

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Hanley St Luke's
Pupils in school	445 ( 399 without nursery)
Proportion of disadvantaged pupils	PP 45%
Pupil premium allocation this academic year (20/21 actual)	£247314
Academic year or years covered by statement	2021-24
Publish date	
Review date	
Statement authorised by	
Pupil premium lead	
Governor lead	Heather Emery

## Disadvantaged pupil attainment progress scores for last academic year

Measure	Score
Reading	N/A (Due to COVID 19)
Writing	N/A
Maths	N/A

## Strategy aims for disadvantaged pupils September 2021- July 2024

Aims	Measure of success.
Identified difficulties disadvantaged pupils have with vocabulary, language development and comprehension have been addressed.	<ul style="list-style-type: none"><li>Existing language programmes Early Talk Boost, Talk Boost and Nuffield continue to be prioritised</li><li>The 3 phase plan for Word Aware continues to be on track with milestones evaluated for success and progress shared with key stakeholders.</li><li>Collaborative working ensures leaders have a collective responsibility to sustain the gains made in language across the subjects.</li><li>All staff (including support staff) continue to be appropriately trained in how to implement, monitor and assess the teaching of language across the curriculum and deliver requirements of Word Aware..</li><li>As a result of effective CPD, all staff have the requisite level of language and articulacy required for effective teaching.</li></ul>

	<ul style="list-style-type: none"> <li>• Existing robust assessment of children’s needs in language in EYFS is continued and used consistently and constantly across the school and helps to identify areas of further development and any gaps in children’s language.</li> <li>• Identified difficulties students have with language development/ comprehension have been and continue to be addressed across the school through High Quality Teaching.</li> <li>• The expectations in relation to language outcomes for each year group are clear and all staff are aware of how these can be achieved.</li> <li>• Language development is consistent across the school and is a priority, which is addressed in all subject areas.</li> <li>• Access to high quality texts continues to be consistent across the school.</li> <li>• Reading is used to support language development in all subject areas, ensuring that pupils’ are able to build their cultural capital.</li> <li>• Development of language across the school and curriculum enables children to achieve well across the curriculum and this is reflected in results of national tests that meet government expectations.</li> </ul>
<p>Metacognition, self-regulation and self-regulated learning are explicitly addressed in class teaching across the curriculum.</p> <p>In particular:  Activating prior learning  Explicit teaching of plan, monitor and evaluate and manage independent learning  Expert modelling  Appropriate level of challenge</p>	<ul style="list-style-type: none"> <li>• The recommendations set out in the EEF metacognition guidance continue to be taught explicitly throughout the school.</li> <li>• Teachers are continuously supported with quality CPD and resources to develop specific identifiable metacognitive approaches and these are rigorously evaluated for the impact on children.</li> <li>• Senior leaders ensure they provide teachers with time and support to make sure approaches have been implemented consistently.</li> <li>• Subject leaders have been and continue to be supported to ensure that they are confident in working with staff to develop metacognition strategies in their subject area.</li> <li>• Collaborative working ensures all leaders have a collective responsibility to sustain the gains made in metacognition across the subjects</li> <li>• Teachers have the professional understanding and skills to develop pupils’ metacognitive knowledge in the classroom.</li> <li>• Monitoring shows metacognitive strategies, including how to plan, monitor and evaluate their learning are consistently explicitly taught to pupils.</li> <li>• Strategies that help children to work independently with success are taught consistently and embedded across the school and curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers have been trained to model their own thinking to help pupils develop their metacognitive and cognitive thinking skills.</li> <li>• An appropriate level of challenge to help pupils develop their own knowledge of metacognition and self-regulation is seen in the classroom and across the curriculum.</li> <li>• Assessment of pupils shows an improvement in the use of self-regulated learning skills across the curriculum and as a result, disadvantaged children are working more independently and achieving well.</li> </ul>
<p>Issues in prior learning associated with school closures as a result of COVID 19, gaps between disadvantaged and non-disadvantaged children are diminished at the end of the three years.</p>	<ul style="list-style-type: none"> <li>• Rigorous assessment of pupils' individual needs are continuously carried out across the school and curriculum.</li> <li>• Staff continue to use school's progression documents to identify and assess any gaps in children's learning.</li> <li>• Subject leaders are aware of the needs of disadvantaged pupils' in their subject.</li> <li>• Subject leaders take collective responsibility for diminishing any gaps caused by socio- economic disadvantage, ensuring good outcomes for disadvantaged children.</li> <li>• Gaps in knowledge and learning are addressed effectively by the teachers across each year group through the use of a spiral curriculum and explicit teaching of content.</li> <li>• Skills that have been taught in relation to digital technology and remote learning continue to be embedded and developed so as to enhance the learning of disadvantaged pupils.</li> <li>• Recovery curriculum strategy has been used consistently across the school and consequently disadvantaged children achieve well across the curriculum.</li> <li>• The learning environment continues to be supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art.</li> <li>• Additional teaching of phonics and early reading skills continue to be in place for those disadvantaged children that need it in EYFS, KS1 and into KS2 where necessary to ensure that all children develop the reading skills needed to access the curriculum at a young age.</li> <li>• Use of rigorously evaluated interventions delivered by teachers and support staff continue to be in place to address the gaps caused by socio- economic disadvantage.</li> <li>• High quality on-going CPD and resources ensure that all staff have high expectations of ALL pupils, including those who are disadvantaged.</li> </ul>

	<ul style="list-style-type: none"> <li>• The deployment of support staff continues to be rigorously evaluated so that it supplements rather than supplants high quality teaching.</li> <li>• As a result of the strategies in place, disadvantaged pupils develop detailed knowledge and skills across the curriculum and as a result achieve well. This is reflected in results in national tests.</li> </ul>
The impact of socio-economic disadvantage including the identified needs linked to social and emotional learning are always explicitly addressed in class teaching across the curriculum and are evident in monitoring and pupil discussions.	<ul style="list-style-type: none"> <li>• Relevant recommendations from involvement in Behaviour Hub Core programme which further enhance existing practice to support children with most challenging social and emotional needs will be implemented, monitored and evaluated rigorously.</li> <li>• Teachers continue to be supported with high quality CPD to develop SEL approaches and these are rigorously evaluated to ensure a positive impact on children.</li> <li>• Positive relationships are maintained with parents; to make sure that all families are held in high regard by the school and feel a sense of belonging to the school community.</li> <li>• The effects of social deprivation continue to be counterbalanced to enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.</li> <li>• Monitoring shows that increased numbers of Pupil Premium children are accessing clubs and attendance is in line with Non PP pupils so they have access to experiences that they would not otherwise have access to, addressing socio economic disadvantages and developing cultural capital.</li> <li>• There continues to be a strong take up by disadvantaged pupils of the opportunities provided by the school and the most disadvantaged consistently benefit from this.</li> <li>• Support to encourage reading for pleasure, educational trips and out of school study opportunities continue to be provided to promote attainment for disadvantaged pupils at all ages.</li> </ul>
Barriers to learning these priorities address	
Projected spending	

### Teaching priorities for current academic year September 2021- July 2022

Aim	Target	Target date
Identified difficulties disadvantaged pupils have with vocabulary and	<ul style="list-style-type: none"> <li>• As a result of ongoing implementation of Word Aware giving a whole school sharp focus on vocabulary, enhanced</li> </ul>	July 2022

<p>language development / comprehension are more rapidly addressed due to whole school approach across the full curriculum.</p>	<p>phonics programme consistent high quality language comprehension, children gain the knowledge necessary to read and communicate and as a result disadvantaged children achieve at least in line with national in the phonics screening and end of KS1 and KS2 assessments in reading.</p> <ul style="list-style-type: none"> <li>• As a result of the sharp focus on language and high quality CPD, staff's own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well and ensures that they meet national standards. All teaching of vocabulary, phonics, language comprehension and reading is at least good for all disadvantaged children.</li> <li>• The language deficit of some disadvantaged children whose language exposure is linked to their socio economic status is addressed through the explicit teaching of vocabulary across the school in all cohorts and in all subjects. As a result the breadth of vocabulary is developed enabling children to read more widely and access challenging reading in assessments so they achieve well.</li> </ul>	
<p>Metacognition, self-regulation and self-regulated learning are explicitly addressed in class teaching across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Sufficient time is devoted to CPD, which lasts over two terms to enable all staff to develop the knowledge and understanding of metacognition through high quality professional development and resources.</li> <li>• All teachers are developing their use of metacognitive strategies throughout the year and are using the strategies and tools to develop pupils' self-regulated learning skills as evidenced in monitoring and the curriculum documentation.</li> <li>• As a result, pupils develop awareness of their strengths and weaknesses and the strategies they use to learn.</li> <li>• Evaluation of the teaching of metacognitive skills impacts on the pupils' development of self-regulated learning, motivation and perseverance to tackle problems and apply strategies.</li> </ul>	<p>July 2022</p>

	<ul style="list-style-type: none"> <li>Disadvantaged learners are developing as independent learners.</li> </ul>	
<p>Issues in prior learning associated with school closures as a result of COVID 19, gaps between disadvantaged and non-disadvantaged children are diminished at the end of the three years.</p>	<ul style="list-style-type: none"> <li>By the end of EYFS children use their knowledge of phonics to read with increasing accuracy and speed.</li> <li>Most Pupil Premium children achieve the early learning goals particularly in mathematics and literacy.</li> <li>Pupil Premium children achieve the national expected standard in the phonics check.</li> <li>Pupil Premium children gain the phonics knowledge, vocabulary and language comprehension necessary to aid reading so that by the end of KS1 reading progress and attainment is at least in line with the national expected standard.</li> <li>Gaps are closed between disadvantaged and non-disadvantaged children nationally as a result of children gaining the knowledge and skills they need to achieve well.</li> <li>Pupil Premium children progress and attainment in mathematics is in line with the national expected standard.</li> </ul>	July 2022

Measure	Activity
<p>The impact of language training and explicit vocabulary teaching across the school addresses identified language deficits and as a result of vocabulary development are able to read more widely and are able to access challenging reading in assessments so they achieve well.</p>	<ul style="list-style-type: none"> <li>Continue to implement the 3 phase plan for Word Aware to support the development and implementation of language across the school.</li> <li>Provide ongoing CPD related to Word Aware in line with phase implementation and continue to keep staff training updated for all language programmes NELI, Time to Talk, Talk Boost, Launch Pad and Word Aware</li> <li>Leaders continue to take responsibility for the implementation of language across their curriculum.</li> <li>All leaders monitor the implementation and teaching of vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use assessment tools to track knowledge and use of vocabulary in context across the curriculum</li> <li>• High quality adult child interactions are prioritised and are staff are talking <i>with</i> children rather than just talking to children.</li> <li>• Progression in vocabulary is detailed on the school's progression documents.</li> <li>• Evaluation of the impact of implementing explicit teaching of vocabulary.</li> <li>• Report to governors with regards to the success of implementation and impact on pupils.</li> </ul>
<p>The impact of metacognition training and the implementation of the strategies across the school impacts on children's self-regulated learning skills and develops their motivation and resilience, giving them the self-confidence to persevere.</p>	<ul style="list-style-type: none"> <li>• High quality professional CPD on metacognition is delivered to all staff.</li> <li>• Senior leaders provide teachers with time and support to implement metacognitive approaches consistently.</li> <li>• Teachers begin to explicitly teach metacognitive strategies including how to plan, monitor and evaluate their learning knowledge.</li> <li>• Teachers develop the skills to model their own thinking to help pupils develop their metacognitive and cognitive skills.</li> <li>• Monitoring ensures teachers set an appropriate level of challenge to develop pupils' self-regulation and metacognition.</li> <li>• Teachers are developing children's independence through the use of metacognitive strategies.</li> </ul>
<p>Gaps are closed between disadvantaged and non-disadvantaged children nationally as a result of children gaining the knowledge and skills they need to achieve well. By the end of EYFS, Year 1, KS1 and KS2, disadvantaged children achieve at least in line with national.</p>	<ul style="list-style-type: none"> <li>• Implement a roll out a recovery strategy that identifies and addresses gaps in learning across all curriculum areas and deploys effective support where it is needed.</li> <li>• Develop and roll out a programme to enhance the remote digital skills learned in lockdown across the school.?????</li> <li>• Ensure teaching pedagogy is supported and embedded across all subject areas.</li> <li>• Regularly review the curriculum to ensure it the priorities for disadvantaged children and includes the explicit teaching of vocabulary and the use of metacognition strategies</li> <li>• Fully embed the reviewed curriculum so that Pupil Premium children develop detailed knowledge and skills across the curriculum to ensure they achieve well.</li> <li>• Continue rigorous assessment across all areas of the curriculum to inform recovery planning and delivery.</li> </ul>
<p>Barriers to learning these priorities address</p>	
<p>Projected spending</p>	<p>£</p>

## Targeted academic support for current academic year

Measure	Activity
<p><b>Language development and acquisition.</b></p> <p>Children make progress and attainment in line with national expectations in spoken language, reading and mathematics.</p>	<ul style="list-style-type: none"> <li>• Rigorous assessment using standardised and subject specific assessments.</li> <li>• Consistent and effective interventions are maintained over a sustained period and impact evaluated.</li> <li>• Specific language interventions to address specific issues with language development and comprehension in place.</li> <li>• Interventions carefully timetabled and staff are trained so that delivery is consistent.</li> </ul> <p>- Small group tuition</p> <p>- One to one support</p> <p>- Effective deployment of Teaching Assistants in class</p> <ul style="list-style-type: none"> <li>• Impact of interventions is rigorously monitored.</li> <li>• Interventions do not significant impact on curriculum equity in school.</li> <li>• Use of age related stem sentences.</li> <li>• Use of pre-teaching vocabulary for targeted support groups.</li> </ul>
<p>Monitoring shows that feedback is having the desired impact on pupil progress and sessions are linked explicitly to daily lessons.</p>	<ul style="list-style-type: none"> <li>• CPD for new staff to ensure effective feedback by all staff.</li> <li>• Progress through feedback identified during reviews and book monitoring.</li> <li>• Interventions are carefully timetabled and staff are trained so that delivery is consistent.</li> <li>• CPD is available for relevant, identified staff.</li> <li>• Book monitoring, peer reviews, learning walks and pupil voice have still taken place</li> </ul>
<p><b>Closing gaps in prior learning.</b></p> <p>Children achieve well across the curriculum and progress and attainment is in line with national expected standard in phonics, reading, writing, maths and spoken language.</p>	<ul style="list-style-type: none"> <li>• Baseline assess and monitor progress.</li> <li>• Revisit prior learning at the beginning of each lesson.</li> <li>• Revisit pre learning task a term later to assess whether children know more and remember more.</li> <li>• Reading interventions (inference, switch on reading, additional phonics).</li> <li>• Maths same day intervention continue</li> <li>• Interventions do not significant impact on curriculum equity in school.</li> <li>• Academic intervention supplements high quality teaching, not replace it.</li> <li>• Use remote learning skills to support high quality teaching and enhance learning to close gaps.</li> </ul>
<p>Barriers to learning these priorities address</p>	

Barriers to learning these priorities address	
Projected spending	Click or tap here to enter text.

### Wider strategies for current academic year

Measure	Activity
Social and emotional learning is embedded across the school and is taught by all teachers.	<ul style="list-style-type: none"> <li>• The EEF guidance report for improving social and emotional learning in primary schools is used across the school. Including the use of: 5 core skills for SEL. These include: <ul style="list-style-type: none"> <li>- self-awareness,</li> <li>- self-management</li> <li>- social awareness</li> <li>- relationship skills</li> <li>- responsible decision making.</li> </ul> </li> <li>• Nurture provision continues and extends to KS2 making use of enhanced facilities</li> <li>• Boxall profile to continue to be used to monitor SEMH.</li> <li>• Continued use of additional classroom support for identified pupils and deployment of inclusion team.</li> <li>• Classroom curriculum and instruction is monitored.</li> <li>• School climate, policies and practices are monitored.</li> <li>• Family and community partnerships have been further developed.</li> <li>• Further CPD for staff.</li> <li>• Further training to embed practice.</li> </ul>
PP children's attendance at extra-curricular activities is high.	<ul style="list-style-type: none"> <li>• Continue to targeting PP children to attend extra-curricular activities and continue to monitor registers for the uptake</li> <li>• Pupil voice.</li> <li>• Continue to offer wide variety of activities available, including non-academic clubs delivered by staff with specific skills in those areas.</li> <li>• Continue to monitor attendance and punctuality regularly. EWO to support identified families.</li> </ul>

Attendance remains high for PP children.	<ul style="list-style-type: none"> <li>• Continue with existing strategies:</li> <li>• Early help set up as required.</li> <li>• Letters home to parents for identified children.</li> <li>• Safeguarding lead to monitor attendance.</li> <li>• EWO to monitor attendance.</li> <li>• PP lead aware of any attendance issues. Monthly attendance reports analysed and acted on.</li> <li>• Breakfast club to support parents.</li> <li>• Free breakfast club for y6 PP children and siblings.</li> </ul>
In the event of school closures the school are prepared to deliver remote learning	<ul style="list-style-type: none"> <li>• Technology is supplied to pupils' who do not have the necessary technology to access remote learning, including internet access via dongles.</li> <li>• Remote learning is delivered to high standard in line with expectations of school policy and accessible to all disadvantaged pupils.</li> <li>• Attendance of lessons is monitored every day by class teachers. Non-attendance is immediately reported to a member of SMT who then contacts home to ensure that all children are able to access remote learning.</li> <li>• All pupils Y2-6 know how to access Dojo and Zoom in order to engage in live lessons and complete their work.</li> </ul>
Projected spending	Click or tap here to enter text.

### Monitoring and Implementation

Area	Challenge	Mitigating action
Vocabulary and Language comprehension		
Metacognition		
Closing the Gaps		
Social and Emotional Learning		

### Review: last year's aims and outcomes

Aim	Outcome
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