



St Margaret's Anfield Church of England Primary School

Pupil Premium Grant Impact Report 2016-17



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

Review of 2016/17 academic year		Total pupil premium allocation for 2016/17: £269,287																																					
Summary of objectives: Success/impact RAG rated.	Impact	Lessons Learned	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>Focus on Yr5 attitudes to learning.</p>	<p>Children have retained more friendships, B4L has made an impact on many pupils and evidence proves a reduction in behaviour points and incidents of poor behaviour. More work on this is required next year. Children have less fall-outs, particularly in Y5, however there are some pupils in this year group who require specifically targeted continuous support next year. B4L points have decreased for children, particularly Y5. Children need less support in class time to resolve friendship issues. <i>(AHT and TA now spend less time with this class than previously, B4L visits and points have decreased – maintained in electronic behaviour files on Phase Leader Drive)</i></p> <p>All 9 pupil premium children, reduced their ‘Behaviour point’ total term on term during 15/16 in this Year 5 class where behaviour was a concern. Out of 15 of the pupils who presented with concerns around attitudes to learning, 10 were PP (67%). The class teacher and AHT worked very closely together to ensure that consistent boundaries were in place for this particular, male dominated class.</p> <p>One pupil, who had support in school from a family support worker and consistent pastoral guidance from AHT, reduced his behaviour points during 16/17 i.e. T1- 3 points, T2– 1 point and T3-1 point. He also reduced his over-all total by 2 points. He was allocated 7 bpts in Year 4 (15/16) and 5 bpts in Y5 (16/17).</p> <p>Another vulnerable male pupil (CP/PP), received daily support from AHT and he reduced his Behaviour points term on term.</p>	<p>B4L is working for most pupils. Children focus on restorative justice and this gives meaning as to why they lose their free time. Children are more able to provide consequences for their actions.</p> <p>This focus on certain groups of pupils will need to continue next year as this cohort moves into Y6. If we are to see continued reductions in Behaviour points and visits to B4L, a relentless focus on positive attitudes to learning must be reinforced at every opportunity.</p> <p>Continue to offer free</p>	<p>Impact - Diminishing the Gap</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2016</th> <th colspan="2">2017</th> </tr> <tr> <th>EYFS</th> <th>PPG</th> <th>Non PP</th> <th>PPG</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>44</td> <td>65</td> <td>56</td> <td>67</td> </tr> <tr> <td>KS1</td> <td>PPG</td> <td>Non PP</td> <td>PPG</td> <td>ALL</td> </tr> <tr> <td>Reading</td> <td></td> <td></td> <td>52</td> <td>58</td> </tr> <tr> <td>Writing</td> <td></td> <td></td> <td>41</td> <td>49</td> </tr> <tr> <td>Mathematics</td> <td></td> <td></td> <td>45</td> <td>53</td> </tr> </tbody> </table>			2016		2017		EYFS	PPG	Non PP	PPG	Non PP	GLD	44	65	56	67	KS1	PPG	Non PP	PPG	ALL	Reading			52	58	Writing			41	49	Mathematics			45	53
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Children with high needs are supported and can access the curriculum

We found that an invitation to have a free breakfast made a positive impact on his ability to settle to work and behave in school. Prior to this, we had found him to be wandering the local area, in the am, before school.

Children who have high needs are able to access the curriculum as long as they have **1:1 support**. There are pupils who will join Reception class next year who have not attended our Nursery and we are aware of very significant high needs. This will need to be targeted next year: Plans for a Reception Rainbow Room are in place.

1:1 support: High levels of supervision are maintained to keep the pupil(s) and others safe. Regular sensory breaks outside of the classroom are catered for in which the pupil's sensory diet activities are skillfully developed. This has resulted in decreased frustrations, 'meltdowns' and sensory overload.

Children's social and communication needs are being developed and a range of provision and activities additional to and different from their peers are carried out based on the advice from speech and language. Children's communication and speech are showing signs of progress.

Consistent strategies are now embedded within the classroom and children are responding well to this. Toileting and self-care skills are being supported. Individual work is being carried out around turn taking between 1:1 and child then child and peers.

Increased levels of engagement in the curriculum. Pupil is working at expected level as he is now accessing more of the curriculum by being in class with peers. Reduction in 'meltdowns' and in anxiety. Increase in control and regulation of emotions. Reduction in behaviour incidents particularly during

breakfasts for pupils who display challenging attitudes to learning and who will certainly benefit from a calm start to the day.

Our 1:1 TAs make a **significant impact** on the pupil's ability to access the curriculum and mainstream education. This in turn enables the class teacher and TA to continue to move the learning on for the rest of the class.

Expected Standard+	2016		2017	
	PPG	Non PP	PPG	ALL
KS2				
Reading	85	70	53	63
Writing	50	61	53	71
EGPS			59	75
Mathematics	62	87	63	69
RWM	42	52	38	51

(NB: 'ALL' To be updated with non PP)

KS2 2017 Progress Score	PPG	ALL
Reading	-3.32	-2.67
Writing	-2.10	-1.56
Maths	-2.22	-1.75

<p>Establish a Personalised Learning Centre</p>	<p>social times and PE sessions. Pupil has had no exclusions since returning in September for the new school year.</p> <p>SEND INTERVENTION Y6: Cognition and Learning (5 mornings per week). Number Attended: 6 children. All but one child made more than ten PIVAT levels of progress (overall yearly increase) in Reading Writing and Maths, with two children making over 18 levels of progress in Maths, two children making over 16 levels of progress in Reading and two children making over 13 levels of progress in Writing.</p> <p>PLC is fully established and provides excellent targeted support for identified pupils. Pupils who attended made very good progress, which is evident in their PIVATS assessments. Next year, the PLC will support Y3 pupils in the am session and Behaviour and cognitive support (pm) for other yr grps.</p> <p>Cognition and Learning Number Attended: 16. All but three children who attended the PLC 2016-2017 made at least double the overall yearly increase (PIVATS LEVELS) across Reading Writing and Maths compared with their SEND peers who did not attend the PLC.</p> <p>Increased percentage of PP children (and all children) attaining</p>	<p>SEND interventions to continue to be carefully planned and rolled out throughout the school.</p> <p>A huge success! PLC to continue to operate and to be run by a qualified, experienced teacher. Plans for the future – budget for a further PLC provision in KS1. It cannot be ignored that pupils who attended PLC for cognition and learning made at least double the overall yearly increase (PIVATS levels) across Reading Writing and Maths compared with their SEND peers who did not attend the PLC.</p>	
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Standards in writing in KS1 will improve

the expected standard in writing in KS1. This will remain a target for next year as we are still below Local figures.

A relentless focus on PABs has ensured that staff are targeting pupils effectively and resulted in improved progress. Additional teacher support will help to make further improvements in KS1 outcomes.

The attendance of all children improves, including those eligible for the PPG.

Out of 78 persistent absentees 16/17, 49 were eligible for PP, 29 were not eligible. Overall, attendance was 94.64%. Attendance for PP was 94.12%, for non PP it was 95.13%

Weekly focus on all attendance and that of PP/PAs will ensure we are doing all that we can to improve attendance for all and for PP pupils. SSM will facilitate this.

Establish weekly Safeguarding Supervision Meetings next year - Attendance will be reported on. HT to chair meetings. Whole welfare team to attend.

Polish speaking teacher (UPS)

Polish speaking teacher effectively assesses pupils new to the school who have EAL. Assessment files are available. Targeted support is provided and advice provided to teaching staff. This provision will continue next year.

Polish and other EAL pupils are welcomed and settled quickly, thus enabling swift assessments to be made. This provision must continue.

New Medical practitioner to support pupils with diabetes

Medical conditions are well managed for pupils. Next year, all diabetic checks to be carried out in class to minimise disruption to pupils' learning. Medical practitioner to continue support.

High needs top up funding to be applied for once again. Lessons learned – too disruptive for pupil progress for checks to be

<p>Pupils in receipt of PPG to form the e-cadets team</p> <p>Provide additional opportunities to disadvantaged families in order to secure pupil attendance on all trips/visits and residentials, offer experiences that will impact on their aspirations</p>	<p>E-cadets established. This will continue next year and e-cadets will focus on Online Safety. E-cadets club after school to continue.</p> <p>Pupils were able to attend and experience opportunities that may otherwise have not been accessible to them.</p>	<p>made in Medical room – next year, where practical, checks to be made in class to allow learning to continue.</p> <p>To continue – children thrive at having an area of responsibility. The whole school benefit from their safety messages.</p> <p>We must continue to enable our disadvantaged pupils access to opportunities that could otherwise be unavailable to them.</p>	
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