



1. Summary Information					
School	Skerton St Luke's CE School				
Academic Year	2020-21	Total PP Budget	£101,185	Date of most recent PP review	Autumn 2020
Total number of pupils	201	Number of pupils eligible for PP	70	Date of next internal review of this strategy	Autumn 2021

2. Current Attainment				
July 2019	All Pupils	Pupils Eligible for PPG (9)	National Benchmark	Difference (PPG)
% achieving Reading, Writing and Maths	72.4%	69.2%	72%	-3.2
% achieving ARE+ in Reading	72.4%	69.2%	73%	-3.2
% making progress in Reading	-1.1	-1.3	0.03	0.2
% achieving ARE in Writing	72.4%	69.2%	78%	-3.2
% achieving ARE in Writing	-1.5	-1.3	0.03	-0.02
% achieving ARE in Maths	86.2%	84.2%	79%	-2
% achieving ARE in Maths	0.8	0.1	0.03	-0.7

Attainment points to note – based on school data:

- In EYFS the gap between performance of PPG and non PPG pupils is closing in Prime Areas of Learning.
- Specific areas of Reading, Writing and Maths remain a small gap. PPG Pupils do make significant progress from starting points in Reception.
- End KS1 Results show pupils achieve in line with or better than national expectations, PPG pupils do less well than non PPG pupils.
- End KS 2 results show that the gap between PPG pupils and non PPG has closed in maths, reading and writing.
- Reading, vocabulary and spelling development remain a focus for all pupils including PPG.

3. Barriers to Future Attainment (for pupils eligible for PP)	
In-school barriers (barriers to be addressed in school)	
A	Speech and language skills. Pupils accessing challenging texts by having a good understanding of vocabulary.
B	Home reading/ access to quality books throughout school.
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.
External barriers (issues which also require action outside school)	
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, spelling, reading and writing.
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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 ARE and above. Speech and Language Interventions are effective and vocabulary is improved throughout the school.	<ul style="list-style-type: none"> The proportion of pupils meeting the ARE in reading and writing remains in line with the national expectations at the end of KS2.
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"> Pupils make excellent progress from their starting points and achieve at least as well as national expectations at end of EYFS and each KS. More able pupils achieve greater depth at all levels through targeted support. Pupils achieve ARE in phonics in line with or above national expectations.
C	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"> Accelerated progress from R-Y2. Phonics achievement is in line with national expectations. Attainment at the end of KS2 meets at least the national target of 65% working at ARE in reading and maths. Pupil interviews demonstrate a love of reading and pupils can identify key genres that they like to read. Children participate in the wider curriculum, including key learning skills.
D	Further develop the habits of healthy learning to show impact on learning. Continue pastoral support for pupils and families.	<ul style="list-style-type: none"> Social and emotional needs of key pupils are being met through work with pupils and parents.
E	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"> Parents supporting children's learning through engagement with school activities.

5. Planned Expenditure

a) Quality of teaching for all					
Outcome	How?	Why?	What?	Who?	When?
PP make accelerated progress to achieve ARE and above.	PPG planned for through Pupil Progress meetings.	PPG pupils make accelerated progress.	Outcomes for PPG in line with non PPG and national benchmark.	Maths and English leads	Termly Pupil Progress meetings. End year outcomes.
Total Budgeted Cost					£2,000



Children have a wide range of experiences which enables them to fully access the curriculum and achieve key skills in reading, writing and maths.	Experiences planned to allow depth of learning experiences and development of vocabulary and language. Extra-Curricular activities accessed.	Key skills developed alongside deeper subject learning. Extra Curricular activities accessed eg music lessons etc	Experiences link to depth of learning.	Curriculum Leads	Termly and End year outcomes across the curriculum.
Total Budgeted Cost					£15,000
That vocabulary is developed through an environment that is vocab rich.	Vocabulary Books and priority of vocab development.	Pupils have language to enhance writing and allow reading of complex texts.	Training in vocabulary development.	English Lead	Reading and writing outcomes termly.
Total Budgeted Cost					£10,000
b) Target Support					
Speech and Language Interventions are effective and vocabulary is improved throughout the school.	SL pupils identified, TAs work with SL Therapist to further develop SL. Vocabulary enhance across the school.	Identified pupils make progress as SL outcomes improve.	Training for TAs to work with SL Therapist and then work with identified pupils. Accessibility to appropriate resources.	SENCO	Termly and end year outcomes for identified pupils.
Total Budgeted Cost					£6,000
Intervention programmes are effective in reading.	PPG pupils identified for reading intervention. Training for all staff delivering interventions.	PPG pupils make accelerated progress in reading outcomes.	Training for staff delivering interventions. Quality reading interventions.	English Lead	Identified pupils tracked half termly.
Total Budgeted Cost					£10,000
Early intervention is effective in bridging the gaps and children from low starting points achieve a GLD in reading and writing.	Extra Full Time TA in EYFS to bridge gaps from lower starting point. Pupils identified through transition from EYFS. Early interventions in place from transition.	PPG pupils achieve in line with non PPG.	Full time TA in EYFS and to support with transition.	EYFS Lead	Identified pupils tracked half termly.
Total Budgeted Cost					£16,000
Further develop the habits of healthy learning to show impact on learning. Continue	Training and healthy learning traits to continue. Pastoral support team to continue to develop to support identified pupils.	Pupils develop the 5 aspects of being a healthy person so that they can be their best selves.	Training and support for healthy life. Pastoral Team training and support for identified	HT	Identified pupils tracked termly. Half termly Pastoral Team Meetings.

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pastoral support for pupils and families.			pupils. Outside agencies to support.		
Total Budgeted Cost					£31,000
Develop further communication and engagement with parents across the school.	Workshops ad engagement with outside agencies including PAST and CFWS.	PPG pupils making accelerated progress.	Positive engagement from parents to improve support at home and attendance at school.	HT and Pastoral Lead	Identified families tracked and supported.
Total Budgeted Cost					£10,000
Total					£100,000