



Pupil premium strategy statement

1. Summary information					
School	Atherton St George's Primary School				
Academic Year	2019-20	Total PP budget	£133,320	Date of most recent PP Review	
Total number of pupils	302	Number of pupils eligible for PP	96	Date for next <u>internal</u> review of this strategy	Dec 2019

2. Current achievement		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Reading	2.1: above national average	
Writing	5.3: well above national average	
Maths	-0.3: national average progress	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Disadvantaged attainment gap
B.	Early vocabulary/Language skills
C.	Lack of aspiration/Wider Opportunities.
External barriers	
E	Attendance
F	

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

		<ul style="list-style-type: none"> • Attainment is improved compared to the previous year for disadvantaged pupils & when compared to the National 'other'
B.	To improve the language skills of pupils by closing the word gap.	<ul style="list-style-type: none"> • Word of the day to promote word count • Development of Grammar/Vocab through all subjects • Staff in EYFS setting trained in Eklan/Communication for All • S&L data/assessments show improvement • Modelled audio-bombardment by staff
C.	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
D.	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

5. Planned expenditure					
Academic year	2019/20				
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	Tutoring sessions for children who are in receipt of PPG for accelerated learning and also to deepen £3,540	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.	New Pupil Tutoring policy shared by AK and timetable of slots organised by SB/LS. Tutor books allocated to keep track of objectives covered. LS/SB to have regular catch up sessions with mentors.	LS/SB	Half termly M&E
	Stretch it/Fix it interventions for children who are struggling with concepts and who need mastery. £7,062	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 Looks/Lesson obs/Triangulate with assessment data.	All Staff	Half termly M&E
	After School Clubs £8,751	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.	A range of clubs to be offered to children based on Summer 19 consultation to inspire talents/skills	All Staff	Termly M&E- DEC/EASTER/SUMMER
	Lesson Study-Focus on Maths and questioning	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		

	<p>Small booster groups before and after school for Y6. £612</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>feedback and evaluation. Lesson study sessions evidenced in file.</p> <p>JR/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>All Teaching Staff</p> <p>JR/SB/LS</p>	<p>Termly</p> <p>Spring 2020 onwards</p>
	<p>Beanstalk Reading Programme £250 per child £2250</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>Pastoral Home Visits</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>All Reception Team/Pastoral</p>	<p>Autumn Term</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>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>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>AW</p> <p>Pastoral</p>	<p>Termly</p> <p>Ongoing</p>

	<p>Counselling £9,491</p> <p>Attending medical appointments £450</p>		<p>Barriers to learning Analysis AW to attend progress meetings to collate children needing intervention. Half termly intervention packages put in place</p>	AW	Ongoing
			Referrals made to Counsellor	CB	10 week slots
	Snack and Chat-Milk/Toast	Maslow's theories of ensuring children's basic needs are catered for to help them to learn. e.g. warmth, shelter and food.	Pastoral/Relevant staff member to attend medical appointments alongside parents to offer support and school views.	Pastoral	Ongoing
	Breakfast Club £7,218		Service offered out to all parents. Children provided with drink/breakfast to ensure good start to the day. Morning to be structured.	BC Staff and NW	Ongoing
	Nurture £44,278	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	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.	SL/KB/JN	Boxalls every term
	Pastoral Team Services £40,658	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	Pastoral SIP with actions to work on each term/Introduction of CPOMS	LB/ Pastoral	Ongoing

Review					
To improve the language skills of pupils by closing the word gap.	<p>Elklan Training £tbc</p> <p>Communication for All Training</p> <p>English Hub Twilight on closing the word gap £tbc</p> <p>S&L TOTT tools</p> <p>Word of the day £200</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>SF trained Elklan lead in school to deliver training to all staff for CPD SF to run Elklan groups within EYFS setting</p> <p>RB to lead training across the MAT</p> <p>English Leads to attend training on closing the word gap and feedback strategies to staff via staff meeting</p> <p>Word of day books to be purchased as a stimulus in each phase</p>	<p>SF</p> <p>RB and Pre-school staff</p> <p>LH/SB</p> <p>JN/SL</p> <p>JB</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p> <p>Ongoing</p> <p>Ongoing</p>
Review					

<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 £tbc Residential £tbc EVoucher £50 per PPG child £4,800</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>Voucher for parents to spend on music tuition/trips/uniform</p>	<p>SLT All Staff</p> <p>Admin</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Review:</p>					

Planned expenditure					
Academic year	2019/20				
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?
To improve the attendance of disadvantaged pupils so it is in excess of NA (including PA)	Relevant staff training for correct attendance codes (eg M for medical, etc)	Use of correct code will ensure date for each child and school is correct.	Pastoral to send email reminding staff of correct code, monitoring each week by pastoral team.	CL/JC	Spring term
	Implementation of rewards for both parents and children such as green attendance award, attendance fortnight award.	Incentives to parents and children shown to increase attendance.	Pastoral team to implement and sort dates for rewards and fortnightly attendance.	CL./JC	Summer term
	Increased focus on punctuality.	Improvement in punctuality will improve overall attendance and being on time had shown to improve attainment/progress.	Pastoral team to be at front of school from 9:00 till 9:30 to improve punctuality. Class dojo shop only to be open during registration.	CL./JC	Summer term
	Parents to be held accountable for persistent absence.	Charlie Taylor report 'improving attendance in school'	Pastoral team to hold termly pastoral meetings with parents, first term to focus on this term and last academic year's attendance. Early helps and further agency involvement where needed.	CL/JC	Summer term
	WISE cards – (We Are In School Everyday)	Maslow hierarchy of need/successful use in a local school	Pastoral staff to use these with children's who punctuality is an issue. Rewards to be decided with discussion class teacher.	CL	Summer term
	Track the impact of actions of the MAT on attendance	Charlie Taylor report 'Improving attendance in school'	Pastoral managers to and analyse relevant data	CL	Summer term
	£3000				
Review:					

Total budgeted cost	
£132.310 (Panto/Residential TBC and added)	