



St Margaret's Anfield Church of England Primary School

Pupil Premium Grant Strategy and Plan 2019-20



Overview:

- St Margaret's Anfield CE Primary has 427 pupils on roll. (January 2019 Census data)
- 49.6% (212) of these pupils are eligible for PPG. (January 2019 Census data)
- Last year (18/19) we received **£312,227** 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 2019-20

(January 2019 Census data)

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
212	121	91	222	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. 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 and punctuality
- Poor attitudes to learning
- Poor language/communication skills
- Poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations
- Limited access to opportunities beyond school life

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 additional teachers in Reception and Year 2 (all day) and in Y6 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, so we have created a **PLC** (Personalised Learning Centre) for our children with cognitive learning and behavioural difficulties. This intense personalised programme will result in the majority of children being re-integrated back into their year group and aiming to be 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, 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 2019/20

Total Pupil Premium Grant allocation for 2019/20: £279,358

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 Phonics and Writing in all Key Stages
- 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 Reception and Y2 each day and 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 sessions to SEN pupils. Targeted, specific cognitive development and support planned for. All other year groups targeted over the afternoon sessions for those who are emotionally or behaviourally vulnerable
- Staff based in the Welfare Team to support those with attendance issues

Projected spend 2019-20: ██████████

Objective 1: Quality First Teaching: Maximise progress for vulnerable groups and individuals by raising standards in Reading, Writing 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	Term 3 IMPACT
Additional teacher in Y2 and Y6 (am) to work with PP pupils	Attainment levels improve, progress is better than expected for RWM	Daily until July 2020.	SLT	Internal progress meetings Class spreadsheet SATs results	██████	
Additional teachers in Reception class T2 and T3 (1 FTE and1 x 0.6)	Children prepared for entry to KS1, Phonics grouping, significant individual needs are met	Daily until July 2020.	EYFS Leaders	Internal progress meetings Class spreadsheet EYFS leader meetings and data	██████	
Raise standards in Writing all Key Stages for all and for PPG pupils	Attainment levels improve, progress in writing is better than expected. PPG pupils achieve in line with non PPG pupils	Daily until July 2020.	Class teachers, monitored by DHT/SLT	Internal progress meetings Class spreadsheet Learning walks Lesson Observations Pupil Voice Book looks PDM time to follow up on findings	Training costs and resources ██████	
Reading Ambassador to support vulnerable pupils in reading throughout the school and deliver interventions to vulnerable Y5 pupils	Pupils make progress in reading, particularly in fluency and fact retrieval	Daily until July 2020.	██████	Internal progress meetings Class spreadsheet Pupil voice	██████	
PLC - devote morning sessions to	Attainment levels improve,	Daily until July 2020.	██████	Lesson observations Pupil progress data	██████████	

Y1&2 SEN pupils. Targeted, specific cognitive development and support planned for.	progress is better than expected. PIVATS scores demonstrate sustained progress			IEP reviews		
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 2020.		IBP reviews Lesson observations Pupil progress data		
1:1 specialist TAs for pupils with High Needs	Pupils are able to access the curriculum in mainstream school	Daily until July 2020.		IEP reviews IBP reviews PIVATS levels		
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		NASSEA Steps assessments		
Achievement for All Project	Identified PP Pupils to make progress in identified targets	Start date April 2018 End date April 2020		Class spreadsheets Meeting with 'Achievement Coach' every half term and subsequent reports		Objective 1: Total
T1 Evaluation:						
T2 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	Term 3 IMPACT

<p>Pupil Support Officer to be non-class based.</p>	<p>Pupils with emotional and mental health issues are supported and cared for. Strategies developed. Attendance improves</p>	<p>Weekly support offered to targeted grps of pupils.</p>	<p>██████████</p>	<p>Appraisal process SSM Pupil attitudes</p>	<p>██████████</p>	
<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>██████████</p>	<p>Appraisal process Caseload notes SSM Pupil surveys Pupil attitudes</p>	<p>██████████</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</p>	<p>½ termly monitoring. Meetings with parents.</p>	<p>██████████</p>	<p>B4L records Behaviour records – electronic notes on meetings with parents/carers (CPOMS) Phone call records Liaison with class teachers and DSL</p>	<p>██████████████████</p>	

	standards improved and sustained						
						Objective 2: [REDACTED]	
T1 Evaluation:							
T2 Evaluation:							
Objective 3: Attendance: Improve whole school attendance							
Actions	Success criteria	Timescales	Person responsible	This will be measured by:	Cost/resource implications		Term 3 IMPACT
Improve whole school attendance and punctuality.	95% attendance figures.	Weekly monitoring	[REDACTED]	Weekly attendance reports delivered to SSM First day response calls Weekly meetings with EWO High profile in school Attendance League Table Cumulative reports Home visits	[REDACTED]		
Improve attendance for pupils in receipt of the PPG	95% attendance figures.	Weekly monitoring	[REDACTED]	PP case studies (as above) Phase Leader Reports	[REDACTED]		
Reduce Persistent Absentee numbers,	Number of PA reduced.	Weekly monitoring	[REDACTED]	PA reports (as above)			

focusing on those in receipt of PPG.	Number of PA eligible for PP reduced – gap closes.					Objective 3: [REDACTED]	
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T1 Evaluation:

T2 Evaluation:

Objective 4: Vulnerable groups: Support for disadvantaged boys in writing (whole school) and all disadvantaged pupils within Phonics (Y1).

Actions	Success criteria	Timescales	Person responsible	This will be measured by:	Cost/resource implications	Term 3 IMPACT
Improve disadvantaged boys' standards in writing whole school	Improved standards internal and end of Key Stages Successful completion of: Oracy 21 Project Non-fiction Boys' Writing Project	July 2020	Class teachers [REDACTED] [REDACTED]	Guided Writing – Books! Class spreadsheet Pupil voice Learning Walks Lesson drop ins Book looks		
Improve standards in Y1 for disadvantaged and all pupils achieving the expected standard in the Phonics Check	Significant increase in % compared to last year. Aspirational target of 60%	July 2020	[REDACTED]	Class spreadsheet Phonics assessment data analysis		
					Objective 4: [REDACTED]	

T1 Evaluation:

T2 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.	[REDACTED]	Finance reports – SSBM	[REDACTED] Objective 5: [REDACTED]	
T1 Evaluation:						
T2 Evaluation:						