

# St. Luke's Pupil Premium Strategy Statement 2022-23



This statement details our school's use of pupil premium, recovery premium and National Tutoring Grant for the 2022 to 2023 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	<b>St Luke's CEVA Primary E16 1JB</b>
Number of pupils in school as of Oct. 2022 Census (on which PPG funding calculated)	198 YR-Y6 covered by PPG & 20 in YN covered by EYPP
Proportion (%) of pupil premium eligible pupils	22% April 22 23% since Oct 22 (46) 25% March 2023
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	Summer Term 2023
Date on which it will be reviewed	Spring Term 2024
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	£52,270
Recovery premium funding allocation this academic year	£5,474
National Tutoring Grant (NTG)	£6949
Pupil premium funding carried forward from previous year	£0
<b>Total budget for this academic year</b>	<b>£64,493</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Overall Aims for disadvantaged students 2022-23

- To ensure PPG children adversely affected by lockdowns (identified by continued progress meetings) to be supported through interventions before school & during school to 'catch up' - Progress to be assessed by end of year tests and teacher assessments.
- To improve Maths attainment, especially at the Higher Standard (HS) at end of KS2 by employing a retired Secondary Maths teacher to work with Y5&6 disadvantaged children.
- To ensure all PPG children are able to access online curriculum platforms for homework (& if there is a return to remote working) – all PPG children in Y4,5&6 to have laptop access at home (if needed) so online homework can be completed (our analysis shows that these platforms are important in KS2 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 regular Speech/Language therapist, Nuffield Early Language Intervention and Mastering Number, Fisher Family Trust (FFT) Lightning Squad reading interventions to address gaps in skills for disadvantaged children in EYFS and KS1&2.
- To continue to provide educational visits for disadvantaged children such as museum trips, rowing on Royal Victoria Dock, West End Theatre Trip & workshop & 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) & monitoring through progress meetings. This use of teachers/post-graduates coupled with research based interventions where possible is aimed at getting accelerated progress for 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
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1	Poor levels of language and independence in some EYFS and mid-phase joiners
2	High levels of SEND requiring lots of support
2	Some dis-advantaged children were disproportionately affected by the lockdowns due to lack of devices and poor WiFi but also in case of EYFS & KS1 children they lost key building blocks of their learning which could only be properly delivered whilst in school.
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
1. Mental Health needs of disadvantaged children met by ELSA trained TA using drawing and talking etc.	Children are able to be rotated off the interventions due to progress made
2. PPG spending coupled with Recovery Premium & NTG has seen those disadvantaged pupils assessed as being behind in Summer 22 are reducing the gap between themselves and Nationally expected levels for all children	Summer 2022 assessments show closing of disadvantage gap
3. The employment of a speech therapist 1 day a week (doubling of previous frequency), supported by dedicated trained TA allows crucial building block of oracy skills to be developed	End of year report from therapist shows that children we have had all year have made accelerated progress
4. 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 2023 assessments and beyond

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year (2022-23) to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of graduate to provide Language/phonics support to disadvantaged children plus use of FFT Lightning Squad reading &amp; phonic interventions administered by member of SLT Sept22-Mar23 3 hours per week = £180</i></p> <p>Total £4,500</p>	<p>School average of Y1&amp;2 children achieving pass mark in the phonics test has suffered in last 2 years</p>	2,4
<p><i>Once a fortnight Speech/language therapist (18 days) = £7,000 &amp; new graduate TA to increase oracy interventions - £20 per hour x 15hrs per week x 35 weeks = £10,500</i></p>	<p>Whole school approach: Speech and language programs delivered by a therapist employed one day per week. The individualised speech and language programme is continued by trained TA.</p>	3

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

**Budgeted cost: £15,225**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pre-school boosters x2 plus mornings a week from Oct 22 - May 23 (Y6) &amp; May-July 23 (Y5) delivered by our own teachers &amp; tutor.</i></p> <p>= £315 per week x35 = £11,025</p>	<p>Previous ex-maths teacher had improved internal performance of Y5/6 children in SATs tests before lockdown in March 2020 stopped externally validated testing</p>	2,4
<p><i>FFT Lightning squad – license bought directly for £1,000 intervention provided by 2 TAs for total of 6 hours per week total = £4,200</i></p>	<p>FFT Lightning squad promoted by EEF as successful intervention along with Nuffield Early Lang. Intervention (NELI)</p>	2,4

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

**Budgeted cost: £26,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elsa trained TA working from 1-3pm x5 days a week £15,600	Emotional Literacy (ELSA) trained Learning Mentor supports pupil emotional wellbeing and specialised counselling to pupils in need so they can c	1
Extra TA in EYFS to carry out interventions in EYFS designed to help children 'regulate their emotions such as Attention Bucket & Zones of Regulation	All interventions recommended	1

**Total budgeted cost: £63,225**

## 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 2021 to 2022 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021 – results from 2022 although well above National Average at end of KS2 will not be used to hold the school to account.*

- *Our rates of successful PPG application have increased to now be in line with NA*
- *Our own externally marked SATs data for the academic year 2021-22 placed 57% of our PPG pupils in Y6 at the expected level for Reading, Writing & Maths (RWM combined) Vs 43% NA & 64% LBN with 17% of them also achieving the Higher Standard.*
- *All PPG children attended Y6 residential June 2022 and several were paid to attend Summer Holiday Camps*

### 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*

<b>Programme</b>	<b>Provider</b>
Maths No problem Singapore based approach to Mathematics.	MNP
Tales Toolkit & Box Clever & Nuffield Early Language Intervention for early language development	Various
FFT Lightning Squad	Fisher Family Trust
Teach Computing	STEM Learning through the DFE
Snap Science	Harper Collins