



## South Failsworth Primary School

Paddock Lane  
Failsworth  
Manchester  
M35 0NY

Headteacher: Mrs. Vicki Foy



### South Failsworth Pupil Premium Strategy 2018-2019

	2017-2018				2018-2019			
Total no of pupils on roll	470				452			
Total pupils eligible for PP funding	67				61			
Pupil premium funding received	£ 55, 120				£63,780			
Attainment of PPG children at KS1	2016-2017				2017-2018			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	School	National average	School	National average	School	National average	School	National average
Phonics (Year 1)	60%	81%			75%	82%		
KS1 Reading	71%	76%	29%	25%	50%	75%	0%	26%
KS1 Writing	71%	68%	14%	16%	50%	70%	0%	16%
KS1 Maths	71%	75%	29%	21%	100%	76%	0%	22%



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Attainment of PPG children at KS2	2016-2017				2017-2018			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	School	National average	School	National average	School	National average	School	National average
KS2 Reading	50%	72%	43%	25%	79%	75%	50%	28%
KS2 Writing	50%	76%	0%	18%	79%	78%	21%	20%
KS2 GPS	57%	77%	29%	31%	86%	78%	50%	34%
KS2 Maths	64%	75%	29%	23%	71%	76%	36%	24%
	2016-2017				2017-2018			
Progress of PPG Children at KS2	PPG	Non PPG			PPG	Non PPG		
KS2 Reading Progress	-7.8	-2.33			-0.25	-0.08		
KS2 Writing Progress	-4.5	-0.46			+1.23	+0.52		
KS2 Maths Progress	-2.81	-1.45			+2.13	+1.31		



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Attendance	2016-2017		2017-2018	
	School	National	School	National (Autumn/Spring) Awaiting validation of figures
% attendance	95.4%	96%	95.9%	95.3%
% attendance of <b>PPG</b> children	94.9%	95.3%	94.3%	94.3%
% Persistent absentees (10% or more sessions missed)	9.6%	8.3%	6.9%	9.6%
% <b>PPG</b> Persistent absentees (10% or more sessions missed)	8.8%	NA	14.9%	17.2%
<b>Barriers to future attainment</b> (for pupils eligible for PP)				
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)				
a)	Ability to recall previous learning and apply it accurately.			
b)	Application of phonics and reading skills in EYFS and KS1.			
c)	Readiness to learn and engage.			
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)				
d)	Attendance of PP is more likely to be classed as Persistent Absenteeism. (14.9% PA within PPG group last year)			
e)	Parental support and quality of interaction at home.			



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Desired outcomes		
	Desired Outcomes	Success Criteria
a)	Children are able to recall previous learning and apply across the curriculum.	Children make at least good progress in reading writing and maths. Children confidently apply current and previous learning to achieve set outcomes in lessons.
b)	Children apply phonics blending skills to reading across the curriculum.	Children in EYFS and KS1 make good progress in phonics and reading. Year 1 phonics screening pass rate is in line with national average. Year 2 phonics screening recheck is in line with national average. Children apply their phonics skills to blend and read words in their learning across the curriculum. End of KS1 reading data at least in line with NA.
c)	Children will have appropriate resources to engage with their learning. Children will be ready and engaged throughout lessons.	Children have appropriate additional resources to access learning e.g. PE kits, money to attend enrichment activities. Children engage with their learning throughout the day. Children are aware of and use strategies to support them then they feel distracted or disengaged.
d)	Increase in the attendance figures for PPG children.	Children attend school regularly. School have clear systems for monitoring absence and where needed support families to ensure children are in school.



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		PPG attendance is in line with national average and non-PPG children in school. Significant reduction in the % of persistent absenteeism within the PPG group.			
e)	Parents understand how to support children at home and are able to use strategies to support children's learning and progress.	Parents engage with school and seek support from key staff when needed. Parents attend workshops, support groups and 1:1 meetings in school. Children read regularly at home and talk confidently about their reading. Children complete homework.			
<b>Planned Expenditure</b>					
a) Barrier: Ability to recall previous learning and apply it accurately. Desired outcome: Children are able to recall previous learning and apply across the curriculum.					
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?
Gap between PPG and national attainment in reading, writing and maths is diminished.	In class support provided by TAs to work with small groups and support individuals in class sessions.		Prioritise TA support work to children's specific gaps in understanding. Ensure support is detailed in planning/AFL. TAs well briefed before lesson.	MB AM LS	Termly Pupil progress meetings.
Accelerated progress in maths and increased	Third space online 1:1 maths tuition	Previous impact on children's progress	Ensure room and laptop allocation is shared with all staff.	LE DN	Ongoing feedback from tutors.



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confidence to apply skills.		from trial period in 2017/2018	Same TA to support/run the intervention each week. Back up TA to be trained to cover if needed.	ZC	Termly pupil progress meetings.
Children to make accelerated progress in specific, targeted areas.	1:1 TA support before and after school.  VF reading groups (1x pm for 18 weeks)  VF calculation group (1x after school for 18 weeks)	Staff and pupil feedback from trial in summer term 2018 Progress of children attending 1:1 session in previous term.	Teachers to carefully plan content of each session and monitor outcomes.	MB	Termly pupil progress meetings.
Children with no internet/technology at home, accessing online/APP interventions to support learning	Lunchtime club CH – Technology club MB – IDL/X-tables rock stars		Review attendance at club with SLT	CH AM MB	Half termly
<b>Total budgeted cost</b>					<b>In class TA support</b> (BB, MH, JR, JG – In class pre/post tutoring with specific, identified children) CS- In class support and implementation of specific interventions – Nesy fingers, speed up HW)



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<p>£12,000 (Yr6) £6,000 (Yr5) £4,000 (Yr5) £6,000 (Yr2) Third space  <ul style="list-style-type: none"> <li>- LE time - £446</li> <li>- Tutors - £16,110</li> </ul>           TA 1:1 pre/post tutoring  <ul style="list-style-type: none"> <li>- £4,000</li> </ul>           CH time - £150            MB time - £1,400            VF time - £4,266</p>					
<p><b>b) Barrier: Application of phonics and reading skills in EYFS and KS1.</b>            Desired Outcome: Children apply phonics blending skills to reading across the curriculum.</p>					
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?
Children to make accelerated progress in phonics.	Fast track phonics intervention	Progress evidence from Lancashire LEA training.	Staff attend half day training with intervention leaders. SLT and phonics leader to monitor session delivery. Progress of children assessed and monitored every 4 weeks.	KB LE JG	Every 4 weeks after assessments.  At end of 14 week programme.
High quality phonics sessions delivered by all staff in EYFS and KS1.	MTSA phonics review with phonics leader.  KB co-coaching phonics support.	MTSA recommendation.	KB work closely with LT from MTSA. KB feedback regularly to VF.	KB VF	Regularly/half termly.



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	Relevant staff to attend phonics training.				
	Visit MTSA schools to observe good practise				
<b>Total budgeted cost</b>					Phonics interventions - £80 - LE/JG time £1,056 % KB salary (2hrs per week)- £2,500 Phonics CPD - £1,000
<b>c) Barrier: Readiness to learn and engage.</b> <b>Desired Outcome: Children will have appropriate resources to engage with their learning. Children will be ready and engaged throughout lessons.</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>
Children have appropriate additional resources to access learning e.g. PE kits, money to attend enrichment activities.	Children provided with PE kits and funding for trips/visitors where needed.		MB to monitor children's access to PE lessons and attendance on trips. Staff to inform MB of any individual needs for funding.	MB	Half termly





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Children are ready to learn and engage with their learning throughout the day.	Children access sensorsize activities run by BW and CS	Impact of sessions in previous academic year.		CS BW	Half termly
Children's mental health and emotional wellbeing supported so they feel happy and ready to access learning	1:1 support sessions with JT and LS	Impact of sessions in previous academic year.	LS and JT to discuss outcomes and next steps.	LS JT	Half termly
Total budgeted cost					<ul style="list-style-type: none"> <li>- Funding for enrichment (cost dependant on need/demand)</li> <li>- Funding for PE kits and uniform £100</li> <li>- Sensorsize CS/BW £1,022</li> <li>- LS/JT time £700</li> </ul>



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d) Barrier: Attendance of PP is more likely to be classed as Persistent Absenteeism. (14.9% PA within PPG group last year) Desired Outcome: Increase in the attendance figures for PPG children.					
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?
SLT have a clear view of attendance % and PA% within PPG group.	DHT attendance lead. Liasing regularly with AHTs, SBM and HT. New attendance flowchart implemented New attendance monitoring list in place.	Feedback from MTSA support.	Regular updates and reviews of systems and strategies with SLT.	AM MB SR VF	Regular/half termly updates with SLT
Children attend school regularly. All children have attendance at least in line with national.	First day calls home to all absent children. Attendance badges for children with 100% attendance each term. Whole class non-uniform day for classes with weekly 100% attendance. New attendance policy Termly letters sent home to advice families of attendance.	Feedback from MTSA.  School council request for badges to recognise good attendance.	SBM to monitor first day calls take place daily.	AM SR	Regular/half termly updates with SLT
PA children have improving attendance each half term.	DHT and SENCo monitor attendance and offer support to	Feedback from MTSA.	DHT and SENCo feedback to HT around outcomes from	AM LS	Regular/half termly updates with SLT.



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	families to improve engagement with school. SENCo to implement Early Help procedures where necessary.		meetings with parents and support implemented.		
Total budgeted cost					<ul style="list-style-type: none"> <li>- 2hrs of DHT salary per week- £4,100</li> <li>- 3hrs of SENCo salary per week £6,600</li> <li>- Office – 30min calls daily £1,000</li> <li>- Badges £200</li> </ul>
<p>e) Barrier: Parental support and quality of interaction at home. Desired Outcome: Parents understand how to support children at home and are able to use strategies to support children’s learning and progress.</p>					
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?
Higher % of PPG children attend school clubs.	PPG children given priority to attend lunchtime and after school clubs.	Feedback from MTSA	SLT to monitor club registers and attendance.	AM	Half termly.
Parents engage with children and build up a	REAL programme	Parent positive feedback from	Regular feedback from parents.	MB	Every 4 weeks during the programme –



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bank of games/language to use at home.		questionnaires during trial in Summer 2.	Weekly discussions between staff leading the sessions.		informal discussions with staff and families.  Parental questionnaires at the end of the 12 week programme.
Parents to be more involved in the wider life of school	PTA coffee mornings.	Feedback from MTSA	SLT to review attendance at the PTA events.	PTA VF	After each PTA event.
Parents aware of the best strategies to support reading at home.	MB after school family phonics club		Share session planning and ensure monitored by phonics leader.	MB	Weekly
Parents to feel more confident with strategies to support with reading and learning at home.	Parent workshops delivered.  EYFS 'Bedtime story' evening.	Feedback from parents after previous workshops.	HT to monitor parental workshops taking place across all Key Stages.	VF MB AM KB	After each workshop.
<b>Total budgeted cost</b>					<ul style="list-style-type: none"> <li>- MB time for REAL - £750</li> <li>- staff time for workshops - £2,000</li> </ul>

Total predicted spend for 2018-2019 – £75,480