

## Pupil premium strategy statement:

| 1. Summary information |   |                                  |          |  |          |
|------------------------|---|----------------------------------|----------|--|----------|
| School                 | St Margaret's Anfield CE Primary School |                                  |          |  |          |
| Academic Year          | 2016/17                                 | Total PP budget                  | £269,287 | Date of most recent PP Review                  | n/a      |
| Total number of pupils | 449                                     | Number of pupils eligible for PP | 213      | Date for next internal review of this strategy | Jan 2017 |

| 2. Current attainment  |                        |          |                            |          |
|--|------------------------|----------|----------------------------|----------|
| Attainment for: 2015-2016  | Pupils eligible for PP |          | Pupils not eligible for PP |          |
|  | St Margaret's          | National | St Margaret's              | National |
| % achieving expected standard or above in reading, writing and maths | 42%                    | 60%      | 52%                        | 60%      |
| % achieving expected standard or above in reading                    | 85%                    | 71%      | 70%                        | 71%      |
| % achieving expected standard or above in writing                    | 50%                    | 79%      | 61%                        | 79%      |
| % achieving expected standard or above in maths                      | 62%                    | 75%      | 87%                        | 75%      |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |  |
|---|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |
| A.  | Social and emotional intelligence        |
| B.  | Low ambition                             |
| C.  | Poor reading skills (phonics)            |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| D.  | Attendance                               |
| E.  | Lack of routine (sleep, food, homework,) |

| <b>4. Desired outcomes</b> |  |  |
|----------------------------|--|--|
|                            | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
| <b>A.</b>                  | Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | Children retain more friendships<br>Children have less fall-outs<br>Children need less support in class time to resolve friendship issues  |
| <b>B.</b>                  | Children make expected or better attainment and talk with enthusiasm about their academic future.          | Children talk about their future with enthusiasm<br>Children talk about academic targets with excitement<br>Children set/attempt challenging targets<br>Children speak ambitiously about their future at Secondary school and work.                      |
| <b>C.</b>                  | Standards in writing in KS1 will improve   | Increased percentage of PP children (and all children) attaining the expected standard in writing in KS1<br>PP children make better progress in writing<br>PP children can achieve well in spelling<br>PP children achieve in line with non-PP children. |
| <b>D.</b>                  | The attendance of PP children improves   | Reduce the number of persistent absentees among pupils eligible for PP<br>Attendance for the children is in line with national at 96%  |

## 5. Planned expenditure

**Academic year**

**2016/17**

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

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b> |
|--|---|---|--|-------------------|---|
| Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | One member of staff who is trained in emotional health and wellbeing/therapy/techniques to be non-class based. Caseloads on a needs-led basis, identified and monitored by the Welfare Team/SENDCOs | 1:1 sessions allow a child to share anything on their mind and seek support or advice from Miss Ikin. It creates an emotionally safe ethos in the room and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. | Pupil interviews/evaluations<br>Drop ins to lessons will demonstrate the ethos and support.<br>Staff training.   | S Ikin £49k       | January 2017                                |
| Children make expected or better attainment and talk with enthusiasm about their academic future.          | Pupil progress meetings half termly will inform how the children are achieving. Children will be inspired by visitors who talk about their jobs/careers.  | Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture).<br>Yr 6 Careers Carousel allows pupils to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did                          | Dates are set for the year. TAs carry out interventions.<br>I will observe lessons in the Monitoring programme and interview children about their learning, targets, progress and what they need to do next to further improve | LJH<br>WJ-W £14k  | January 2017                                |
| Behaviour is never less than good  | Additional staff on duty for breakfast clubs and lunch duty   | Pupils with behavioural or pastoral needs are identified and supported  | Monitored by SLT and Behaviour Working Party   | HC £15k           | January 2017                                |

|  |   |   |  |  |              |
|--|---|---|--|--|--------------|
| Standards in writing in KS1 will improve | <ul style="list-style-type: none"> <li>➤ New English Leader</li> <li>➤ English INSET</li> <li>➤ Support from School Improvement Liverpool</li> <li>➤ Raised profile of writing</li> </ul> | Assessment outcomes will be accurate and swiftly addressed.<br>High quality books will be available in the classrooms and work on the walls will show the children's interest in books. | Pupil progress meetings will review intervention given (daily readers) and progress made.<br>Drop in Sessions<br>Lesson observations<br>Book/planning scrutiny<br>Learning walks | W J-W £14K   | January 2017 |
| The attendance of PP children improves   | Senior manager and attendance administrator will work with EWO to reduce the percentage of PP PAs   | 21/24 PAs are PP children   | Regular monitoring<br>High profile – never absent/never late<br>discos<br>prizes   | L Pearce £17k<br>L Hird £3k<br>M Eyo £1k<br>D Hargreaves | January 2017 |

## ii. Targeted support

| 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? |
|--|---|--|--|-----------------------------|--------------------------------------|
| Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | Some PP children will attend nurture time to talk about their feelings. – a new Emotional health & wellbeing leader is now off timetable. | Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work. | Intervention plans will show the children who need support in this area.<br>Assessments will be made and monitored<br>Parental involvement | S Ikin                      | January 2017                         |
| Children with high needs are supported and can access the curriculum                                       | Additional, highly skilled 1:1 TAs<br>SENCO time (x2)   | EHAT/IEP/IBP detail individual needs   | Monitored by SLT/SENCOs  | SLT<br>ED<br>CP<br><br>£40K | July 2017                            |

|   |  |   |  |   |                           |
|---|--|---|--|---|---------------------------|
| Establish a Personalised Learning Centre  | 1 teacher and 1 TA to lead small group interventions   | PIVATS<br>EHAT<br>IEP<br>IBP  | Refurbish the library to create a PLC<br>Monitor with SENCOs<br>Liaise with parents  | Staffing £63k<br><br>Refurbishment £2k                        | April 2017                |
| Children make expected or better attainment and talk with enthusiasm about their academic future.<br>Focus on Yr5 behaviour and attitudes to learning | Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength.<br>Yr5 targeted for improved behaviour, engagement and attainment  | Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.<br>Behaviour and attitudes to learning in Yr5 is quite poor for some pupils and must be addressed. | Feedback from staff and TAs will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.<br>Monitor Behaviour for Learning sessions. | SLT<br>H Cragg<br>£60k  | January 2017              |
| Standards in writing in KS1 will improve  | The curriculum will allow for more boy friendly books to be incorporated at whole school/class level.<br>INSET will ensure staff in Yr2 fully understand the statutory requirements<br>Regular assessments, monitoring and evaluation                                | 25% pupils achieved the expected standard in Yr2 2015   | The books used in EYFS will be of more interest to boys – super heroes, action etc.<br>Assessments, regular monitoring and evaluation<br>Progress meetings   | LJH<br>W J-W<br>(as above)                                    | January 2017              |
| The attendance of PP children improves  | EWO will be involved with families whose attendance falls below 87%.<br>Awards are given to children who have 'good' attendance.<br>If travel is an issue for families they will be offered ways to help.<br>Discos and treats for 'never absent, never late' pupils | When children attend school regularly without constant breaks, they make more progress.<br>Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.<br>Children enjoy receiving awards and will often try harder when an award is being offered.   | Attendance will be monitored half termly.<br>Any absence will be addressed immediately.<br>A chart on which children receive awards will be logged and tracked.<br>Display to promote good attenders will be made  | L Pearce<br>L Hird<br>M Eyo<br>D Hargreaves<br><br>(as above) | January 2017              |
| Polish speaking teacher (UPS)<br><br>New Medical practitioner to support pupils with diabetes   | Individual pupil needs are met   | Individual targeted support to enable pupils to being to access the curriculum.<br><br>Medical condition is well managed for pupils in order to ensure minimal disruption to learning   | EAL assessments completed termly (NASEA)<br><br>Monitored by HC  | A Filim<br>S Ikin<br>£17k<br><br>J Wright £22k                | July 2017<br><br>On going |

|   |  |   |  |   |           |
|---|--|---|--|---|-----------|
| Pupils in receipt of PPG to form the e-cadets team  | Pupils are safe on-line and minimise risk of inappropriate materials being accessed/relationships being made | Children lead other children in learning about e-safety.                                | Monitored by e-safety link governor at Fully Governors | E McNulty<br>£3k  | July 2017 |
| Provide financial support to disadvantaged families in order to secure pupil attendance on all trips/visits and residential | SBM to meet with families as and when required to discuss financial support                                  | Disadvantaged pupils are able to attend both academic and recreational trips and visits | Monitored by SBM<br>HC - EVC leader                    | HC & SBM<br>£5k<br><br><b>Estimated total spend<br/>£305k</b> | July 2017 |

## 6. Review of expenditure

|                               |                    |
|-------------------------------|--------------------|
| <b>Previous Academic Year</b> | <b>2015 – 2016</b> |
|-------------------------------|--------------------|

### i. Quality of teaching for all

| Desired outcome   | Chosen action/approach  | Estimated impact:   | Lessons learned  | Cost             |
|---|---|---|--|------------------|
| Raising standards in reading, writing and maths in all key stages<br>Breakfast Club – teacher in charge daily<br>Lunch Duty – additional teachers on duty daily, to support Behaviour for Learning initiative | Additional teacher in all year groups<br>Additional staff: in breakfast club to support those with medical and/or behavioural needs at lunchtimes to support those with behavioural /pastoral needs | Attainment levels improve<br>Behaviour improves for target group of pupils<br>Behaviour For Learning sessions replace 'lost minutes' and pupils learn about reflecting on what they did and how best to move forward and put things right | Standards improved in KS2 but not in KS1<br><br>Behaviour has improved | £136K<br><br>£2k |

### ii. Targeted support

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|-----------------|------------------------|--|--|------|
|                 |                        |  |  |      |

|  |   |   |  |                  |
|--|---|---|--|------------------|
| Maximise progress for vulnerable groups and individuals  | Specialist TAs for pupils with high needs. EAL pupils are able to access the curriculum   | Pupils are able to access the curriculum in a mainstream school   | 1:1 support is beneficial for pupils with high needs   | £40k             |
| Additional staff in the Welfare Team to support those with attendance issues or serious medical conditions | Appoint a Learning Mentor to improve attendance<br>Reduce PA numbers by appointing an Attendance Admin Officer<br>Employ a Medical Practitioner to support our 4 pupils with diabetes | 97% attendance figures<br><br>% of PA reduced   | Learning mentor left, not replaced at this time. Our Emotional Health and wellbeing leader will take over cases. | £16k<br><br>£55k |
| The establishment and specialist training of e-cadets to encourage all pupils to be safe online            | PPG pupils to form the majority of a group of pupils to train as e-cadets   | Pupils are safe online and minimise risk of inappropriate materials being accessed/relationships being made | This will continue next academic year  | £3k              |
| Support for eligible pupils attending educational and residential visits                                   | Provide financial support to disadvantaged families to secure pupil attendance on all trips & visits  | Disadvantaged pupils are able to attend both academic and recreational trips and visits                     | This will continue next academic year  | £2k              |

## 7. Additional detail

£4k was allocated towards four members of staff training on the 'Teaching Leaders Programme'. This programme aimed to deliver impact – change initiatives for Ever6 pupils. However, in reality, the programme did not meet our expectations, in terms of high standards and vigour. It was concluded that the money would be better spent in allowing those four members of staff to continue with their identified projects in school, but to withdraw from the actual programme.

The four projects were:

- >Behaviour 4 Learning
- >Book based topics/planning
- >Raising standards in maths
- >Developing e-safety and e-cadets

