

Skerton St Luke's CE School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Skerton St Luke's CE School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2021
Statement authorised by	Catherine Armistead
Pupil premium lead	Catherine Armistead
Governor / Trustee lead	Lucy Ellis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,220
Recovery premium funding allocation this academic year	£6,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£111,980

Part A: Pupil premium strategy plan

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils not at ARE due to missed education
2	Speech and Language skills Phonics and early reading to develop literacy skills and vocabulary development.
3	Mental Health concerns related to lockdowns and family issues.
4	Early development milestones missed due to missed experiences and learning.
5	Pupil resilience and perseverance low due to missed learning and experiences.

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
Raise achievement and accelerate progress in all areas through focussed support.	Pupils are broadly in line with ARE, making good progress from starting points.
Speech and Language interventions are effective in developing vocabulary for communication	Children can communicate and this enables them to access reading and writing.
Raise attainment in phonics so that pupils achieve in line with national expectations.	Pupils are attaining expected outcomes in phonics.
Pupils know how to deal with setbacks and challenges to keep mentally healthy.	Behaviour in school is good Children are making expected progress Children are reaching ARE.
Children catch up with their learning to make accelerated progress	Children can access the curriculum to meet ARE and achieve in line with this.
Children develop Skills of Effective Learning so they can develop perseverance and resilience.	Children work hard and overcome challenges in their learning in order to make progress to meet ARE.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £61,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
GPS training	DFE - GPS materials	1
CPD in Maths number and fluency	DFE Maths Guidance EEF Early Maths	1
Subjects Leads to provide CPD according to own action plans.	EEF Covid 19	1
Phonics training for all staff – Red Rose Phonics	EEF Phonics	2
Extra Teaching Assistants to support teaching and Learning in Reception and Year 1	EEF Teaching Assistants	1-5
Reading workshop to ensure teaching of guided reading and follow up activities reflect progress of pupils.	EEF - Reading Comprehension DFE Reading Framework	2
Training for all staff in Zones of Regulations and Executive Functioning Skills to support self regulation and positive mental health	EEF Self-Regulation DFE mental health and wellbeing	3
Training for EYFS staff in New Reform 2021 and Statutory Framework in EYFS	DFE EYFS Framework 2021	4
Review and CPD of Skills for Effective Learning	EEF Metacognition and Self-Regulated Learning	5

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor employed to support teaching and learning in phonics, reading and writing across the school	EEF small group tuition	1 and 2
Tutor employed to accelerate progress in upper KS2	EEF small group tuition	1 and 3

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

Budgeted cost: £ 15,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance project with LCC to engage hard to reach families and persistent absentees.	EEF Attendance Interventions	3
Provision of Nurture Environment to support those pupils struggling to be in the classroom.	EEF Improving Social and Emotional Learning in Schools	1-5

Total budgeted cost: £ 111,980

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 2020 to 2021 academic year.

Year 2 phonics outcomes were:

2020 – 86%

2021 – 82%

Lesson Observations have focused on teaching and learning of phonics across KS1.

Work with English Hub (Orgill) to audit, evaluate, action plan and monitor improvements in early Reading and Phonics.

Pupil Progress meetings have included phonics, GPS and different groups.

Pupils are gaining subject specific skills in subjects such as Art, Design and Technology and History so that they have a solid foundation in the next stage in their learning. Book Looks and monitoring reflect improvements in subject specific skills through our Enquiry Curriculum.

Data indicates that progress has continued throughout the school. Pre Covid19 data was showing that gaps were closing in KS2 with Y6 2020 on track for 70% combined from a starting point of 50% GLD at end EYFS.

Speech and Language interventions have remained in place when pupils are in the school building and strategies are shared with parents when they are not. SL support liaises with staff and SENCo to best support pupils. Targeted interventions are in place and data shows positive impact for all pupils.

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

Programme	Provider
Zones of Regulation	Zones of Regulation

Further information (optional)

The school has a focus on staying safe and feeling well. We encourage pupils, staff and parents to use the 5-a-day approach to health, wellbeing and learning.

The website has and continues to be developed to support parents and children with a key focus on online safety Parental engagement with Class Dojo as the online learning platform remains excellent.

The school has allocated places on the Junior Leadership Team for pupils in receipt of PP.

The school is raising aspirations through developing a programme called Positive Footprints and working with the local college and other providers to engage the children in careers education.

The school has Reading passports to encourage children to develop a love of reading.

The SLT are part of the Eden North development group to address equality of access to food futures and health. A group of professionals are working on The Morecambe Bay curriculum.