



Pupil premium strategy statement

1. Summary information					
School	Atherton St George's				
Academic Year	2016/17	Total PP budget	£182,000	Date of most recent PP Review	January 2016
Total number of pupils	304	Number of pupils eligible for PP	116	Date for next <u>internal</u> review of this strategy	Sept 2017

2. Current achievement		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
43% achieving in reading, writing and maths	40%	60%
progress in reading	2.9: above national average	0.3
progress in writing	5: well above national average	0.1
progress in maths	2.3: above national average	0.2

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.	Large disadvantaged attainment gap at KS1
B.	Fewer than 70% of disadvantaged pupils met the expected standard in phonics at Y1
C.	Reading progress in disadvantaged pupils at KS2 is lower than others.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Behaviour issues for a small group of KS2 PPG pupils who are having a detrimental effect on their progress and others

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment at KS1 for disadvantaged pupils.	Narrow the attainment gap between advantaged and disadvantaged pupils
B.	Over 70% of disadvantaged children to meet expected standard at Y1 screening test	80% of disadvantaged pupils to meet expected standard at Y1 phonics

C.	Higher rates of progress across KS2 for reading for disadvantaged pupils	Disadvantaged pupils at KS2 to make as much progress as 'others'.
D.	Reduction in behaviour logs/temporary exclusions for PPG	Reduce the number of exclusions so it is in-line with 'other' pupils

5. Planned expenditure					
Academic year		2016/17			
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?
Improve attainment in KS1 for all pupils.	Inspire Maths	We want to invest some of the PP in long term change which will help all pupils to develop. EEF Learning Styles +2months	Use INSET to deliver training. Maths team to work alongside lead school for INSPIRE. Maths observations and lesson study with an INSPIRE focus.	RC/LM/AS	July 2017
	Visits/Top ten opps/Residential	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	Educational outcomes on each visit. Visits linked to CFL/Evaluation of visit by staff and children	Phase Leaders	July 2017
	Lesson study for staff to develop key skills in English, Maths and Science	Feedback-high impact for low cost +8months/Collaborative-Moderate impact for low cost +5months	Key focus for each half term linked to SIP. Set staff training time to deliver and evaluate lesson studies.	KL	July 2017
	Breakfast Club/Toast and Milk at 8.40am	Maslov's theories of ensuring children's basic needs are catered for to help them to learn. eg warmth, shelter and food.	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	SK Admin	July 2017
Increase in number of children reaching expected at Y1 phonics.	EYFS/KS1 Outdoor Area Purchase of Skills Builders	Improving Literacy improves student outcomes overall therefore reducing variation of attainment and progress between PPG/Non-PPG-Moderate impact at low cost +4months- Sutton Trust.	M&E of use of outdoor area via learning walks/observations for appraisals. Staff and child consultation on how useful they have found the resource	EYFS team English team	July 2017

Improvement in progress of reading across KS2	<p>Training on Guided Reading Comprehension for staff</p> <p>Purchased Comprehension texts</p> <p>TA feedback sessions on comprehension skills</p>	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress-EEF	<p>2 x Staff Twilights to deliver Training</p> <p>LH/KL attend LLG training by Maddie Barnes-Lead English Specialist</p> <p>Purchase of high quality texts to use alongside teaching</p> <p>Follow up lesson study on GR AHT/HOS to observe each phase</p>	English Team	April 2017
Total budgeted cost					£55,000
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?
Improve attainment in KS1 for PPG pupils	Catch Up/Pre Teach Interventions	<p>Research on TA's delivering targeted interventions in one to one or small group settings show an increase on attainment of +3/+4 months progress-Making best use of TA's- Endowment Foundation</p> <p>Early intervention-moderate impact at moderate cost +5months</p>	<p>Displayed on planning/Wall displays/Floor Book</p> <p>O Track reports/AFL-Children to have prior skills taught and a catch up session daily.</p>	KT/LM	July 2017
	After School Booster Provision	<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>Targeted children to attend specific after school interventions-Speed Up/Clever Fingers/Homework Club identification at progress meetings. Progress of PPG pupils to be monitored at Progress meetings.</p> <p>Clubs to be M&E</p>	JN/SL	Termly
	Mentoring	<p>There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress-EEF</p>	<p>Impact overseen by middle leader.</p> <p>Time given last week/first week of half term to plan/meet with class teacher.</p>	LM	Termly

Higher % of PPG pupils to meet expected standard at Y1 phonics.	ECARAW-led by KT Early Years Intervention	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.	O Track Interventions measured Progress Meeting data Phonics progress meetings to be held half termly to discuss individual children.	KL	Half termly
	Phonics Mentoring	There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress-EEF-One to One Tuition	Ensure TA's allocated to mentoring have phonics training up to phase 5. TA's to collaborate with teacher. Planning time given for mentoring sessions	LM	Termly
Increased progress rates for reading at KS2 for PPG	Beanstalk Reading Programme	There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress-EEF-One to One Tuition	Beanstalk volunteers to follow procedures of school. Induction by AHT. Children to be tracked via O track. Liase with class teacher re strengths and weaknesses.	KL/LH/LY	July 2017
	Mentoring	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress	Impact overseen by middle leader. Time given last week/first week of half term to plan/meet with class teacher	LM	
	After School Provision	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.	Targeted children to attend English club via identification at progress meetings. Progress of PPG pupils to be monitored at Progress meetings. Clubs to be M&E	JN/SL	
Total budgeted cost					£45,000
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?
Reduction in behavioural incidences by PPG children at KS2.	Pastoral support for children and parents	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 Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours-EEF The QUB evaluation found clear evidence that nurture groups are having a consistent,	Monitor behaviour patterns and whether improvement in behaviour is an improvement in attainment. Ensure incidents are formally logged. Boxall Profiles to be used as a progress	JN Pastoral Team- CL/WC/AW/SL /CH	July 2017

	<p>Nurture</p> <p>Social and Emotional Intervention</p> <p>Counselling</p> <p>Extra EP slots</p> <p>Training by TESS outside agencies</p>	<p>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>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)-EEF</p>	<p>tool and to look at strands that are of difficulty for children.</p> <p>AW to ensure interventions are uploaded on to o track. Children to be discussed at progress meetings. Half termly interventions according to barriers of child eg anger/bereavement/friendship</p> <p>Recommendations to be followed by EP</p>		
Total budgeted cost					£97,000

6. Review of expenditure				
Previous Academic Year		This is a review of the previous year, so the outcomes and success criteria will be different to above.		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.				
Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.				
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
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7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p>