

Pupil premium strategy statement

School overview

Metric	Data
School name	St. Luke's Academy
Pupils in school	66
Proportion of disadvantaged pupils	45
Pupil premium allocation this academic year	£42,975
Academic year or years covered by statement	2021 to 2022
Publish date	1 st September 2021
Review date	11 th July 2022
Statement authorised by	Judith Buckingham
Pupil premium lead	Scott Pollok
Governor lead	Phillipa Dancey

Disadvantaged pupil barriers to success

In School factors:

- Further gaps in learning due to school closures and lack of access to curriculum content.
- High number of disadvantaged children (100% of all pupils SEND/ 68% of pupil premium children)
- Lack of real experiences in terms of trips, visitors combined with lack of experiences given by parents due to COVID restrictions
- Lack of resilience amongst children and the negative impact on learning behaviours.
- Emotional stability, well-being and availability to learn.

External factors:

- Erratic attendance due to changing or challenging home circumstances
- High number of "in-year" intake
- Some attendance issues amongst pupil premium children.
- Lack of stability in formative years and emotional impact of absent parents

- Lack of parental engagement/funding to support children.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make at least expected progress in literacy	Closure in the reading age gap between PP and non PP students	July 2022
PP pupils in KS4 make expected levels of literacy and numeracy	80% of KS4 PP students gained recognised GCSE qualifications through targeted teaching. The remaining 20% are working on Functional skills.	July 2022
Ensuring that PP students have access to a full and broad curriculum.	Curriculum available enables students to gain the skills and knowledge required to achieve relevant qualifications in KS4	October 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
To improve attendance and behaviour of pupils attracting PP	Fewer behaviour incidents recorded for these students Robust and supportive behavioural intervention plans to be in place for these students. Overall attendance for students eligible for PP to improve toward the school target of >80%	Dec 2021
All children will be emotionally available to learn and feel that their mental well-being is supported by all adults in school.	Improved communication skills meaning that fewer students in crisis, resulting in fewer cases being referred to safeguarding.	Jan 2022
Support for extra-curricular activities including the annual residential trip	All pupils able to share their experiences and develop social skills that will stay with them for life	July 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1 Literacy	Literacy interventions across the school for all disadvantaged pupils based upon their reading age.
Priority 2 Outcomes	Focus on Personalised Learning approach utilising EHCP. Provide revision sessions to raise achievement. Target PP students underachieving to attend
Priority 3 Curriculum	EHCP Outcomes used as a tool to underpin Teaching and Learning, planning and differentiation. Effective utilisation of TAs in all lessons to support individuals.
Barriers to learning these priorities address	Previous insufficient support for literacy. Increase number of qualifications students achieve so can access purposeful Post 16 destinations. Providing students with greater opportunities across a number of subjects whilst ensuring the gaining of skills & knowledge to be successful in adult life.
Projected spending	£12,325

Wider strategies for current academic year

Measure	Activity
Priority 1 Attendance	Weekly analysis of PP students Interventions and monitoring of impact of interventions. Additional Attendance staffing to improve attendance of PP students.
Priority 2 Well-being support	Full time school-based counsellor. Provide support for vulnerable pupils to support well-being and mental health. Concerns appropriately referred on to other agencies. Pastoral intervention programme supporting main area of need.
Priority 3 Extra-Curriculum activities	To ensure inclusivity in all extra-curricular activities including: rewards, trips.
Barriers to learning these priorities address	Historical poor attitude to attendance. Poor self-regulation, low confidence and self-esteem To support pupils experiencing learning in an out of school context.
Projected spending	£30, 650

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school English lead to support small groups	English lead paired with experienced TA to free up 2 mornings a week to QA literacy sessions and lead small groups.
Wider strategies	Recruitment Plan and deliver Pastoral interventions Enough time to plan and deliver new programme of off site activities	Use of a greater range of recruitment advertising and agencies. Timetabled slots for students to access pastoral interventions. EVC training for Lead and to then disseminate to activity leaders.

Review: last year's aims and outcomes

Aim	Outcome
Improve basic numeracy standards	Steady improvement in disadvantaged pupil progress from 2020 to 2021.
KS4 pupils close gap with special school national average attainment	Steady improvement in disadvantaged pupil progress from 2020 to 2021 with increase of average qualifications increasing from 2.2 to 2.9 per student
Improve independent living skills of KS4 pupils	Notable improvement in all KS4 pupils. Life skills cooking lessons have supported independent living skills as well as budgeting.