expectations. Handwriting school pack to be purchased and used to support Sounds-write approach	Embed the handwriting scheme throughout the school.

<p>Priority 3 CPD</p>	<p>New subject leader release days for Knowledge Curriculum</p>	<p>Purchase reading materials to support teachers in High Quality Teaching HT and SENDco team teach and support CPD of new staff. Teacher Subject release days</p>	<p>Begin to develop mentoring buddies for teachers and TAs</p>
<p>Priority 4 Licences to support teaching</p>	<p>Implement and begin to use TT Rockstars to develop times table proficiency PA plus to develop English Confidence Focus teaching for Curriculum development and teaching Literacy Shed</p>	<p>Role out TT Rockstars to develop times table proficiency in KS1 (year 2) Times tables flash cards invested for Y3 and Y4 PA+ to develop teaching English confidence PKC Knowledge based curriculum development and teaching.</p>	<p>Embed TT Rockstarts for home and school use. Purchase TT cards challenge for all year groups Literacy Shed to support Reading cannon PKC licence renewal – Knowledge based curriculum ICT Microsoft office accounts for all children to support TEAMS learning</p>
<p>Priority 5 Access to online learning and home learning</p>	<p>Home learning to be set using Dojo Oak Academy White Rose Maths and Lessons set by the class teacher Computers given to all PP children who do not have access to ICT at home.</p>	<p>Computer resources to be purchased to support home learning during the lockdown Computers to be shared with families who need support to access remote learning. ICT Microsoft office accounts for all children to support TEAMS learning</p>	<p>Computer resources to be purchased to support home learning during the lockdown Computers to be shared with families who need support to access remote learning ICT Microsoft office accounts for all children to support TEAMS learning</p>

<p>Priority 6 Access to resources to support home learning</p>	<p>Where children do not have access to ICT booklets sent home to support learning with appropriate resources.</p>	<p>Purchase home learning resources to ensure all children have access to home learning even without ICT support.</p>	<p>Provide additional home learning resources to ensure all children have access to home learning if ICT support is unavailable.</p>
<p>Priority 7 Parental and family engagement</p>	<p>Events and sways to be offered to support family engagement, punctuality and attendance.</p> <p>Where TRP's are in place lunch is to be provided.</p> <p>Afterschool club is used to engage children in activities which they may otherwise not have opportunity to engage with.</p> <p>Payment for clubs and visits to offer opportunity to all PP children.</p>	<p>Events and sways to be offered to support family engagement, punctuality and attendance.</p> <p>Where TRP's are in place lunch is to be provided.</p> <p>Afterschool club is used to engage children in activities which they may otherwise not have opportunity to engage with.</p> <p>Payment for clubs and trips to offer opportunity to all PP children</p>	<p>Events and sways to be offered to support family engagement, punctuality and attendance.</p> <p>Where TRP's are in place lunch is to be provided for the child.</p> <p>Afterschool club is used to engage children in activities which they may otherwise not have opportunity to engage with including craft and sports.</p> <p>Payment for clubs and trips to offer opportunity to all PP children.</p>
<p>Barriers to learning these priorities address</p>	<p>Encouraging wider reading and providing catch-up in vocabulary and comprehension through the knowledge based curriculum</p> <p>Develop consistency throughout the school in how lessons are taught and the coverage of curriculum follows guidance and progression</p>	<p>Encourage wider reading and providing catch-up in vocabulary and comprehension confidence</p> <p>Enabling remote learning opportunities and access to home-learning, access to specialist programs bought to continue home learning.</p>	<p>Develop in, enjoy and love challenges in learning independently.</p> <p>Learners access high quality reading materials which are recommended reads for children of their age.</p> <p>ICT resources are in place to support adaptive teaching for all learners.</p>

	Extra- curricular social activities encourage school attendance and interests	Enabling everyone to have access to learning opportunities irrespective of ICT access or home resources Extra- curricular social activities encourage school attendance and interests	Ensure children are supported in learning in the event of school closures. Encourage school wide parent and school engagement.
Projected spending	Breakfast club £4000 AS club £5000 Trips for PP £570 + £1000 residential	Cost of AR £2900 Cost of reading journals (whole school) £300 Cost of 8 Running the room books £100 Reading Cannon Books Training for teachers and children on TEAMS ICT costings – Office access for all learners IT infrastructure update £8000 TT Rockstars licence fee £300 TT challenge cards £80x2 Catch up funding use £10000 AS club £5000 Trips for PP £570 + £1000 residential visits	Computers for home learning £5000 Handwriting scheme and reading books for school linked to Sounds-write £4700 Clubs and trips £2000 Licence renewals £1500 Catch up funding £15000 TA extended hours to cover pre-teaching £14250 PPA cover for CPD £2200
Total Projected Spend	£44,040	£56,350	£43950

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensure enough time is allocated for subject leadership</p> <p>Development and CPD</p> <p>Change of staff and subject leaders</p>	<p>Inset days</p> <p>Subject leadership training from DEMAT</p> <p>AFL support for Inclusion Manager</p> <p>Faculties for subjects will support staff and CPD</p>
Targeted support	<p>Ensuring subject release time for Subject leaders.</p> <p>Ensuring all staff have the Sounds-write training over the course of 2 years.</p> <p>Ensuring staff recruitment and retention does not impact on consistency and continuity</p>	<p>Maths lead to have release time to observe interventions and offer training.</p> <p>Inclusion Manager to support TA training</p> <p>AFL support for Inclusion Manager</p> <p>Mentoring by SENDco and HT offered in PPA time for CPD</p>
Wider strategies	<p>Engaging families facing access to remote learning challenges and online attendance</p> <p>Engaging families to bring children to school early for pre teaching sessions to develop confidence at school. Where siblings were not offered the opportunity at the same time.</p> <p>Access to ICT where it is not available at home.</p>	<p>Offering ICT support where possible particularly during lockdown or school holidays</p> <p>Working closely with families through communication and regular contact.</p> <p>Support for sports groups and opening opportunities to extra-curricular activities.</p> <p>Lunch time club was offered to all children to give them the opportunity to access the provision.</p>
Point to note	<p>A number of PP children in school do have an associated SEN need, in some cases the SEN needs require additional or more child focused targets to be supported</p>	

Review: last year's aims and outcomes

Aim	Outcome 2019-20	Outcome 2020-21
Progress in Reading and Writing 75% pass	No official data due to COVID	No official data due to COVID
Progress in Maths 75% pass	No official data due to COVID	No official data due to COVID
Phonics 85% pass	No official data due to COVID	No official data due to COVID
Maths Times Tables challenge 75% pass	NA	No official data due to COVID