



Pupil premium strategy statement 2017-18 Atherton St George's Primary School

1. Summary information					
School	St George's CE Primary School				
Academic Year	2017/18	Total PP budget	£177, 000	Date of most recent PP Review	17/10/16
Total number of pupils	311	Number of pupils eligible for PP	109 (Ever 6)	Date for next <u>internal</u> review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
61% achieving in reading, writing and maths	%	
progress in reading	5.36: Well above average	
progress in writing	7.37 Well above average	
progress in maths	3.37: Well above average	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Disadvantaged pupils gaining a 'higher score' in Reading and Maths at KS2.
B.	Disadvantaged boys not making expected progress at the end of KS2 in reading and maths.
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Fixed term exclusions
E.	Persistent absence

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Increase number of disadvantaged pupils at KS2 gaining a high score in maths and reading.	Percentage to be higher than 16/17.
B.	Increase number of disadvantaged boys making expected progress at the end of KS2 in reading and maths.	Progress in reading and maths at the end of KS2 to be
C.		
D.	Reduce number of exclusions.	Reduction in behaviour logs for disadvantaged pupils Behaviour issues addressed and managed
E.	Lower rate of persistent absence.	Persistent absence for disadvantaged pupils to be in line with or better than national average.

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase % of pupils gaining higher score(GD) in reading and maths at KS2.	Introduction of Mathsosaurus Times Tables for children who are beyond Gold Band.	We want to invest some of the pupil premium in long term change which will help all pupils to develop. EEF Learning Styles + 2 Months	Staff twilight to introduce new scheme. Maths M&E by Lead and pupil consultation.	LM/AS	Spring 2018
	Inspire Maths Book 6 purchased./Subscription to Oxford Maths mastery progression/maths consultant work on mastery.	Compared to traditional curricula, fewer topics are covered in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking EEF +3mths	AS/LM to monitor use of mastery progression within planning/Book scrutiny T&L development team to M&E half termly. Book collection/Lesson obs/Triangulate with assessment data.	All Teaching Staff	Ongoing
	Stretch it sessions within lessons	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. EEF +5 Months	Guided reading observations/Use of domain questions being used. Children discussing higher level books/extracts.	KF/LH	Jan 2018
Purchase of advanced level reading comprehension and Free Reader Library books.		Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with phonics, collaborative and peer-learning techniques. EEF +5 Months	Mini twilights each half term with different language focus. JN to M&E alongside school visibility project.	KF/LH/JN	Termly

	<p>Talk of Town Whole Class approach-Oral language focus</p> <p>L</p> <p>Lesson study with focus on blooms higher order questioning.</p>	<p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>The impact of collaborative approaches on learning is consistently positive. EEF +5 Months</p> <p>Feedback studies tend to show very high effects on learning. EEF +8 Months.</p>	<p>Key focus each half term linked to SIP. Staff to up-level sessions via feedback and evaluation. Lesson study sessions evidenced in file.</p>	<p>SLT</p>	<p>Half Termly</p>
<p>Impact:</p>	<p>Pupils gaining higher score at the end of KS2 has increased from 2017 to 2018 of 2% in reading and 2% in maths. Guided reading sessions have introduced the APE approach which involves higher order questioning from Y1-Y6. M&E and consultation with children have found this to be effective.</p> <p>Lesson study focus on higher level questioning has improved subject knowledge of staff. Staff now carry Higher order thinking question prompts on back of their lanyards.</p> <p>TA training in two specific ToTT language programmes have allowed staff to embed elements of good practice within their everyday role. Idiom and word of week have allowed a greater focus on Etymology.</p> <p>Each teacher worked alongside a maths consultant looking at ways of engaging children in the mastery of maths. Analysis of maths papers shows children more confident to have a go at higher level reasoning questions.</p> <p>Fix it/Stretch it now embedded across whole school. DFE project on marking accepted and school used as a good practice model.</p>				

Increase boys attainment at end of KS2.	Purchasing engaging texts for boys-Magazine subscriptions/Ebooks/Kindles	Improving literacy improves pupils outcomes overall therefore reducing variation of attainment and progress between PPG and non PPG moderate impact at a low cost, EEF + 4 months.	KL/LH to complete survey on boys reading habits. Monitor the use of these within sessions. Track attainment of reading through year via assessments. Pupil consultation. Pleasure reading questionnaire.	English Team	Spring 2018
	Digital technology embedded in to lessons-Maths/CFL/English Green Screen Training	Overall, studies consistently find that digital technology is associated with moderate learning gains. EEF +4mths	Computing lead to collect planning for use of immersion/Kindles/Ipads/Green Screen within sessions	All Staff	Jan 2018
	Residential Booster	Overall, studies of outdoor adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence, EEF +3 Months.	Focused itinerary planned. Pupil consultation.	Y5/6 Team	Summer Term
	Thinking Talking Doing Science	Teachers are trained in a repertoire of strategies that aim to encourage pupils to use higher order thinking skills. EEF +3mths	Staff training for Y5 teachers. Learning filtered through to children via lessons and Science Lead		
Impact:	School gap for disadvantaged boys is +17% for reading, +8% for writing and +21% for maths. Use of Kahoot/Purple Maths/Green screen has enthused boys interest in learning.				
Total budgeted cost					£70,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Increase number of disadvantaged pupils at KS2 gaining a high score in maths and reading.</p>	<p>G&T mentoring</p> <p>Small booster groups for potential G&T before and after school.</p>	<p>Short, regular sessions (about 30 minutes) over a set period of time (6-12 weeks) appear to result in optimum impact..EEF+5mths</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement. EEF +1 Months.</p> <p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress.</p> <p>There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress.</p>	<p>Mentoring policy created and timetable of slots. Mentoring books allocated to keep track of objectives covered on GD tracker.</p> <p>Children selected from assessment data who are potential high scorers. Allocated club for maths-AS or English LT/SF. Children to work on blooms higher end/Mastery skills for maths/Reading</p>	<p>LH/LM</p> <p>LH/LM/JG</p>	<p>Ongoing-Half termly</p> <p>Spring 2018</p>
<p>Impact:</p>	<p>Disadvantaged children at KS2 gaining a higher score in reading has increased from 8% in 2016 to 13% in 2018 from 2017-2018 has remained consistent. Gaining a higher score in maths has improved from 2016 and remained consistent at 13% in 2018 from 2017. Disadvantaged children gaining a higher score at KS2 in maths and reading is lower than LA figures. Academic year 18/19 more slots needed to target disadvantaged GD children. End of year data shows Reading:Y3-2XPPG on track for GD, Y4-1x PPG on track for GD and Y5-5 XPPG on track for GD. Maths:Y3-2XPPG on track for GD, Y4-1XPPG on track for GD and Y5-6XPPG on track for GD</p>				
<p>Increase number of disadvantaged boys making expected progress at the end of KS2 in reading and maths.</p>	<p>Boys Digital Technology Group</p> <p>Fix it/Stretch it sessions run by teacher/TA</p>	<p>Overall, studies consistently find that digital technology is associated with moderate learning gains. EEF +4mths</p> <p>Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. EEF +4 Months.</p> <p>Individualising instruction involves providing different tasks for each learner and support at the individual level. EEF+3mths</p>	<p>Mini projects created by class teacher inline with ICT support worker. Projects linked to either maths/English objectives.</p> <p>All staff trained via INSET on WAGOLL Stretch it/Fix it sessions look like. Good practice examples to be shared by T&L team</p>	<p>LM</p> <p>All staff</p>	<p>Easter 2018</p> <p>Ongoing-Monitor half termly</p>

	After School Provision Curriculum Clubs	Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress.	Targeted children assigned to clubs. Clubs to be run on children's gaps. Pupil consultation/Learning Walk. Attendance register to be completed and monitored.	All Staff	Jan 2018
Impact:	Disadvantaged boys progress in reading is +3.75 and disadvantaged boys progress in maths is +2.6 at the end of KS2. Throughout KS2 all boys except one, who has exceptional circumstances, are making good progress in maths with three children making outstanding progress. In reading, all boys in KS2 except one, who has exceptional circumstances, are making good progress with two exceeding their targets.				
Total budgeted cost					£35,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reduce number of fixed term exclusions.	Create a stepped intervention flow chart for steps to consider before exclusion. Behaviour system at lunchtime to be developed. Pastoral support worker to produce individualised provision maps/SEAL packages for children at risk.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF +3mths On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself EEF +4mths	Behaviour Logs monitored. Children at risk support package in place. Boxall Profile evidence. Impact Document of non-academic interventions. Barriers to learning Analysis AW to attend progress meetings to collate children needing intervention. Half termly intervention packages put in place. Staff to attend EH/EHC medical meetings	Pastoral JN/WC/CL/SK/ AL/AW	Jan 2018
Lower rate of persistent absence.	IAP's to be created and regular attendance meetings. Attendance worker to attend progress meetings.	Parental Involvement covers the active engagement of parents in supporting their children's learning at school. EEF +3mths	Attendance calendar created. Regular Attendance analysis. Facebook and newsletter to display attendance.	Pastoral JN/WC/CL/SK/ AL/AW	Dec 2017

	<p>New attendance rewards system to be introduced.</p> <p>Letter to parents for improved attendance.</p>				
Impact:	<p>Exclusions-Reduction in exclusions from Autumn Term 2017 77 sessions to Summer Term 2018 10 sessions. Persistent absence has decreased from 16/17 from 12.6% to 12.5% and will remain a focus for next year. Over Summer 2018 an attendance pastoral manager has been appointed and will focus on PPG persistent absence children. An attendance toolkit has been created and will be put into effect from September 2018.</p>				
Total budgeted cost					£70,000