



St Margaret's Anfield Church of England Primary School

Pupil Premium Grant Strategy and Plan 2017-18



Overview:

- St Margaret's Anfield CE Primary has 444 pupils on roll.
- 50.90% (226) 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 2017-18

(Data correct as of 17.11.17)

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
226	131	95	220	4	4	1

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.

- Attendance
- Poor attitudes to learning
- Poor language/communication skills
- 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, museum, library etc

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 (*Evidence: Marking and Feedback Policy*). 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 (*Evidence: Planning files and Curriculum overviews*).

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 understand a child's strengths and more importantly their weaknesses. (*Evidence: Intervention registers, IEPs, IBPs, Teacher planning folder*).

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.

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 (*Code of Conduct, Intervention registers, planning*). The quality of teaching and learning is consistently good some being outstanding (*Evidence: HT/SLT lesson Observations and rolling notes*). Expertise is shared across the school resulting in constant improvement (*Evidence: PDMs, newly arranged Co-coaching*). 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**'.

Pupil Premium Grant objectives for 2017/18

Total pupil Premium allocation for 2017/18: £305,800

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: £306,000

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	This will be measured by:	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	Internal progress meetings Class spreadsheet SATs results	£30,000 (0.5)
Additional teacher in Y2 x4 morning sessions per week	Attainment levels improve, progress is better than expected for RWM	Tues – fri (am) until July 2018	MA	Internal progress meetings Class spreadsheet SATs results	£16,000
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	Internal progress meetings Class spreadsheet Learning walks Lesson Observations Pupil Voice	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 review in December 2017.	TO, ED	Lesson observations Pupil progress data IEP reviews	£23,000 (0.5)
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	IBP reviews Lesson observations Pupil progress data	£23,000 (0.5)
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	IEP reviews IBP reviews PIVATS levels	£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 ADOPTION LEAVE – Nov '17 Currently sourcing appropriate cover	A Filim,	NASSEA Steps assessments	£18,000	
Invest in a new reading scheme and Guided Reading materials	Progress in reading for PP pupils and all pupils improves	By December 2017	WJW	Reading assessments Reading ages Guided Reading records Pupil voice	£13,000	Objective 1: £131,000

Term 1 Evaluation:

PLC – Y3 pupils have made excellent progress this terms as evidenced by their PIVATs assessments. PLC pm group - children making good progress as evidenced by their assessments.

New reading scheme books have arrived and are in the process of being organised.

EAL support (to cover staff Leave) has been arranged for two days per week.

1:1 support continues to enable pupils with 'High Needs' to access the curriculum and learning environment as evidenced in IEPs and IBPs.

Additional teacher in Y6 has had an impact on the progress made this term as evidenced on class assessment data spreadsheets.

Additional teacher support in Y2 has had some impact on pupil progress, pupils in Y2 who require additional support will be invited to attend the PLC next term.

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	This will be measured by:	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	LJH/HC	Appraisal process SSM Pupil attitudes	£16,500
Appoint a Learning	Pupils with	Daily support for	LJH/HC	Appraisal process	£24,000

Mentor to support pupils with behavioural and emotional issues, focusing on Mental health.	emotional and mental health issues are supported and cared for. Strategies developed. Attendance improves	individuals and grps of pupils		Caseload notes SSM Pupil surveys Pupil attitudes	
Pastoral AHT to monitor pupils who need to develop self-esteem and self-worth	Behaviour improves for target group of pupils. Behaviour For Learning sessions - pupils learn about and reflect on what they did and how best to move forward and put things right. Attendance improves. Whole school behaviour standards improved and sustained	½ termly monitoring. Meetings with parents.	H Cragg	B4L records Behaviour records – electronic Notes on meetings with parents/carers	£28,000 (0.5)
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. Graduated response to emotional issues understood by all.	½ termly monitoring. Meetings with parents. Liaison with NLLN.	SI/ED	Meetings with Lord Mayor representative Meetings with Cllr Nick Small Meetings with Director of NLLN Strategic steering grp meetings Team meetings with all schools involved	Grant from Lord Mayor's office has been awarded. £25,000 over three years
Build a 'Rainbow Room' in Reception	Children with high needs can be	Autumn 2017	SSBM	Lesson observations EHC	£6,000

class in order for pupils who are not yet ready for whole class/full day teaching	withdrawn from the main class with 1:1 support in order that they can access the curriculum and minimise disruption			1:1 reports SENDCO assessment file Attitudes to learning	
Provide appropriate support and intervention for children with SEND needs /LAC	Pupils make progress in line with their peers. Dedicated member of staff to monitor progress.	½ termly monitoring. Meetings with parents.	ED	PIVATS SENDCO assessment file Class spreadsheet Lesson observations Pupil Voice LAC reviews	Proportion of ED wage to plan, monitor and assess CLA support – 3 days per week: £33,700

**Objective 2:
£108,200**

Term 1 Evaluation:

Pupil Support Assistant has settled into new role and attends weekly safeguarding meetings to look at areas of need.
 Learning Mentor has settled into new role and attends weekly safeguarding meetings to look at areas of need and allocate case-load.
 Rainbow Room in Reception has proven very successful as smaller group teaching can take place in there regularly. In addition, pupils with significant learning needs are able to access this resource when whole class teaching is not appropriate for their specific needs as per IEP or IBP.
 AHT monitors all pupils with any pastoral or behaviour concern. Behaviour points are monitored and liaison with parents is regular and has proven very beneficial with school and parents working together.
 Bully Busters provided a session for pupils and this proved beneficial. It is worth exploring this link further and holding a whole school assembly.
 We are due to meet with a group of schools in our Network to plan how the Lord Mayor’s project will develop next term.

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	This will be measured by:	Cost/resource implications
Improve whole school	97% attendance	Weekly monitoring	A Beatson, LHird	Weekly attendance	AB £18,000

attendance by appointing a new Attendance Administration Officer.(94.64% ,16/17)	figures.			reports delivered to SSM. Weekly meetings with EWO. High profile in school. Attendance race display. Cumulative reports.		
Improve attendance for pupils in receipt of the PPG – gap 16/17 was 1.01% (94.12% - 95.13%)	97% attendance figures.	Weekly monitoring	(A Beatson) LHird (DSL), DH (PP Champion)	PP case studies (as above)	Proportion of relevant staff wages – DH, £5,800 LH £16,000	
Reduce Persistent Absentees numbers, focusing on those in receipt of PPG. (16/17: 78 PAs, of which 49 eligible for PPG)	Number of PA reduced. Number of PA eligible for PP reduced – gap closes.	Weekly monitoring	A Beatson, LHird, DH	PA reports (as above)	Term 1b – Santa initiatives - £2,000	Objective 3: £41,800

Term 1 Evaluation:

New Attendance Administrator has settled well into role and attends weekly safeguarding meetings and presents an attendance report. Week 1/3 for the Santa attendance initiative saw attendance improve from 92% to 96%, by week 3/3 of the initiative, whole school attendance was 97% with many individual classes reaching 100%. This indicates that this initiative has been successful. Similar initiatives are planned for next term. As of 21.11.17 (SIMS report), Pupil Premium attendance was 93.42% compared to the lower figure of 92.31% for non-Pupil Premium.

Term 2 Evaluation:

Term 3 Evaluation:

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

Actions	Success criteria	Timescales	Person responsible	This will be measured by:	Cost/resource implications	
Employ a trained TA to help support pupils with diabetes.	Medical condition is well managed for pupils in order to ensure minimal disruption to learning. All checks carried out in class where possible.	Daily Appoint TA in January 2018	LJH/Governors	HC meets regularly with Medical practitioner. Meetings with parents Pupil voice – care plans Lesson observations Meetings with Medical practitioner and HC.	£17,000	Objective 4: £17,000

Term 1 Evaluation:

Children are able to engage in more learning time as all appropriate checks are now taking place in the classroom. We have appointed a TA (Dec 17) who will be based in Y1 as general support to PP pupils and non PP pupils whilst also being medically qualified to tend to the needs of a newly diagnosed diabetic pupil.

Term 2 Evaluation:

Term 3 Evaluation:

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

Actions	Success criteria	Timescales	Person responsible	This will be measured by:	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	Finance reports – SSBM Resources Committee	£8,000	Objective 5: £8,000

Term 1 Evaluation:

No pupil has missed out on any opportunity to attend any trip.

Term 2 Evaluation:

Term 3 Evaluation: