

St Luke's Pupil Premium (DS) Strategy 2020-21

1. Summary information					
School	St Luke's Church of England School				
Academic Year	2020-21	Total PP budget	£264,603	Date of most recent PP Review	External review conducted in Nov 2019 by W Jerman (Consultant)
Total number of pupils	875	Number of pupils eligible for PP	32%	Date for next internal review of this strategy	Final Review September 2021

2. Current attainment: 2019-20 (CAG)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 5A* - C/9-4 incl. EM	44	81
% achieving 5A*- C/9-5 incl. EM	25	50
Progress 8 score average	-0.2	+0.32
Attainment 8 score average	39	49
% achieving a standard pass in EM (9-4)	50	76
% achieving a strong pass in EM (9-5)	22	44
Current attainment: 2020-21 (CAG)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 5A* - C/9-4 incl. EM	47	78
% achieving 5A*- C/9-5 incl. EM	28	54
Progress 8 score average	+0.01	+0.88
Attainment 8 score average	41	56

% achieving a standard pass in EM (9-4)	52	79
% achieving a strong pass in EM (9-5)	28	58

1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Whole school levels of progress is lower for students eligible for PP	
B.	Behavioural, emotional and social well-being of pupils eligible for PP	
C.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them accessing all their subjects and making good progress in Year 7.	
External barriers		
D.	Attendance rates for pupils eligible for PP are below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average.	
E.	Parental engagement: Parents evening attendance is always lower % for parents of PP students then non PP students, this does not support the PP eligible students' progress.	
2. Desired outcomes		Success criteria
A.	The levels of progress for students eligible for PP is increased and the gap closes with students not eligible for PP funding in school and nationally	Student Outcomes 2021
B.	Improvement of levels of student engagement for students eligible for PP funding <ul style="list-style-type: none"> • Internal and external exclusion rates are in line with non PP students • Attitude to Learning Grades at data drops are in line with non PP students • Rewards for students eligible for PP funding will be in line with non PP students 	<ul style="list-style-type: none"> - Reduce the number of DS students receiving IE/FTE - Improved Attitude to Learning grades - Increased % of rewards
C.	The gap between DS and non-DS literacy skills is narrowed in Key Stage Three.	<ul style="list-style-type: none"> - Gap in reading ages is narrowed - DS reading age scores increase in line with non-DS
D.	Improved attendance rates for students eligible for PP funding	<ul style="list-style-type: none"> - % of overall attendance of DS in line with non-PP students and national averages - Reduce the number of DS who are PA

E.	Improved attendance of DS parents at Parent meetings/evenings	<ul style="list-style-type: none"> - Increased % of attendance at Parents meetings/evenings - Parental surveys showing positive experience
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3. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
<p>A. Progress of students eligible for PP funding increases and falls in line with their non PP peers</p> <p>B. Improved levels of student engagement for students eligible for PP funding</p>	<p>Quality First Teaching (W1)</p> <ul style="list-style-type: none"> • Implementation of weekly incremental coaching for every teacher. • Every teacher to have a coach who works with them every week to improve practice. 	<p>EEF</p> <ul style="list-style-type: none"> • The effects of high-quality teaching are significant for DS: over a school year, they gain 1.5 years' worth of learning from very effective teaching. 	<ul style="list-style-type: none"> • External moderation of coaching programme (TWMAT) • Learning Walks • Staff Voice/Survey • Data drops/TMG Analysis • Work Scrutiny 	<p>AGR AEV</p>	<p>Student outcomes for PP improved significantly resulting in a P8 of +0.01, however, the gap between their non-PP peers, whilst reduced, remains significant.</p>
<p>A. Progress of students eligible for PP funding increases and falls in line with their non PP peers</p> <p>B. Improved levels of student engagement for students eligible for PP funding</p>	<p>Quality First Teaching (W1)</p> <ul style="list-style-type: none"> • Use of TLAC techniques to ensure all lessons have a strong start with high challenge and expectation for all students. • St Luke's lesson structure is embedded and followed consistently by all. 	<p>EEF</p> <ul style="list-style-type: none"> • The effects of high-quality teaching are significant for DS: over a school year, they gain 1.5 years' worth of learning from very effective teaching. 	<ul style="list-style-type: none"> • TMG/Exam Analysis Meetings • Learning Walks • Work Scrutiny • Data drops/TMGs including Att2Learning • Monitoring of Classcharts/School rewards • Regular Student Voice 	<p>AGR AEV</p>	<p>Student outcomes for PP improved significantly resulting in a P8 of +0.01, however, the gap between their non-PP peers, whilst reduced, remains significant.</p>

<p>A. Progress of students eligible for PP funding increases and falls in line with their non PP peers</p> <p>B. Improvements of levels of student engagement for students eligible for PP funding</p>	<p>Quality First Teaching (W1)</p> <ul style="list-style-type: none"> • Use of Atkinsons Report to identify precise interventions at an individual student level for DS that are under-performing. • Reports are used to ensure timely intervention for students that need. 	<p>EEF</p> <ul style="list-style-type: none"> • Focus on under-performing DS to increase outcomes and progress using interventions in the classroom that support learning. 	<ul style="list-style-type: none"> • TMG/Mock Analysis Meetings • Learning Walks • Work Scrutiny • Data drops/TMGs including Att2Learning • Regular Student Voice 	<p>AGR AEV</p>	<p>Student outcomes for PP improved significantly resulting in a P8 of +0.01, however, the gap between their non-PP peers, whilst reduced, remains significant.</p>
<p>A. Progress of students eligible for PP funding increases and falls in line with their non-DS peers.</p>	<p>Secure positive progress for DS in the core subjects of Maths and English.</p> <ul style="list-style-type: none"> • Identified students in Yr7,8 & 9 to receive 4hrs/fortnight of additional English and/or Maths via Fasttrack curriculum. • W3 intervention for targeted students in Yr11. • Use of PLC's/QLA's in all core subjects to ensure forensic analysis of knowledge gaps. • Change of curriculum for identified Yr11 students to ensure a focus upon the core (removal of 1 option subject). 	<p>EEF</p> <ul style="list-style-type: none"> • Improve progress in the core to secure next steps for DS students. • Secure literacy/numeracy in the early years to enable access to the full curriculum as students progress through school. 	<ul style="list-style-type: none"> • Learning Walks • Work Scrutiny • Student Voice • TMG/Exam Analysis • Curriculum Review of Fasttrack 	<p>AGR EBR LCO</p>	<p>Student outcomes for PP improved significantly resulting in a P8 of +0.01, however, the gap between their non-PP peers, whilst reduced, remains significant.</p> <p>No more marking project improved writing ages of Year 7 students with them evidenced as making 14 months progress reducing the gap from national average from 7 to 2 months.</p>

A. Progress of students eligible for PP funding increases and falls in line with their non-DS peers	Classcharts and Map My Provision used to support T and L across the school; <ul style="list-style-type: none"> • Every lesson to have a seating plan with DS students clearly identified. • Every SEND (DS) student to have a Learning Passport which identifies what helps them to learn. • Every intervention to be clearly identified for every student, costed and monitored for impact regularly. 	EEF <ul style="list-style-type: none"> • The effects of high-quality teaching are significant for DS: over a school year, they gain 1.5 years' worth of learning from very effective teaching. • Focus on under-performing PP to increase outcomes and progress using interventions in the classroom that support learning. 	<ul style="list-style-type: none"> • Learning Walks • Work Scrutiny • TMG/Exams Analysis • Student Outcomes 	TBU HoS	Student outcomes for PP improved significantly resulting in a P8 of +0.01, however, the gap between their non-PP peers, whilst reduced, remains significant.
A. Progress of students eligible for PP funding increases and falls in line with their non-DS peers B. Improvements of levels of student engagement for students eligible for PP funding	Learning mentors to be allocated to students and classes to support when needs arise. Working with the Inclusion Team they assess the needs of the individuals to make sure they make progress and can access their learning.	EEF evidence is that although this is high cost and does not impact all students it can have impact with those in most need, this is relevant for some DS to allow them to engage correctly and make progress and access learning.	<ul style="list-style-type: none"> • Learning Walks • Work scrutiny • Student Voice • TMG/Exam Analysis 	RHA HoY	Student outcomes for PP improved significantly resulting in a P8 of +0.01, however, the gap between their non-PP peers, whilst reduced, remains significant.
C. Improvement of literacy skills across the school.	Whole-school approach to Literacy; <ul style="list-style-type: none"> • Tutorial Reading Project • Precision Reading • 1-1 HLTA Literacy Development Sessions • Prefix of the Week to promote Tier 2 Vocab. Development 	The importance of language and reading and the evidenced gap between DS and their non-DS peers.	<ul style="list-style-type: none"> • Reading Age Tests • Student Outcome Data • Work Scrutiny • SPAG Scores 	EBR HGO	No more marking project improved writing ages of Year 7 students with them evidenced as making 14 months progress reducing the gap from national average from 7 to 2 months.
Total budgeted cost					£156,318.24

ii. Targeted support – mentoring & guidance

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Progress of DS increases and fall in line with their non-DS peers</p> <p>B. Improvement in DS engagement in school</p> <p>D.Improved attendance of DS</p> <p>E. Improved parental engagement</p>	<p>Additional Pastoral Support and Mentoring</p> <ul style="list-style-type: none"> • To provide pastoral support re attendance, behaviour, mental health. • To provide additional family support via Early Help. • Ensure all DS students have provision for uniform, equipment and additional opportunities. 	<p>Mentors can play a significant part in the raising of aspirations of our DS and ensuring we develop a climate of high academic aspiration for all.</p>	<ul style="list-style-type: none"> • HoY monitoring • Student Voice • Student Outcomes • DS Attendance 	<p>RHA DPA EH Co-ordinator</p>	<p>The gap between PP and non-PP attendance remains significant and, in some cases, has increased as a result of CV-19.</p> <p>Increases in DS Boys attendance was a positive during this past academic year.</p>
<p>A. Progress of DS increases and fall in line with their non-DS peers</p> <p>B. Improvement in DS engagement in school</p>	<p>Coachbright - Academic Mentoring (W3)</p> <ul style="list-style-type: none"> • 20 Yr. 10 DS mentored by Exeter University students primarily in Maths/Science 	<p>Successful completion of this programme in past 4 years.</p>	<ul style="list-style-type: none"> • Student Voice • Parent/Carer Surveys • Student Outcomes 	<p>HoY10</p>	<p>Student outcomes for PP improved significantly resulting in a P8 of +0.01, however, the gap between their non-PP peers, whilst reduced, remains significant.</p>

<p>A. Progress of DS increases and fall in line with their non-DS peers</p> <p>B. Improvement in DS engagement in school</p>	<p>Chaplain's Mentoring Programme (Pastoral)</p> <ul style="list-style-type: none"> • Support for students with need to develop emotional and social skills 	<p>Successful completion of this programme over past 4 years.</p>	<ul style="list-style-type: none"> • Student Voice • Parent/Carer Surveys • Student Outcomes 	<p>JGR</p>	<p>Student outcomes for PP improved significantly resulting in a P8 of +0.01, however, the gap between their non-PP peers, whilst reduced, remains significant.</p>
<p>A. Progress of DS increases and fall in line with their non-DS peers</p> <p>B. Improvement in DS engagement in school</p>	<p>Peer Mentoring (Pastoral)</p> <ul style="list-style-type: none"> • Identified KS3 students provided with a Peer Mentor to support development of social/emotional skills. 	<p>Successful completion of this programme over past 4 years.</p>	<ul style="list-style-type: none"> • Student Voice • Parent/Carer Surveys • Student Outcomes 	<p>JGR</p>	<p>Student outcomes for PP improved significantly resulting in a P8 of +0.01, however, the gap between their non-PP peers, whilst reduced, remains significant.</p>

<p>A. Progress of DS increases and fall in line with their non-DS peers</p> <p>B. Improvement in DS student engagement in school</p>	<p>A programme of Careers education and guidance that builds from Yr. 7-11, with a focus on DS at particular key points;</p> <ul style="list-style-type: none"> • Yr7-11 LttF Curriculum (1hr/week) • Yr9 – Options • Yr9-11 - Drop Down Days • Yr10 – WEX support for DS & Next Steps Project • Yr11 – Prioritised CSW appointments and mentoring from NEETs co-ordinator. 	<p>To raise the aspirations of our DS ensuring we develop a climate of high academic aspiration for all and reduce the possibility of DS becoming NEET.</p>	<ul style="list-style-type: none"> • Registers of careers appointments • NEET figures • Destination Data • WEX Placement Uptake 	<p>MKE</p>	<p>Student outcomes for PP improved significantly resulting in a P8 of +0.01, however, the gap between their non-PP peers, whilst reduced, remains significant.</p> <p>NEETs figures remain lower than national average with a very small number of students classified as NEET in the past academic year (2).</p> <p>WEX was not facilitated during CV-19 but every PP student was able to access a CSW appointment and enhanced College support.</p>
Total Budgeted Cost					£43,051.30

iii. Other approaches & year group specific information					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improve attendance rates for students eligible for PP funding	<p>Tracking attendance weekly using SIMs Tracker with particular focus on DS so early intervention can be put in place.</p> <p>Target breakfast club provision at specific students to improve attendance.</p> <p>Put in place criteria for extra-curricular representation that is linked to attendance – particular emphasis on boys attendance.</p> <p>Targeted family support via EH & Family Support Co-ordinator.</p>	NfER briefing for school leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> Attendance data SIMs Tracker 	AGR APH HoY KTA	<p>The gap between PP and non-PP attendance remains significant and, in some cases, has increased as a result of CV-19.</p> <p>Increases in DS Boys attendance was a positive during this past academic year.</p>
E. Improve attendance of DS parents eve and wider engagement with DS parents	Increase DS parent communication and trial differing methods of engaging parents in school-life through home visits, coffee mornings and specific staff acting as family liaison.	Relationships are critical for DS and parental support allows to engage with school further	% increase of DS parents attending and in line with non-DS parents.	RHA HoY	Parents evening's were moved to an online event due to CV-19. Attendance of PP families remained in line with previous onsite events but percentages remain lower than non-PP families.
Year 7					
A. Progress of DS increases and fall in line with their non-DS peers	Implementation of DS 'Cultural Enrichment' programme – 1hr/week.	To close the 'cultural gap' between DS and the NDS peers. To enable all students to leave school more enriched.	Student Voice Work Scrutiny Student Outcomes EC Programme for Yr7	MSH	Yr7 enrichment ran for two terms due to CV-19 with very positive attendance by PP (in-line wih peers).

B. Improvement in DS engagement in school					
A. Progress of DS increases and fall in line with their non-DS peers B. Improvement in DS engagement in school	KS3 Forest school/Wildlife Champions	To close the 'cultural gap' Students to build skills for life, confidence, growth mind-set attitudes	Student Voice Work Scrutiny Student Outcomes	JST	Restricted due to CV-19.
Year 8					
A. Progress of DS increases and fall in line with their non-DS peers B. Improvement in DS engagement in school	KS3 Forest school	To close the 'cultural gap' Students to build skills for life, confidence, growth mind-set attitudes	Student Voice Work Scrutiny Student Outcomes	JST	Restricted due to CV-19.
Year 9					
A. Progress of DS increases and fall in line with their non-DS peers B. Improvement in DS engagement in school	Duke of Edinburgh	To close the 'cultural gap' Students to build skills for life, confidence, growth mind-set attitudes	Student Voice Student Outcomes Completion of DofE Bronze	WMA	39 students accessed DofE during the past academic year. 22% were PP.
Year 10					
A. Progress of DS increases and fall in line with their non-DS peers B. Improvement in DS engagement in school	Ten Tors	To close the 'cultural gap' Students to build skills for life, confidence, growth mind-set attitudes	Student Voice Student Outcomes Completion of DofE Bronze	SBR	Event cancelled due to CV-19.
Year 11					
A. Progress of DS increases and fall in line with their non-DS peers	Bi-weekly strategy group to monitor progress of DS and identify W3 interventions.	Focus on under-performing DS to increase outcomes and progress using interventions in the classroom that support learning.	<ul style="list-style-type: none"> Student Outcomes TMG/Exam Analysis 	JHK Yr11 Strategy Group	Student outcomes for PP improved significantly resulting in a P8 of +0.01, however, the gap between their non-PP peers, whilst reduced, remains significant.

A. Progress of DS increases and fall in line with their non-DS peers	Introduction of Period 6 for all Yr11 students in term 1 that becomes 'targeted' from Term 2 based on data and intervention need.	Focus on under-performing DS to increase outcomes and progress using interventions in the classroom that support learning.	<ul style="list-style-type: none"> Student Outcomes 	Focus on under-performing DS to increase outcomes and progress using interventions in the classroom that support learning.	Student outcomes for PP improved significantly resulting in a P8 of +0.01, however, the gap between their non-PP peers, whilst reduced, remains significant.
Total budgeted cost					£63,750.00

