



St Margaret's Anfield Church of England Primary School
Pupil Premium Grant Strategy, Report and Plan 2017-18



Draft Report to be approved by Governor's at Resources Committee November 2017

Overview:

- St Margaret's Anfield CE Primary has 451 pupils on roll.
- 52.33% (236) of these pupils are eligible for PPG.
- Last year (16/17) we received £269, 287 in PPG
- The funding was allocated after careful analysis of a wide range of data in order to identify vulnerable groups and individuals.
- The Sutton Trust Toolkit of Strategies to Improve Learning was used as a guide for effective allocation of funds.

School context						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (CLA)	Number of post-CLA children	Number of service children

236	125	111	195	4	5 tbc	1
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Barriers to learning:

Pupil Premium

The primary aim of the school is to ensure that all children are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress in relation to children's individual starting points.

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), children of service families, pupils who have been 'Looked After' (in care) for 6 months or more.

In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. Please see below for information regarding how the pupil premium was spent in the last financial year and the plans for future spending.

Main Barriers to Learning

Some of our children start school well below national expectations as a result of limited experiences from birth, often stemming from vulnerable families. In order to address children's development gaps we direct a range of resources, interventions and strategies for both children and parents. Barriers and challenges faced by some of our disadvantaged pupils are many and varied. They often increase in complexity as the children get older e.g.

- Poverty
- Vulnerable parenting – dysfunctional home: mental health, domestic violence, poor basic skills, unemployment, drugs and alcohol.
- Poor nutrition
- Poor language/communication skills
- Immature development socially, emotionally and physically
- Challenging behaviour
- Poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations.
- Limited life experiences and access to everyday opportunities e.g. visiting the park, library etc.
- Limited involvement in school and poor attendance
- Lack of access to technology/sports/clubs etc.
- Low IQ, specific learning/health needs

Our current strategies to address barriers:

Underpinning our strategies for improvement is assessment, intelligent use of data and key information. Clear analysis allows us to address social, emotional and learning needs with a range of appropriate resources resulting in the accurate targeting of underperformance, leading to effective closure of gaps. Assessments, both formative and summative constantly inform our planning, teaching and learning. All data is cross referenced so a child's strengths are widened across all subjects. Regular daily feedback and encouragement during every lesson within a positive learning environment, results in pupils who believe in themselves and are motivated to succeed and achieve. An effective, stimulating and engaging curriculum, reflecting children's learning needs through modern culture and their own interests, is crucial to captivate learners and accelerate progress.

In order to facilitate the wide range of needs across each cohort we have an additional teacher in Years 3 and 6 every morning. This has reduced group size greatly. Our most vulnerable children benefit from small groups with our experienced teachers supported by well qualified teaching assistants. This provision allows for effective intervention with clear differentiation and facilitates an immediate response to any misconceptions on a daily lesson basis. Additional support to address more significant learning gaps is provided through afternoon interventions. Key to this provision is consistency in staff that know and understands a child's strengths and more importantly their weaknesses.

Our most vulnerable children receive daily learning of basic skills. We have also created a PLC for our children with cognitive learning difficulties. Children work with our SENCO, additional teacher and trained support staff. This intense personalised programme will result in the majority of children being re-integrated back into their year group and achieving within national expectations.

A range of resources which are age appropriate yet also match the stage of learning have had a significant impact upon children's engagement resulting in good progress. Technology plays an important role throughout the school both as a tool to reinforce concepts as well as to engage and enrich learning. All staff have high expectations of all children. The quality of teaching and learning is consistently good some being outstanding. Expertise is shared across the school resulting in constant improvement. No time is wasted, no opportunity lost. We expect nothing less than the 'best' for every child.

Every decision we make has the children and their progress at the very heart of it, underpinned by our core values of Truth, Fairness, Justice and Joy and demonstrated daily through our motto, 'By Faith and Work'.

Review of 2016/17 academic year		Total pupil premium allocation for 2016/17: £269,287				
Summary of objectives: Success/impact RAG rated.	Impact	Impact on progress and attainment of eligible pupils				
<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved</p> <p>Children with high needs are supported and can access the curriculum</p> <p>Establish a Personalised Learning Centre</p> <p>Focus on Yr5 behaviour and attitudes to learning</p> <p>Standards in writing in KS1 will improve</p> <p>The attendance of PP children improves</p> <p>Polish speaking teacher (UPS)</p> <p>New Medical practitioner to support pupils with diabetes</p> <p>Pupils in receipt of PPG to form the</p>	<p>Children have retained more friendships</p> <p>Children have less fall-outs, particularly in Y5. B4L points have decreased for children, particularly Y5. Children need less support in class time to resolve friendship issues</p> <p>Increased percentage of PP children (and all children) attaining the expected standard in writing in KS1</p> <p>PP children make better progress in writing</p> <p>PP children can achieve well in spelling</p> <p>PP children achieve in line with non-PP children.</p>	Impact - Diminishing the Gap				
			2016		2017	
		EYFS	PPG	Non PP	PPG	Non PP
		GLD				
		KS1	PPG	Non PP	PPG	Non PP
		Reading				
		Writing				
		Mathematics				
			2016		2017	
		KS2	PPG	Non PP	PPG	Non PP

<p>e-cadets team</p> <p>Provide financial support to disadvantaged families in order to secure pupil attendance on all trips/visits and residentials</p>	<p>The number of persistent absentees among pupils eligible for PP</p> <p>Attendance for the children is in line with national at 96%</p> <p>Medical conditions are well managed for pupils. Next year, all diabetic checks to be carried out in class to minimise disruption to pupils' learning.</p>	Reading	85	70		
		Writing	50	61		
		EGPS				
		Mathematics	62	87		
		RWM	42	52		

Pupil Premium Grant objectives for 2017/18	Total pupil Premium allocation for 2017/18: £290,700
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St. Margaret's Anfield Church of England Primary School takes the long view and does not concentrate on 'quick fixes'. We use our data intelligently to analyse the performance of individual pupils and beyond this to pinpoint any patterns of underachievement in the school as a whole.

- Raising standards in Reading (including Phonics), Writing and Mathematics in all Key Stages - ALL
- Maximise progress for vulnerable groups and individuals
- Attendance – PPG and a focus in particular on PAs in receipt of PPG
- Provide appropriate support for children who are looked after or vulnerable
- Support for eligible pupils with English as an Additional Language
- Support for eligible pupils attending educational and residential visits
- Additional, experienced teacher based in Y6 every morning to provide focused intervention strategies and allow class teacher to also deliver focused support for individuals and groups of pupils
- PLC to devote morning sessions to SEN pupils in Y3 who are not yet KS2 ready. Targeted, specific cognitive development and support planned for. All other Yr grps targeted over the afternoon sessions
- New staff employed in the Welfare Team to support those with attendance issues or serious medical conditions
- Diabetic support to ensure pupils with diabetes can access the full curriculum and make expected progress in line with their peers

Projected spend 2017-18: £293,000

Objective 1: Quality First Teaching: Maximise progress for vulnerable groups and individuals by raising standards in Reading, Writing, Phonics and Mathematics in all Key Stages. Support for eligible pupils with English as an Additional Language.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	
Additional teacher in all Y6 every morning	Attainment levels improve, progress is better than expected for RWM	Daily until July 2018.	HC/MA SLT	£30,000	
Raise standards in Reading (including Phonics), Writing and Mathematics in all Key Stages for all and for PPG pupils	Attainment levels improve, progress is better than expected for RWM and Phonics. PPG pupils achieve in line with non PPG pupils	Daily until July 2018.	CP, WJW, RK, DH, ED SLT	Training costs and resources £8,000	
PLC - devote morning sessions to SEN pupils in Y3 who are not yet KS2 ready. Targeted, specific cognitive development and support planned for	Attainment levels improve, progress is better than expected. PIVATS scores demonstrate sustained progress	Daily until July 2018.	TO, ED	£23,000	
PLC- All other Yr grps targeted over the afternoon sessions for cognitive support	Attainment levels improve, progress is better than expected. PIVATS scores demonstrate sustained progress	Daily until July 2018.	TO,ED	£23,000	
1:1 specialist TAs for pupils with High Needs	Pupils are able to access the curriculum in mainstream school.	Daily until July 2018.	E Doran JS, BT, CMc	£20,000 (to top up the HNTUF!)	
Polish speaking (Upper Pay Scale) teacher to support our EAL pupils	Pupils are able to access the curriculum and make progress	AF, 2 days weekly	A Filim,	£18,000	Objective 1: £122,000

Term 1 Evaluation:

Term 2 Evaluation:				
Term 3 Evaluation:				
Objective 2: Pupil Welfare Support: Provide support for pupils who display social, emotional, mental health, behavioural needs or are Looked After.				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Appoint and develop the new role of a Pupil Support Assistant	Pupils with emotional and mental health issues are supported and cared for. Strategies developed. Attendance improves	Weekly support offered to targeted grps of pupils, Daily support for Y6 pupils		£15,000
Appoint a Learning Mentor to support pupils with behavioural and emotional issues, focusing on Mental health.	Pupils with emotional and mental health issues are supported and cared for. Strategies developed. Attendance improves	Daily support for individuals and grps of pupils		£18,000
Pastoral AHT to monitor pupils who demonstrate behaviour below our SMA expectations	Behaviour improves for target group of pupils. Behaviour For Learning sessions - pupils learn about and reflect on what they did and how best to	½ termly monitoring. Meetings with parents.	H Cragg	£28,000

	move forward and put things right. Attendance improves. Whole school behaviour standards improved and sustained				
Initiate a 3yr MH&EWB Project with the Lord Mayor's Office and NLLN	Pupils with emotional and mental health issues are supported and cared for. Strategies developed. Attendance improves	½ termly monitoring. Meetings with parents. Liaison with NLLN.	SI/ED	TBC – possible grant from Lord Mayor's office.	
Provide appropriate support and intervention for children with SEND needs	Pupils make progress in line with their peers. Dedicated member of staff to monitor progress.	½ termly monitoring. Meetings with parents.	ED	Proportion of ED wage to provide CLA support – 1.5 days per week: £25,000	Objective 2: £86,000
Term 1 Evaluation:					
Term 2 Evaluation:					
Term 3 Evaluation:					
Objective 3: Attendance: Additional staff in the Welfare Team to support those with attendance issues.					

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	
Improve whole school attendance by appointing a new Attendance Administration Officer.	96% attendance figures.	On-going	A Beatson, LHird	£18,000	
Improve attendance for pupils in receipt of the PPG	96% attendance figures.	On-going	A Beatson, LHird, DH	Proportion of relevant staff wages - £42,000	
Reduce Persistent Absentees numbers, focusing on those in receipt of PPG.	% of PA reduced.	On-going	A Beatson, LHird, DH		Objective 3: £60,000
Term 1 Evaluation:					
Term 2 Evaluation:					
Term 3 Evaluation:					

Objective 4: Medical: Providing specialist support for pupils with diabetes.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	
	Medical condition is well	Daily	JW	£21,000	Objective 4:

Employ a Medical Practitioner to support our 2 pupils in Y6 with diabetes.	managed for pupils in order to ensure minimal disruption to learning. All checks carried out in class where possible.				£21,000
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Term 1 Evaluation:

Term 2 Evaluation:

Term 3 Evaluation:

Objective 5: Financial: Support for eligible pupils attending educational and residential visits.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Provide financial support to disadvantaged families in order to secure pupil attendance on all trips and visits.	Disadvantaged pupils are able to attend both academic and recreational trips and visits.	As required.	Admin Team, SMT	£4,000

Term 1 Evaluation:

Objective 5:
£4,000

Term 2 Evaluation:

Term 3 Evaluation:

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