

# Pupil Premium Strategy Statement 2018-19

1. Summary Information					
School	St Luke's RC Primary School				
Academic Year	2018-19	Total PP budget	£56,000	Date of most recent PP Review	11/09/2018
Total number of pupils	4	Number of pupils eligible for PP	44	Date for next Strategy Review	11/09/2019

2. Barriers to future attainment	
<b>Internal barriers</b> ( issues which require action by the school: poor language skills, resources inexperienced staff)	
A	Poor oral language skills in EYFS
B	Social and economic factors-including life experiences
C	CPD requirements to enable TAs to deliver intervention across Key Stage 1 and 2
D	SEMH needs (Emotional Health)
E	Children having the necessary equipment to be effective learners
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)	
F	Poor home learning
G	Parenting skills

3. Outcomes		Success criteria
<b>In-school barriers</b>		
A.	Poor oral language skills in EYFS	% achieving GLD: all :77% FSM: 77% % achieving CLL: 77%
B.	Social and economic factors-including life experiences	All children access school trips.
C.	CPD requirements to enable TAs to deliver intervention across Key Stage 1 and 2	100% of all pupils make good progress (as defined by school) in both year groups in reading, writing and maths.
D.	SEMH needs (Emotional Health)	Pupils make expected progress (as defined by school) from their starting point on entry in reading, writing and maths.
E.	Children having the necessary equipment to be effective learners	All children accessing a broad and balanced curriculum.
<b>External barriers</b>		
F.	Poor home learning	Support with reading and basic skills provided by school. Opportunity to complete homework in school provided.
G.	Parenting skills	Families identified and put forward for parenting courses as appropriate.

#### 4. Plan including actions, expenditure and review dates 2018-19

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Termly review
<b>A</b> Implementation of: Elklan speech and language interventions Emotional support	EYFS 1 and 2 Baseline assessment. Identified needs of individual children	Termly tracking and half-termly pupil progress meetings  Weekly chats with EYFS manager	EYFS Manager SENCO	£12,792	December 2018 March 2019 July 2019
<b>B</b> Provision of funds to ensure all children access school trips/activities.	Past experience of some PP children unable to access trips and residential due to cost.	Senior management to identify and consider requests and allocate funds accordingly	Headteacher	£1,250	December 2018 March 2019 July 2019
<b>C</b> CPD requirements to enable TAs to deliver intervention across Key Stage 1 and 2	Phonics screener below national.	DHT to authorise and vet all training	DHT	Phonic training 5/9/18 £994,45 Phonics INSET Twilight £2,214.68	December 2018 March 2019 July 2019
<b>D.</b> Dedicated and trained learning support mentor to work with and support children with emotional health needs before and during the school day. Training/CPD for this member of staff to ensure high quality and appropriate provision.	Following last years training more children are being identified with SEMH need.	The member of staff works under the direction of DHT. Regular meetings and discussions.	DHT	£12,792  £2000 (CPD Allocation)  £517.60 (DHT)	December 2018 March 2019 July 2019
<b>A/B/C/D/F/G.</b> Non-class based DHT offering support to pupils parents and teachers.	Success in 2017-18	Monitored by Head Teacher	DHT	£20,000	December 2018 March 2019 July 2019
<b>A/B/D/E</b> Restocking and replenishing of	Data	Lesson observations, learning walks and	SLT	£3,500	December 2018 March 2019

Physical phonics and messy maths outdoor area. Plus training for new staff.		phonics/maths assessments.			July 2019
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5. Termly Review Information		
December 2018	March 2019	July 2019

6. Attainment of Y6 pupils 2019		
Headline Measure	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
% achieving national standard in reading, writing & maths		
% achieving the higher standard in reading, writing and mathematics		
pupils' progress score in reading		
pupils' progress score in writing		
pupils' progress score in mathematics		
pupils' average scaled score in reading		
pupils' average scaled score in mathematics		