



# SKERTON ST LUKE'S CE SCHOOL

## PUPIL PREMIUM STRATEGY STATEMENT 2016-17

1. Summary Information					
School	Skerton St Luke's CE School				
Academic Year	2016-17	Total PP Budget	£75 080	Date of most recent PP review	October 2016
Total number of pupils	201	Number of pupils eligible for PP	45	Date of next internal review of this strategy	March 2017

2. Current Attainment		
July 2016	Pupils Eligible for Pupil Premium Ever 6 St Luke's	Pupils not eligible for Pupil Premium (national)
% achieving ARS in Maths	Year 2 – 71% Year 6 – 40%	Year 2 – 77% Year 6 – 71%
% achieving ARS in Reading	Year 2 – 71% Year 6 – 40%	Year 2 – 70% Year 6 – 79%
% achieving ARS in Writing	Year 2 – 57% Year 6 – 80%	Year 2 – 78% Year 6 – 75%

3. Barriers to Future Attainment (for pupils eligible for PP)	
<b>In-school barriers (barriers to be addressed in school)</b>	
A	Speech and language skills. Pupils accessing challenging texts by having a good understanding of vocabulary.
B	Home reading/ access to quality books. Early reading experiences not explored enough.
C	Accessibility of a wide range of experiences linked to the curriculum eg Museum visits, theatre, visitors to school, which impact on key literacy development including writing skills. Engagement with wider educational and life skills.
<b>External barriers (issues which also require action outside school)</b>	
D	Families requiring support with behaviour, housing and a high level of mental health issues and child protection. Diminishing services available.
E	Parental engagement in supporting pupils with vocabulary development, phonics, reading and writing.

4. Desired outcomes (Desires and outcomes and how they will be measured)		Success Criteria
A	PP make accelerated progress from low starting point to achieve ARS and above. Speech and Language Interventions are effective and vocabulary is improved throughout the school.	<ul style="list-style-type: none"> <li>The proportion of pupils meeting the ARS in reading and writing in line with the national expectations at the end of KS2.</li> </ul>

<b>B</b>	Intervention programmes are effective in reading. Children enjoy reading and can make connections with texts. Early intervention is effective in bridging the gaps and children from low starting points achieve a GLD in reading and writing. That pupils have access to high quality books and language rich experiences.	<ul style="list-style-type: none"> <li>• Pupils make excellent progress from their starting points and achieve at least as well as national expectations at end of EYFS and each KS.</li> <li>• More able pupils achieve greater depth at all levels through targeted support.</li> <li>• Pupils achieve ARS in phonics in line with or above national expectations.</li> </ul>
<b>C</b>	Children have a wide range of experiences which enables them to fully access the curriculum and achieve key skills in reading, writing and maths. That vocabulary is developed through an environment that is vocab rich. Children are engaged in school life.	<ul style="list-style-type: none"> <li>• Accelerated progress from R-Y2. Phonics achievement is in line with national expectations.</li> <li>• Attainment at the end of KS2 meets the national target of 65% working at ARS in reading and maths.</li> <li>• Pupil interviews demonstrate a love of reading and pupils can identify key genres that they like to read.</li> <li>• Children participate in the wider curriculum, including key learning skills.</li> </ul>
<b>D</b>	Introduce the Zones of Regulation. Further develop 6Rs to show impact on learning. Continue pastoral support for pupils and families.	<ul style="list-style-type: none"> <li>• Social and emotional needs of key pupils are being met through work with pupils and parents.</li> </ul>
<b>E</b>	Develop further communication and engagement with parents across the school. parents attending more workshops and engaging more with children's learning in school.	<ul style="list-style-type: none"> <li>• Parents supporting children's learning through engagement with school activities.</li> </ul>

5. Planned Expenditure					
Academic Year		2016-17			
i. Achievement and Outcomes					
Desired Outcome	Chosen Action	Evidence/ rationale	Monitoring and reporting	Staff Lead	Review
Increase proportion of pupils meeting ARS in reading, writing and maths at end KS2	Additional teacher to support reading, writing and maths interventions.	Evidence from Reading Recovery and other booster programme results	DH to monitor progress. Pupils identified through progress tracker and Pupil Progress meetings.	GD/CA	Half Termly from January 2016
				<b>Budgeted cost</b>	<b>£4 000</b>
Increase proportion of pupils meeting ARS in reading, writing and maths at end KS2	Learning support to focus interventions in reading, writing and maths.	Evidence from Reading Recovery and other booster programme results	DH to monitor progress. Pupils identified through progress tracker and Pupil Progress meetings.	GD	Half Termly

<b>Budgeted cost</b>					<b>£10 000</b>
Increase the proportion of pupils meeting ARS in reading, writing and maths at end KS1	Learning support to focus interventions in reading, writing and maths.	Evidence from Talk Boost and other booster programme results	DH to monitor progress. Pupils identified through progress tracker and Pupil Progress meetings.	GD/CA	Half Termly
<b>Budgeted cost</b>					<b>£10 000</b>
Increase the proportion of pupils meeting expected standard in Phonics in Y1 and 2	Learning support to focus phonics intervention	Evidence from phonics outcomes.	HT to monitor. Pupils identified through progress tracker and Pupil Progress meetings.	CA	Half Termly
<b>Budgeted cost</b>					<b>£10 000</b>
Increase the proportion of pupils meeting expected standard in Phonics in Y1 and 2	Training in phonics for Teachers and Learning Support	Evidence from phonics outcomes.	HT to monitor. Pupils identified through progress tracker and Pupil Progress meetings.	CA	Half Termly
<b>Budgeted cost</b>					<b>£3 000</b>
Continue to increase the proportion of pupils meeting GLD in EYFS from low starting point	Learning support to focus on Welcom to develop vocabulary, reading and writing.	Evidence from Talk Boost and Welcom.	EYFS Lead to monitor. Pupils identified through progress tracker and Pupil Progress meetings.	KG	Half Termly
<b>Budgeted cost</b>					<b>£10 000</b>
<b>ii. Teaching, Learning and Assessment</b>					
<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>Evidence/ rationale</b>	<b>Monitoring and reporting</b>	<b>Staff Lead</b>	<b>Review</b>
Teaching and learning of Maths improved across the school.	Development of Maths Mastery across the school.	Evidence from Maths Mastery outcomes.	Maths lead to monitor teaching and learning across the school.	JM	Half Termly
<b>Budgeted cost</b>					<b>£4 000</b>
Ensure assessment procedures impact on raising standards and accelerating progress.	Moderation of writing reading and maths expectations. Use of assessments and trackers to support progress.	Teacher subject and expectation knowledge	HT to monitor	CA	Half Termly
<b>Budgeted cost</b>					<b>£3 000</b>

<b>iii. Personal Development and Behaviour</b>					
<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>Evidence/ rationale</b>	<b>Monitoring and reporting</b>	<b>Staff Lead</b>	<b>Review</b>
Social and emotional needs of identified pupils are being met.	Use of Zones of Regulation and other interventions to support pupil's social and emotional needs.	Pupils able to learn when they are feeling safe and happy in school.	LM to monitor and report to HT	HWL	Half Termly
Pastoral support for parents that allows them to support their child's learning.	Use of CAF/ TAF process to support parents and better engage.	Parental engagement supports pupil learning.	LM to monitor and report to HT.	HWL	Half Termly
<b>Budgeted cost</b>					<b>£17 000</b>
<b>iv. Leadership and Management</b>					
<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>Evidence/ rationale</b>	<b>Monitoring and reporting</b>	<b>Staff Lead</b>	<b>Review</b>
Develop communication and engagement of parents in school activities.	Parent workshops and activities to help them better understand ways to support their child's learning and development.	Parents supporting pupil learning.	HT to monitor	CA	Half Termly
<b>Budgeted cost</b>					<b>£4 000</b>
<b>Total budget</b>					<b>£75 000</b>