



## **Pupil Premium Strategy Statement 2018-2019**

At Platt Bridge Community School, we are committed to ensuring all our children have equal opportunities to achieve their full potential. To ensure this happens, schools in England are provided with additional funding through a pupil premium grant. Pupil Premium is additional to main school funding. It is used to address inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after continuously for more than six months.

Schools decide how the Pupil Premium Grant is spent since they are best placed to assess what additional provision should be made in supporting individual pupils and they use this to narrow the attainment and achievement gap between pupil premium and non-pupil premium students.

The 2018-2019 pupil premium funding in primary schools is (per pupil):

- FSM - £1320
- LAC - £1900
- Service Pupils - £300

We have a strong belief that quality first teaching is the main priority to support students to improve their skills. Emphasis is placed on improving and investing in teaching and learning to ensure that pupils get taught by a quality teacher and receive high quality interventions. Our aim is to ensure that provision is in place to help all pupils to achieve their potential by further increasing the focus on the progress and attainment of Pupil Premium pupils. We aim to ensure that the provision for Pupil Premium pupils is seen throughout everything we do in terms of teaching and learning, and is not an 'add on' to what we already provide.

Around **49%** of our students are eligible for Pupil Premium, which is significantly higher than the national figure. Platt Bridge Community School recognises that each individual pupil has different needs, concerns and aspirations and we aim to ensure the best outcomes for everyone irrelevant of their background and disadvantages. For some pupils this may be supporting their progress in writing, whilst for others it may be providing wider experiences. Analysis of barriers to learning for Pupil Premium pupils is completed annually and the data is used to support our spending. Platt Bridge is committed to closing the attainment and achievement gap across a range of measures for our disadvantaged pupils particularly, and the additional funding is used to support this aim.

## Annex 2c: Pupil premium strategy statement (primary)

| 1. Summary information        |                               |   |                         |   |        |
|-------------------------------|-------------------------------|---|-------------------------|---|--------|
| <b>School</b>                 | PLATT BRIDGE COMMUNITY SCHOOL |   |                         |   |        |
| <b>Academic Year</b>          | 2018/2019                     | <b>Total PP budget</b>                  | £242,880                | <b>Date of most recent PP Review</b>                  | Jul 18 |
| <b>Total number of pupils</b> | 407<br>As of<br>Sept.18       | <b>Number of pupils eligible for PP</b> | 198<br>As of<br>Sept.18 | <b>Date for next internal review of this strategy</b> | Dec 18 |

| 2. Current attainment                                       |   |                        |
|---|---|------------------------|
|   | <i>Pupils eligible for PP (your school)</i> | National average - All |
| <b>% achieving expected in reading, writing &amp; maths</b> | <b>67%</b>                                  | <b>65%</b>             |
| <b>Average Scaled Score in Reading</b>                      | <b>104.9</b>                                | <b>105.4</b>           |
| <b>Average Scaled Score in SPAG</b>                         | <b>106.1</b>                                | <b>107</b>             |
| <b>Average Scaled Score in Maths</b>                        | <b>103.1</b>                                | <b>105</b>             |

| 3. Barriers to future attainment (for pupils eligible for PP)                 |   |
|---|---|
| <b>In-school barriers</b>   |   |
| <b>A.</b>   | Pupil's attainment on entry to Nursery is significantly below national average in some instances and below in the majority. Low attainment levels in some year groups in Reading, Writing and Maths.  |
| <b>B.</b>   | Limited life experiences and lack of stimulation in home environments.  |
| <b>C.</b>   | Poor language and vocabulary due to limited experiences.  |
| <b>External barriers</b>  |   |
| <b>D.</b>   | Punctuality of pupil premium pupils (2016-17 2.4% late versus non PP 1.2%). 2017-18 2.2% late compared to non-pupil premium 0.9%<br>Attendance of pupil premium pupils (2016-17 96.1% 2016-17 versus non-pp pupils 96.2% 2016-2017). 2017-18 Pupil premium= 94.1% / non-PP = 95.4 |
| <b>E.</b>   | High social deprivation and limited life experience.<br>Parental engagement with school and their children's learning.  |
| 4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> ) |   |
|   | <b>Success criteria</b>   |
| <b>A.</b>   | Pupils identified through data analysis to be targeted for additional support across Reading, Writing, Maths and SPAG. Regular analysis of data to demonstrate that the   |
|   | Data analysis shows that pupil premium children are closing the gap so that they are attaining in line with non-pupil premium children.<br>Progress of pupil premium children is accelerated in comparison to non-pupil premium children as identified on in school tracking.     |

|           |  |  |
|-----------|--|--|
|           | difference in attainment and progress between Pupil Premium and Others diminishes during each academic year.   |  |
| <b>B.</b> | Children experience a broad range of life experiences to enhance their ability to engage with the curriculum both within and beyond the school setting.  | Quality of work following such events shows a comparable level of quality and attainment for pupil premium children and non-pupil premium children.<br>Pupil voice regarding motivation, engagement and enjoyment.   |
| <b>C.</b> | Pupil's vocabulary is extended by exposing them to a wide range of experiences. Pupil premium children's language and vocabulary, as measured through in-school assessments, is comparable to non-pupil premium.   | Data analysis shows comparable scores in in-school assessments.<br>Writing framework files show comparable use of vocabulary between pupil premium children and others.<br>BPVS<br>Benchmarking<br>Read, Write, Inc.   |
| <b>D.</b> | Patterns of attendance/lateness of pupil premium children are comparable to non-pupil premium children.  | Analysis of attendance and punctuality shows comparable patterns of attendance and punctuality.  |
| <b>E.</b> | Pupils experience a wide range of life experiences developing aspirations for a better standard of living through visits, visitors and Wow moments.<br>Parental engagement within school is similar between pupil premium families and non-pupil premium families.<br>School provides resources to support parents and children in school and at home which positively impacts on children's attainment. | Patterns of attendance at targeted events for pupil premium families show high levels of engagement as measured through registers. Examples of activities include PIP, parent nurture, parent evenings etc.<br>Comparable attendance at parent's events of pupil premium families as measured by attendance registers.<br>Parental focus group for pupil premium parents contributes to gathering parental views and implementing their wishes and feelings.<br>Parental evaluations following enrichment events prove positive.<br>Structured conversations demonstrate impact. |

## 5. Planned expenditure

**Academic year**

**2018/2019**

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 first teaching for all

| <b>Desired outcome</b>                           | <b>Chosen action / approach</b>     | <b>What is the evidence and rationale for this choice?</b>               | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b> |
|--|-------------------------------------|--|--|-------------------|---|
| Improve Maths attainment across school for pupil | Regularly review progress for maths | Data analysis shows that attainment across school in Maths is lower than | All teachers will be given targets for ARE and GD. | AH<br>MC<br>CL    | November 2018<br>January 2019<br>June 2019  |

|   |   |   |   |                                |  |
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| <p>premium children at both ARE and GD</p>  | <p>and track progress towards targets. Embed strategies to raise the challenge of pre input tasks throughout school to ensure high levels of challenge throughout the lesson for all learners. SLT to check delivery of KS implementation plans have a key focus for building fluency, reasoning and problem solving skills across all year groups. Seek external support to monitor the teaching of Maths in relation to the new curriculum. Research the use of 'Maths no problem'. Implement recommendations and evaluate the impact. Quality feedback for all pupils.</p> | <p>other subjects both at Age Related Expectations and at Greater Depth. Reduced class size (EEF+3) Effective feedback (EEF+9) Ability grouping (EEF+1)</p> | <p>Staff tutorials will focus on developing practice in the delivery of Maths both from internal and external providers. Attainment and progress will be tracked on a termly basis and timely interventions will be put in place for pupils not making at least expected progress. Termly progress meetings with class teachers to evaluate progress to targets and identify necessary interventions.</p> |                                |  |
| <p>Continue to increase the percentage of pupil premium pupils who are working at</p> | <p>All staff to monitor successes and identify areas in which to close the</p>  | <p>49% of school children receive pupil premium grant to close the gap between being disadvantaged and their non-disadvantaged peers.</p>                   | <p>Head of School will oversee funding to ensure value for money and measure impact.</p>  | <p>AH<br/>CH<br/>NW<br/>MC</p> | <p>January 2018<br/>April 2019<br/>July 2019</p> |

|   |  |  |  |                   |   |
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| the expected level and Greater Depth in all subjects. Reading Writing, Maths and combined RWM in Key stage 1 and Key Stage 2 so that it is comparable to non-pupil premium children.  | gap between PP and non-PP children. English and Maths leads to promote writing and problem solving in particular throughout school. Focus on PP children following data analysis and during progress meetings. Stream Y6 pupils into 3 classes improving the pupil to teacher ratio. | Reading/Writing/Maths interventions delivered at point of need (EEF +2 months.) Senior leaders promoting reading, English and mathematics throughout school. Interventions to be administered to close the gap, taking in to account individualised instruction. (EEF +1 month). Reducing class size (EEF+3)                 | Reports to be provided to SLT, governors and stakeholders evaluating the effectiveness of PP grant spending.   |                   |   |
| All teaching is judged to be good or better and teachers deliver a curriculum suitable to accelerate the progress of all children; paying particular attention to the pupil premium children and differentiating lessons to support their learning needs. | Detailed continuums which identify small steps to be built on ensuring that PP pupils develop the necessary skills required to be ready for high school at the end of Y6. Differentiated input builds on assessment for learning to close prevailing gaps.                           | Teaching throughout the school is good or better as evidenced through performance management which needs to be sustained. All pupil premium pupils must be taught every day by a quality teacher. Feedback plays an integral part in teaching and learning (EEF +9 months), as does assessment for learning (EEF +3 months). | CEO will monitor the developing curriculum in a detailed monitoring programme which sits alongside the school programme. Head of School and Assistant Head for teaching & learning to monitor assessment for learning on planning and to ensure feedback is being delivered during observations. | AH<br>CL<br>LF    | November 2018<br>March 2019<br>June 2019    |
| <b>Total budgeted cost</b>  |  |  |  |                   | See attached costings                       |
| <b>ii. Targeted support</b>   |  |  |  |                   |   |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b> |

|   |  |  |   |                      |  |
|---|--|--|---|----------------------|--|
| Parental engagement in specific projects to improve the attainment and progress of pupil premium pupils, especially language acquisition.   | Continue projects delivered in the previous year with targeted parents across all year groups.   | PIP projects to track progress from the start of the project to the finish. Parental involvement is shown to improve learning +3 months (EEF)  | Monitored by Deputy Head for Behaviour and Inclusion.                                     | MH<br>AH             | November 2018<br>January 2019<br>June 2019 |
| Target pupil premium children in EYFS who are underperforming in comparison to their non-pupil premium counterparts.                        | Key stage lead to provide targeted interventions to help boost PP children to achieve ARE.<br>Class teachers to monitor children's progress through data and assessment for learning.  | Assessment for learning is shown to improve children's learning +3 months (EEF).<br>One-to-one tutoring can increase learning by +5 months (EEF)<br>Afterschool clubs can accelerate learning +2 months (EEF)  | Interventions tracked by Key Stage Lead and Assistant Head for teaching and learning.     | FB<br>SB<br>AH<br>CL | December 2018<br>March 2019<br>July 2019   |
| Target pupil premium children in Key Stage 1 who have the potential to work above age related expectations (Greater depth) in all subjects. | Key stage lead to provide targeted interventions to help boost PP children from age related expectations to greater depth.<br>Class teachers to monitor children's progress through data and assessment for learning.<br>Extra-curricular clubs to target pupil premium children to be delivered weekly by MMc and PW. | Assessment for learning is shown to improve children's learning +3 months (EEF).<br>One-to-one tutoring can increase learning by +5 months (EEF)<br>Mathswizz used to progress learning (Up to +8 months)<br>Afterschool clubs can accelerate learning +2 months (EEF) | Interventions tracked by Key Stage Lead and Assistant Head for teaching and learning.     | LF<br>JL<br>AH       | December 2018<br>March 2019<br>July 2019   |
| Improve the attainment and progress of pupil premium boys in  | Set specific targets for boys. Monitor progress towards targets including regular mobility checks. Department  | One-to-one tutoring can increase learning by +5 months (EEF)   | Mathswizz monitored by Key Stage Lead.<br>SLT to monitor data of progress and attainment. | AH<br>MC<br>CH<br>CL | December 2018<br>March 2019<br>June 2019   |

|  |   |   |  |                   |   |
|--|---|---|--|-------------------|---|
| reading, writing and mathematics combined.   | Implementation plans to identify specific actions for boys. Mathswizz programme to support closing the gap.   | Mathswizz has shown to improve progress on average by 8 months.   | Pupil progress Meetings to focus on identifying individual needs of pupil premium boys and next steps to support learning. |                   |   |
| <b>Total budgeted cost</b>   |   |   |  |                   | See separate costings                                   |
| <b>iii. Other approaches</b>   |   |   |  |                   |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b>             |
| Attendance and punctuality of pupil premium children to be comparable to that of non-pupil premium children. | Pastoral and Ethos Manager with responsibility for attendance and punctuality to monitor.<br>Pastoral and Ethos Managers within each key stage to support attendance and punctuality of identified children.<br>Pastoral and Ethos Manager dedicated to pupil premium children across the school. | Increased parental contact with a key individual. (+3 months EEF)<br>Direct link between attendance, punctuality and attainment/progress throughout school. | Monitored by the Deputy Head for Behaviour and Inclusion and the dedicated Pupil Premium Pastoral and Ethos Manager.       | MH<br>CA<br>AH    | October 2018<br>January 2019<br>April 2019<br>July 2019 |
| <b>Total budgeted cost</b>   |   |   |  |                   | <b>See separate costings</b>                            |

|                                 |                  |
|---------------------------------|------------------|
| <b>6. Review of expenditure</b> |                  |
|                                 | <b>2018/2019</b> |

| i. Quality of teaching for all |                          |  |  |      |
|--------------------------------|--------------------------|--|--|------|
| Desired outcome                | Chosen action / approach | Estimated impact:  | Lessons learned  | Cost |
|                                |                          |  |  |      |
|                                |                          |  |  |      |
| ii.                            |                          |  |  |      |
|                                |                          |  |  |      |
|                                |                          |  |  |      |
| iii. Other approaches          |                          |  |  |      |
| 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 |
|                                |                          |  |  |      |
|                                |                          |  |  |      |

**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

2018-2019

Estimated Pupil Premium costings based on funding (inc LAC) £242,880

| Resources / Activity   | Budget Allocation from Pupil Premium |
|--|--------------------------------------|
| <ul style="list-style-type: none"> <li>Target support for specific intervention programmes across all key stages</li> <li>Provide additional teachers to deliver quality first teaching and targeted intervention</li> <li>To deliver nurture groups and counselling</li> <li>Remove barriers to learning and improve attendance, punctuality and behaviour</li> </ul> | £143880                              |
| <ul style="list-style-type: none"> <li>To provide experiential learning opportunities and resources to broaden children's knowledge and understanding of the curriculum</li> </ul>   | £79000                               |
| <ul style="list-style-type: none"> <li>Funding to subsidise school trips and residentials, uniform, etc.</li> </ul>  | £20000                               |

|   |        |        |        |
|---|--------|--------|--------|
| PIP Project KS1 3 terms led by 1 Teacher based on 2 hours per day once a week | £2955  | £2000  | £4955  |
| PIP Project EYFS led by HLTA  | £1834  |        | £1834  |
| Pastoral Manager EYFS 1 years salary  | £30652 |        | £30652 |
| Pupil Premium Pastoral Manager (CA)   | £28104 |        | £28104 |
| After school clubs led by 3 TA's for 3 hours per week each                    | £3510  |        | £3510  |
| Discreet Counselling  |        | £8700  | £8700  |
| Nurture Group 1 TA x 2hours x 5 days per week                                 | £13500 |        | £13500 |
| York Trip   |        | £12000 | £12000 |
| Low Bank Ground Trip  |        | £7350  | £7350  |
| Wow moment class trips and visitors   |        | £10000 | £10000 |
| Classroom Resources and teaching materials                                    |        | £23150 | £23150 |