



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	2.4: above national average	0.3
Writing	3.1: above national average	0.4
Maths	1.9: above national average	0.4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Large disadvantaged attainment gap
B.	Poor oral language skills
C.	Social and Emotional difficulties/Behaviour
D.	Lack of wider opportunities/aspiration
External barriers	
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>

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

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>Beanstalk Reading Programme £3000/£250 per child</p> <p>Early Years Maths Hub/Talk Time £500</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>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>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>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>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>Children identified from Pre-School Transition for Talk Time</p> <p>Maths Hub Training-SE/JN/KM/LB/AF and SF</p>	<p>LM/SB/LS</p> <p>LH</p> <p>SE/KM/SF</p> <p>All Reception Team</p>	<p>January 2019 onwards</p> <p>Termly</p> <p>Termly</p> <p>Autumn Term</p>
Review	<p>Disadvantaged progress Reading : 2.1 which is above national average Writing: 5.3 which is well above national average Maths: -0.3 which is in-line with national average All children who received Beanstalk made at least expected progress in reading with some exceeding. Ks1 progress in R/W/M is good. The teaching of maths is a school focus within our SIP for next academic year.</p> <p>Disadvantaged Attainment Disadvantaged phonic attainment for Y2 is 10% higher than that of the LA The percentage of children achieving the expected standard and above at the end of KS2 school gap for disadvantaged/others in R/W/M is closer than that of the LA 77% of disadvantaged children met the expected standard at writing - 11% above the LA The average scaled scores for disadvantaged children are the same as that of others within the school for reading/maths/GPS and broadly in-line with the LA The percentage of disadvantaged children working at the expected standard in R/W/M at the end of KS1 has risen by 11% from 2018.</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&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&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>
<p>Review</p>	<p>All children throughout school were assessed using the RAG Talk of the Town tool. Children who came out as amber were assigned to TOTT interventions and children who were flagged as red referred to SALT. Four children identified from the SALT assessment are now accessing specialised SALT input.</p> <p>Staff in the EYFS setting have all received Communication for All training and one designated staff member has received her ELKLAN qualification which will allow her to train and deliver to others in the next academic year.</p> <p>Phonological awareness interventions ran in Year groups 3-6 and within Y1-2 children engaged in Talk Boost.</p>				

<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>Review:</p>	<p>All children in school have access to the Top Ten Opportunities: Y5/6 children attended Low Bank Ground Y3/4 children attended an art and science museum/Performed in Let's Sing with 12 other schools within the LA. Y1/2 children spent a day at the seaside and visited the Penny Arcade/One night sleepover at the Sealife Centre in Blackpool Reception took part in a train ride and also visited Smithills Farm Whole school attended St Helens Theatre to watch a traditional Pantomime MAT immersion days took place across the three schools to develop and widen vocabulary and expectations for writing KS2 children watched performances by a local theatre group on The Secret Garden and Treasure Island to stimulate ideas for their class reader. Each phase within school has wider opportunities for music built in to the curriculum with each child having access to an instrument: Y1/2-Ocarina Y3/4-Recorder Y5/6-Ukulele Music lessons provided by LA</p>				

To improve parental engagement.	<p>E Voucher £50 per child £4650</p> <p>Meet the Teacher/Parents Evenings</p> <p>Celebration Worship</p> <p>Parent/child Curriculum Workshops</p> <p>My School App</p> <p>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</p> <p>All Staff</p> <p>SLT/C&E team</p> <p>All Staff</p> <p>Admin Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>January 2019 onwards</p> <p>Ongoing</p>
Review:	<p>The E-Voucher has proved successful and parents are reminded at regular times throughout the year how much remains. Parents have used their voucher to fund visits/uniform/music lessons/residential.</p> <p>Meet the teacher meetings for each phase were well attended and received positive comments from parents. For next academic year, we have extended this meeting so that parents get time within the classroom alongside their child.</p> <p>Parental Consultations always have 100% attendance as staff ensure that they catch non-attendees are given an alternative date/time.</p> <p>Parental invitations to Celebration worship on a Friday afternoon has promoted a positive engagement with parents.</p> <p>Over the course of the year, parents have attended Meet the Teacher/Inspire sessions/Phonic and Spelling Workshops/SATs Information Meetings for KS1 and KS2/Science Fairs and were also invited to regular sessions at church and school PTFA events.</p> <p>My School App was found to be ineffective with low parental uptake so replaced by School Facebook which has had positive feedback.</p>				
Total budgeted cost					£177,235

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																				
Impact:	<table border="1"> <thead> <tr> <th></th> <th>N/A 17-18</th> <th>School 17-18</th> <th>School 18-19</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>95.8%</td> <td>94.5%</td> <td>96.3%</td> </tr> <tr> <td>PA</td> <td>8.7%</td> <td>15.7%</td> <td>5.8%</td> </tr> <tr> <td>All PPG</td> <td>93.7%</td> <td>94.7%</td> <td>96%</td> </tr> <tr> <td>PPG PA</td> <td>19.2%</td> <td>18%</td> <td>5.6%</td> </tr> </tbody> </table>						N/A 17-18	School 17-18	School 18-19	All Pupils	95.8%	94.5%	96.3%	PA	8.7%	15.7%	5.8%	All PPG	93.7%	94.7%	96%	PPG PA	19.2%	18%	5.6%
	N/A 17-18	School 17-18	School 18-19																						
All Pupils	95.8%	94.5%	96.3%																						
PA	8.7%	15.7%	5.8%																						
All PPG	93.7%	94.7%	96%																						
PPG PA	19.2%	18%	5.6%																						
Total budgeted cost				£6,051																					