



## St Margaret's Anfield Church of England Primary School

### Pupil Premium Grant Strategy and Plan 2018-19



#### Overview:

- St Margaret's Anfield CE Primary has 414 pupils on roll. (Data correct as of 9.10.18)
- 52.17% (216) of these pupils are eligible for PPG. (Data correct as of 9.10.18)
- Last year (17/18) we received **£305,800** 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 2018-19

(Data correct as of 9.10.18, current cohort)

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
216	124	92	234	5	6	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 2018/19**

**Total Pupil Premium Grant allocation for 2018/19: £312,227**

**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 2018-19: £399,200**

**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. Increase % of PP pupils achieving GD.**

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>This will be measured by:</b>	<b>Cost/resource implications</b>	<b>Term 3 IMPACT</b>
Additional teacher in each yr grp to work with PP pupils	Attainment levels improve, progress is better than expected for RWM	Daily until July 2019.	SLT	Internal progress meetings Class spreadsheet SATs results	£150,000	
Raise standards in Reading all Key Stages for all and for PPG pupils	Attainment levels improve, progress in reading is better than expected. PPG pupils achieve in line with non PPG pupils	Daily until July 2019.	SLT, DHT, class teachers	Internal progress meetings Class spreadsheet Learning walks Lesson Observations Pupil Voice	Training costs and resources £8,000	
PLC - devote morning sessions to SEN pupils. 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 2018.	TO, ED	Lesson observations Pupil progress data IEP reviews	£23,000 (0.5)	
PLC- All other Yr grps targeted over the afternoon sessions for Behaviour support	Attainment levels improve, progress is better than expected. PIVATS scores demonstrate sustained progress	Daily until July 2019.	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	Daily until July 2019.	E Doran JS, GS,	IEP reviews IBP reviews PIVATS levels	£13,000 (to top up the HNTUF)	

	mainstream school						
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,	NASSEA Steps assessments	£18,000		
Achievement for All Project	Identified PP Pupils to achieve GD	Start date April 2018 End date April 2020	LJH/WJW	Class spreadsheets Meeting with 'Achievement Coach' every 3 weeks and subsequent reports	£6,000 per year	<b>Objective 1: Total £241,000</b>	
<b>Term 1 Evaluation:</b>							
<b>Term 2 Evaluation:</b>							
<b>Term 3 Evaluation:</b>							
<b>Objective 2: Pupil Welfare Support: Provide support for pupils who display social, emotional, mental health, behavioural needs or are Looked After.</b>							
<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>This will be measured by:</b>	<b>Cost/resource implications</b>	<b>Term 3 IMPACT</b>	
Pupil Support Officer to be non-class based.	Pupils with emotional and mental health issues are supported and cared for. Strategies developed. Attendance improves	Weekly support offered to targeted grps of pupils.	LJH/HC	Appraisal process SSM Pupil attitudes	£16,500		

<p>Learning Mentor to support pupils with behavioural and emotional issues, focusing on Mental health.</p>	<p>Pupils with emotional and mental health issues are supported and cared for. Strategies developed. Attendance improves</p>	<p>Daily support for individuals and grps of pupils</p>	<p>LJH/HC</p>	<p>Appraisal process Caseload notes SSM Pupil surveys Pupil attitudes</p>	<p>£24,000</p>		
<p>Pastoral AHT to monitor pupils who need to develop self-esteem and self-worth</p>	<p>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</p>	<p>½ termly monitoring. Meetings with parents.</p>	<p>H Cragg</p>	<p>B4L records Behaviour records – electronic Notes on meetings with parents/carers</p>	<p>£28,000 (0.5)</p>		
<p>Provide appropriate support and intervention for</p>	<p>Pupils make progress in line with their peers.</p>	<p>½ termly monitoring.</p>	<p>ED</p>	<p>PIVATS SENDCO assessment file</p>	<p>Proportion of ED wage to plan, monitor</p>		

children with SEND needs /LAC	Dedicated member of staff to monitor progress.	Meetings with parents.		Class spreadsheet Lesson observations Pupil Voice LAC reviews	and assess CLA support – 5 days per week: £33,700	<b>Objective 2: £102,200</b>	
<b>Term 1 Evaluation:</b>							
<b>Term 2 Evaluation:</b>							
<b>Term 3 Evaluation:</b>							
<b>Objective 3: Attendance: Improve whole school attendance</b>							
<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>This will be measured by:</b>	<b>Cost/resource implications</b>		<b>Term 3 IMPACT</b>
Improve whole school attendance.	95% attendance figures.	Weekly monitoring	A Beatson, LHird	Weekly attendance reports delivered to SSM. Weekly meetings with EWO. High profile in school. Attendance race display. Cumulative reports.	AB £18,000		
Improve attendance for pupils in receipt of the PPG	95% attendance figures.	Weekly monitoring	(A Beatson) LHird (DSL)	PP case studies (as above)	Proportion of relevant staff wages –LH £16,000		
Reduce Persistent Absentee numbers,	Number of PA reduced.	Weekly monitoring	A Beatson, LHird,	PA reports (as above)	initiatives - £2,000		

focusing on those in receipt of PPG.	Number of PA eligible for PP reduced – gap closes.					<b>Objective 3: £36,000</b>	
<b>Term 1 Evaluation:</b>							
<b>Term 2 Evaluation:</b>							
<b>Term 3 Evaluation:</b>							

<b>Objective 4: Medical: Providing specialist support for pupils with diabetes.</b>						
<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>This will be measured by:</b>	<b>Cost/resource implications</b>	<b>Term 3 IMPACT</b>
TA to help support pupil with diabetes.	Medical condition is well managed for pupil in order to ensure minimal disruption to learning. All checks carried out in class where possible.	Daily  2018-2019	LJH/Governors	HC meets regularly with TA and medical team. Meetings with parents Pupil voice – care plans Lesson observations Meetings with TA, Medical Team and HC.	<b>Objective 4: £12,000</b>	
<b>Term 1 Evaluation:</b>						
<b>Term 2 Evaluation:</b>						

**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	Term 3 IMPACT
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  <b>Objective 5: £8,000</b>	

**Term 1 Evaluation:**

**Term 2 Evaluation:**

**Term 3 Evaluation:**