



## Pupil premium strategy statement

1. Summary information					
School	Atherton St George's Primary School				
Academic Year	2018-19	Total PP budget	£155,760	Date of most recent PP Review	
Total number of pupils	305	Number of pupils eligible for PP	118	Date for next <u>internal</u> review of this strategy	January 2019

2. Current achievement		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Reading	<b>2.4: above national average</b>	0.3
Writing	<b>3.1: above national average</b>	0.4
Maths	<b>1.9: above national average</b>	0.4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Large disadvantaged attainment gap
B.	Poor oral language skills
C.	Social and Emotional difficulties/Behaviour
D.	Lack of wider opportunities/aspiration
<b>External barriers</b>	
E	Attendance
F	Parental Engagement with School in supporting children's learning
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	To improve the attainment/progress of disadvantaged pupils in school so that .....	<ul style="list-style-type: none"> <li>• Progress is at least good in all areas</li> <li>• Attainment is improved compared to the previous year for disadvantaged pupils &amp; when compared to the National 'other'</li> </ul>
<b>B.</b>	To improve the oral language skills of pupils	<ul style="list-style-type: none"> <li>• Pupil use of grammar improves.</li> <li>• Pupils know and utilise 'The Speech Police' in each class</li> <li>• All adults are aware of the need, and demonstrate usage of high quality vocabulary/grammar and encourage this in pupils</li> <li>• Talk of the Town resources utilised and evidenced in M&amp;E</li> <li>• S&amp;L data/assessments show improvement</li> </ul>
<b>C.</b>	To improve social and emotional outcomes for pupils	<ul style="list-style-type: none"> <li>• Reduction in exclusions</li> <li>• Reduction behaviour logs</li> </ul>
<b>D.</b>	To provide pupils with increased wider opportunities so that their aspirations and life experiences improve	<ul style="list-style-type: none"> <li>• Pupils can state what their future aspirations are and these are 'more aspirational'</li> <li>• Pupils demonstrate an increased understanding of 'modern Britain'</li> <li>• Pupils fulfil elements of The Wings' 'wider opportunities' offer</li> </ul>
<b>E.</b>	To improve the attendance of disadvantaged pupils so it is in excess of NA (including PA)	<ul style="list-style-type: none"> <li>• Increase in % Attendance</li> </ul>
<b>F.</b>	To improve Parental Engagement	<ul style="list-style-type: none"> <li>• Increase in engagement in parents of PPG children</li> <li>• Increase in engagement for homework/hearing read</li> </ul>

5. Planned expenditure					
Academic year	2018/19				
Barriers					
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?
To improve the attainment/progress of disadvantaged pupils in school	Mentoring sessions for children who are in receipt of PPG for accelerated learning and also to deepen (GD) £1489	Short, regular sessions (about 30 minutes) over a set period of time (6-12 weeks) appear to result in optimum impact..EEF+5mths Evidence suggests that TAs can have a positive impact on academic achievement. EEF +1 Months.	Mentoring policy created and timetable of slots. Mentoring books allocated to keep track of objectives covered on GD tracker. LM to have regular catch up sessions with mentors.	LM	Half termly M&E
	Stretch it/Fix it interventions for children who are struggling with concepts and who need mastery. £19,000	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	T&L development team to M&E half termly. Book collection/Lesson obs/Triangulate with assessment data.	All Staff	Half termly M&E
	Homework and Curriculum Club £1800	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.	LH/SL/JN/LB/LM/ED	Termly M&E- DEC/EASTER/SUMMER
	Lesson Study	The impact of collaborative approaches on learning is consistently positive. EEF +5 Months	Key focus each half term linked to SIP. Staff to up-level sessions via feedback and evaluation. Lesson study sessions evidenced in file.	All Teaching Staff	Termly

	<p>Small booster groups before and after school for Y6. £700</p>	<p>Feedback studies tend to show very high effects on learning. EEF +8 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>LM/SB/LS to select via progress meeting data children in need of extra boosting in key areas of R/W/M. Boosters will be planned using subject knowledge gaps from assessment week.</p>	<p>LM/SB/LS</p>	<p>January 2019 onwards</p>
	<p>Beanstalk Reading Programme £3000/£250 per child</p>	<p>There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress- EEF-One to One Tuition</p>	<p>Three children per year group to be heard read twice a week for 30 mins. Beanstalk reading tracker/record completed each session. Regular meetings with class teachers.</p>	<p>LH</p>	<p>Termly</p>
	<p>Early Years Maths Hub/Talk Time £500</p>	<p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p>	<p>Children identified from Pre-School Transition for Talk Time</p>	<p>SE/KM/SF</p>	<p>Termly</p>
			<p>Maths Hub Training-SE/JN/KM/LB/AF and SF</p>	<p>All Reception Team</p>	<p>Autumn Term</p>

<p>To improve the oral language skills of pupils</p>	<p>Talk of Town Interventions to be running in each phase.</p> <p>SALT assessment using TOTT RAG indicator-JN to support</p> <p>Speech Police to be set up in all year groups</p> <p>Eklan £1000</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>. JN to M&amp;E alongside school visibility project. ED/SB to produce master class videos of recorded interventions.</p> <p>SL/JN to train all support staff to use RAG tool for SAL.</p> <p>Speech police badges to be worn by children and identifiable in each class-SB to monitor</p> <p>SF to attend EIKLAN training x3 per year and work towards accreditation-Strategies shared via staff meeting</p>	<p>ED/SB-T&amp;L team</p> <p>SL/JN</p> <p>SB/LH</p> <p>SF/JN</p>	<p>Termly</p> <p>Weds 10.10.18</p> <p>Autumn 2</p> <p>Ongoing</p>
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<p>To improve social and emotional outcomes for pupils</p>	<p>Bee attitudes to be introduced in school.</p> <p>Fledglings/Eagles group to be run to support pre/post nurture. Social Stories/Anger Management/Colours/Seasons/Meet and Greet £See Pastoral costings</p> <p>Counselling £1600</p> <p>Attending medical appointments £450</p> <p>Fur Clemp £3000</p> <p>Snack and Chat-Milk/Toast £7,500</p> <p>Breakfast Club £18,690</p> <p>Nurture £22,506</p> <p>Pastoral Support Team for parents/children £90,000</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF +3mths</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself EEF +4mths</p> <p>Maslov's theories of ensuring children's basic needs are catered for to help them to learn. eg warmth, shelter and food.</p> <p>The QUB evaluation found clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class-DFE</p> <p>Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact-EEF</p>	<p>Behaviour Logs monitored. Children at risk support package in place. Boxall Profile evidence. Impact Document of non-academic interventions.</p> <p>Barriers to learning Analysis AW to attend progress meetings to collate children needing intervention. Half termly intervention packages put in place</p> <p>Referrals made to EL</p> <p>Pastoral/Relevant staff member to attend medical appointments alongside parents to offer support and school views.</p> <p>Service offered out to all parents. Children provided with drink/breakfast to ensure good start to the day. Morning to be structured. Staff within breakfast club to be school linked staff for relationship purposes. Children who can't attend BC to be provided with Milk and toast on arrival to school. Fur Clemt staff outside school so parents can access on pay as you feel basis</p> <p>Children identified via progress meetings. Boxall Profiles completed and children selected. Targets worked on within the nurture setting using beyond the boxall. Boxalls redone at end of term</p> <p>Open door policy for parents to speak/gain advice from. Signposting available. EH/CIN/TESS etc discussed</p>	<p>Pastoral Team alongside Class Teachers</p> <p>EL/All Staff</p> <p>Pastoral/LB</p> <p>All Staff SS</p> <p>JN/SL</p> <p>Pastoral Team</p>	<p>Termly</p> <p>Every 10 weeks</p> <p>Ongoing-Evidenced in school diary</p> <p>SS to monitor termly</p> <p>Termly</p> <p>Ongoing-See diary for evidence.</p>
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<p>To provide pupils with increased wider opportunities so that their aspirations and life experiences improve</p>	<p>Top ten opportunities/Top 5 opportunities/  Panto £350          Residentials £1000</p>	<p>Arts participation- Improved outcomes have been identified in English, mathematics and science learning-EEF +2months The choices that schools make in allocating the money will be vital, so that the money can help raise children's attainment and aspirations-Sutton Trust</p> <p>Overall, studies of outdoor adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence, EEF +3 Months.</p>	<p>Educational Visits linked to Class Reader/CFL or Wings' Top Ten opportunities. Trips evaluated by staff. Writing moderated for impact.</p>	<p>SLT All Staff</p>	<p>Ongoing</p>
<p>To improve parental engagement.</p>	<p>E Voucher £50 per child £4650  Meet the Teacher/Parents Evenings  Celebration Worship  Parent/child Curriculum Workshops  My School App  Call Parents</p>	<p>Parental Involvement covers the active engagement of parents in supporting their children's learning at school.EEF +3mths</p> <p>a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p>	<p>Parents have access to a £50 voucher which they can use against uniform/trips/music tuition/swimming coach costs</p> <p>Parents invited in to celebrate the achievements of children-2xsessions to cater for EYFS/KS1 and KS2</p> <p>Termly parent/child workshops to be set up to run termly so that parents can engage with the learning of the children. SATs prep/CFL Homework workshop</p> <p>Notifications of news/children led learning</p> <p>Parents notified of events/trips/parents evenings by text alert</p>	<p>Admin  All Staff  SLT/C&amp;E team  All Staff  Admin Team</p>	<p>Ongoing  Ongoing  January 2019 onwards    Ongoing</p>
<b>Total budgeted cost</b>					<p>£177,235</p>

Planned expenditure					
Academic year	2018/19				
ATTENDANCE					
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?
E - To improve the attendance of disadvantaged pupils so it is in excess of NA (including PA)	WISE cards – (We Are In School Everyday)	Maslow hierarchy of need/successful use in a local school	Discussion with school where WISE cards already in use – adapt to suit the Wings trust ethos. Staff inset on training and rolling out the cards.	MDS to lead and pass on to lead person in each school	Spring term
	Increase parental awareness regarding the importance of attendance and punctuality	Evidence shows that there is a link between parental engagement and pupil success – EEF website Charlie Taylor report ‘Improving attendance in school’	Letters sent outlining attendance expectations to all parents across the trust	MDS	Spring term
	Increase the profile of attendance and punctuality with the children and staff	Research of other schools procedures and KEYS website Charlie Taylor report ‘Improving attendance in school’	Staff meeting and assembly with children	Pastoral	Summer term
	Increase the profile of attendance and punctuality on the each schools website/my school app	Evidence shows that there is a link between parental engagement and pupil success – EEF website Charlie Taylor report ‘Improving attendance in school’	MDS to research other schools strategies and meet with BA	MDS	Autumn term
	Introduction of new MAT attendance policy/first day of absence procedure	Policy amended in line with serious case reviews’ suggestions Charlie Taylor report ‘Improving attendance in school’	MDS/RC create new policy/procedures and share with pastoral managers and rest of school staff	MDS	Summer term
	Attendance meetings to be held in first half term for any children who were persistently absent last year	Charlie Taylor report ‘Improving attendance in school’	MDS/pastoral team to arrange meetings	MDS	Spring term
	Relevant staff training for correct attendance codes	Use of correct coding will ensure accurate data for each child and school (School Attendance document – DFE)	Meetings with relevant pastoral/office staff and regular monitoring , email to class room staff to ensure consistent coding used across the trust	MDS and relevant staff member in each school	Spring term
	Implementation of new attendance and punctuality	Strong evidence of ‘cash’ incentives increasing attendance of parents - EEF	Pastoral manager meeting to create new system and key member of staff in each	Pastoral	Summer term

	reward system across the trust – including financial incentives for parents and children	Charlie Taylor report ‘Improving attendance in school’	pastoral team to be assigned to attendance		
	Track the impact of actions of the MAT on attendance	Charlie Taylor report ‘Improving attendance in school’	MDS to create monitoring system and analyse relevant data	MDS	Summer term
	3 contact numbers to be had for each child in school	In line with suggestions made in relation to recent serious case reviews	Parents evening - get new sheets completed by parents making sure 3 numbers are put down	SOC	Autumn term
<b>Total budgeted cost</b>					£6,051