

Pupil premium strategy / self-evaluation for Great Sankey Primary School



1. Summary information					
School	Great Sankey Primary School				
Academic Year	2019-20	Total PP budget	£53,320	Date of most recent PP Review	2016/17
Total number of pupils	314 338 (Nurs)	Number of pupils eligible for PP	39 (12%)	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
End of Key Stage Two 2018/19	<i>% Disadvantaged pupils at GSP (no. of eligible pupils)</i>	<i>% Non-disadvantaged pupils 2018/19 results (National in brackets)</i>
% achieving expected standard or above in reading, writing & maths	77.8 (9)	77.8 (64.8)
% achieving expected standard or above in reading	88.9 (9)	86.7 (73.2)
% achieving expected standard or above in writing	77.8 (9)	84.4 (78.5)
% achieving expected standard or above in maths	88.9 (9)	86.7 (78.7)
End of Key Stage One 2018/19	<i>% Disadvantaged pupils at GSP (no. of eligible pupils)</i>	<i>% Non-disadvantaged pupils 2018/19 results (National in brackets)</i>
% achieving expected standard or above in reading	80 (5)	82.2 (74.9)
% achieving expected standard or above in writing	89 (5)	77.8 (69.2)
% achieving expected standard or above in maths	60 (5)	82.2 (75.6)
Y1 Phonics Screen	100 (2)	91.1 (81.9)
EYFS % of pupils attaining a Good Level of Development	50% (2)	84.1 (71.8)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional challenges / self-esteem / resilience / separation anxiety / attachment
B.	Knowledge and understanding of reading strategies, fluency, attitudes and frequency
C.	Early speech and language

D.	Understanding of key maths strategies, linked to fluency, varied fluency and application	
E.	Access to extra-curricular and enrichment activities	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
F.	Small proportion receive limited amount of support for learning from home	
G.	Low levels of attendance of some disadvantaged pupils (89.7)	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Improved self-esteem leading to a more positive approach to school work, school life resulting in good and better progress.	Disadvantaged pupils with SEMH will have limited recorded behaviour incidents on CPOMs and be making progress in line with and / or above their peers in reading, writing and maths.
B.	All disadvantaged pupils will read frequently, leading to increased fluency, stamina and an improved progress	School reading records demonstrate that the pupils are reading frequently (at least x4 a week) Reading fluency increased, reading age improved and Reading Plus (Y5&6 only) evidence.
C.	Improved progress by our disadvantaged pupils in all areas of speech and language and general oracy skills	Disadvantaged pupils make improved progress in language and communication, successfully complete speech and language programmes and Early Talk boost interventions
D.	Strong progress in maths, demonstrating secure fluency and application for disadvantaged pupils	Increased progress and attainment for disadvantaged pupils in line with and / or above their peers in maths
E.	Improved holistic development of disadvantaged pupils	Disadvantaged pupils will have access to all enrichment activities and external trips, be involved in the various enrichment activities across school and TCAT
F.	Increased parental / carer involvement and support for disadvantaged pupils	Families will be engaged in school, attend open evenings, respond to workshops, guidance and support
G.	Attendance levels are high for disadvantaged pupils	Disadvantaged pupil attendance is improved and support is in place to swiftly support families and children where attendance is not in line with their peers

5. Review of Expenditure				
Previous Academic Year		2018 / 19		
i. Quality of teaching for all				
Action	Intended outcome	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
Dedicated teaching and intervention support through use of the DHT in Y6 and across KS2.	Raise attainment and progress scores of pupils across Y6 – particularly of disadvantaged pupils at risk of not meeting targets.	<p>Across KS2, PP children achieved their targets with most year groups performing in line with or above their peers. In Y6, 71% = 5/7 reached R, W, M combined (Target achieved) 86% = 6/7 reached ARE+ in reading (Target achieved) 71% = 5/7 reached ARE+ in writing (Target achieved) 86% = 6/7 reached ARE+ in maths (Target achieved) 86% = 6/7 reached ARE+ in EGPS</p> <p>57% = 4/7 reached GD in reading (sig above non pp) (- 1 pupil from target) 43% = 3/7 reached GD in writing (above non pp) (+1 pupil from target) 43% = 3/7 reached GD in maths (above non pp) (+1 pupil from target) 71% = 5/7 reached GD in EGPS (sig above non pp)</p>	Targeted support from DHT and effective groupings have had good impact on standards and achievements of disadvantaged children at the end of KS2. Y5 (current Y6) were weaker than other year groups, however met targets from PP meetings. Approach to continue into new academic year.	£24,800 including support staffing.
Dedicated CPD to support teachers in delivering effective first quality teaching with a focus on retrieval of skills and prior knowledge to embed and consolidate knowledge.	Pupils across the school exposed to regular retrieval of knowledge / skills to aid retention of key mathematical and grammatical strategies & concepts.	Good impact seen at end of KS2 with increase in scaled scores on both arithmetic and grammar papers. Class teachers report good impact with groups in classrooms in terms of children grasping new concepts and remembering them through retrieval activities.	Retrieval working group in school made good impact upon developing a school wide approach to children retaining key and previous knowledge. Approach shared across whole staff team and to continue into the next academic year. Impact and strategies shared with other trust schools as part of INSET training and Teach Meet CPD.	Consultancy & CPD - £1,335
ii. Targeted support				

Action	Intended outcome	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
TA Speech and Language support for focused programmes.	Raise speech and language attainment / social skills of pupils with individual needs – having positive effect on core learning.	Children making good progress in Speech and Language groups being able to access core learning – PP targets in most year groups being met for RWM – focus on current Y6.	Speech and Language Therapy continues to be delivered as an intervention in house with 1 x PP children from the EYFS department being added based upon not achieving GLD in some areas.	£3000 educational resource costs.
Dedicated intervention programmes of Reading Plus and Non Nonsense Spelling to target children at risk of not meeting ARE.	PP children being able to achieve ARE at EOY in Reading and being able to access wider range of texts – stamina for reading. PP children meeting targets set for EGPS	86% of PP children achieved ARE+ at the end of KS2 with 57% reaching GDS in reading (sig above non PP) and 71% reaching GDS in EGPS (sig above non PP). Further work and support needed for Y5 pupils – 57% ARE+ in reading.	Good impact of Reading Plus seen over previous years with new and consistent approach to spelling also having impact upon EGPS scores alongside retrieval. Further investment of Reading Plus for the next academic year for all pupils In Years 5 and 6.	£3000 educational resource costs.
Dedicated TAs in classes for focused intervention and to support vulnerable pupils at risk of not meeting ARE.	Disadvantaged / PP children in each year group being given best possible chance to achieve ARE expectations.	<p>Year 1 - 100% of PP children scored RWM combined with 1 child at GDS combined. 3/45 pupils are PP. Target exceeded</p> <p>Year 2 -60% of PP children scored RWM combined. 5/45 pupils are PP. Target met</p> <p>Year 3 - 71% of PP children scored RWM combined. 7/43 pupils are PP. Target met</p> <p>Year 4 -83% of PP children scored RWM combined. 6/47 pupils are PP with 1 new starter in Summer Term 2. Target changed due to new starter – Initial target of 5 children was met.</p> <p>Year 5 -29% of PP children scored RWM combined, this is below those of non PP. 2 target children asked to achieve RWM combined me their targets.</p> <p>Year 6 -71% of PP children scored their RWM combined with some children achieving GDS standards – surpassing their targets. Target met and GDS targets exceeded.</p>	Good impact seen across vast majority of year groups – children respond well to having a familiar adult working with them during core sessions and one in who knows their abilities. Dedicated TA support to continue across all phases working with targeted groups of pupils for support.	£8,500 inc. £24,800 support staff.
iii. Other approaches				
Action	Intended outcome	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

Dedicated Pastoral Lead Support	Reviews have shown a need for more pastoral and nurture support in school for vulnerable children – dedicated family and child support.	Improved self-esteem leading to a more positive approach to schoolwork, resulting in good and better progress being made. Improved parental support and engagement External agencies supporting with individual needs	Pastoral lead to continue in post – needs of children in school and families liaising regularly and closely with external agencies.	£24,800 support costs.
Funding for extra-curricular events, school trips, residential and uniform support – inc. children’s university.	PP and disadvantaged children able to access a range of trips and wider curricular opportunities.	All disadvantaged pupils have access to school uniform and access to all trips, including residential experiences. Raising aspirations and experiences of all disadvantaged pupils.	All children in school with correct uniform and have access to enrichment / extra – curricular opportunities. Good uptake of residential visits and wider curricular opportunities from PP children across school – raising their aspirations and experiences.	£2000 – Educational Visits & Enrichment £600 Uniform Subsidy
Dedicated enrichment opportunities for PP children to experience free music tuition – drumming sessions each week.	PP children able to access small group music tuition to boost confidence and enrichment opportunities free of charge.	Disadvantaged pupils have access to all enrichment activities, increasing their cultural capital, self-esteem and life experiences	Good uptake of wider curricular opportunities from PP and disadvantaged children and engagement with children’s university. PP children from across school receive and enjoy music tuition – to be continued (opportunity to represent school in variety of performances and out in the community during carnival).	Inc. of £2000 Enrichment and £8500 specialist teachers.

5 Planned expenditure 2019 / 2020

Academic year	2019/20 This plan is constantly under review (termly updates as part of the TCAT Disadvantaged Hub)
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Dedicated CPD for teaching staff to support quality first teaching in the classroom. By ensuring teaching staff have the necessary knowledge and skills to accelerate learning and meet the needs of those at risk of not meeting ARE, we can support children in meeting their targets.</p> <p>High quality text led approach to the teaching of English.</p>	<p>To further improve achievement in reading so that children have best possible chances of meeting expectations – particularly in moving children towards GDS standard.</p> <p>Continue to improve achievement in RWM that all children receiving PP in Y3, 4 and 5 will make at least expected progress and meet National Expectations and some will exceed.</p> <p>Staff CPD to support with planning and delivering GSP Reading approach – focus on questioning skills and questions that promote higher cognitive think</p> <p>Improved self-esteem leading to a more positive approach to schoolwork, resulting in good and better progress being made.</p>	<p>National strategies, Excellence for All. EEF deems QFT to have a disproportionate advantage to disadvantaged pupils.</p> <p>Quality of feedback and policy- EEF and Sutton Trust value verbal feedback as the most effective, high impact and low cost.</p>	<p>Quality CPD programme, delivered by in-house practioners, Trust representatives, National Literacy Trust and hub work.</p> <p>Monitoring programme to support QA and impact in the classrooms and for the disadvantaged pupils.</p>	<p>VB</p> <p>TG LW</p>	<p>Termly CPD – Trust Sept, Oct, May</p> <p>Staff internal CPD – see staff meeting and monitoring plan</p>
<p>Dedicated UKS2 teaching support through DH in Maths, Reading and Writing. Evidence over previous years has shown by targeting our children at the end of KS2 we can help them to make accelerated progress to assist in ensuring they meet their targets and ARE expectations.</p>	<p>To support Y6 with the use of DHT teaching in Y6 alongside the two class teachers for 4 mornings a week – current Y6 PP data weaker than in other year groups / additional support in place to ensure disadvantaged children meet and exceed those their peers are achieving.</p>	<p>Smaller group teaching / tuition, gaining extra feedback and direct teaching. The Sutton Trust – moderate impact for a high cost. Own tracking has demonstrated proven positive impact in outcomes for disadvantaged pupils. Pupils will also receive extra feedback, evidenced as high impact. Sutton Trust and EEF, feedback, high impact, low cost</p>	<p>Monitoring programme Data collection Moderation Fluidity of groups (important for maximum impact)</p>	<p>TG NW LW</p>	<p>Termly pupil progress meetings</p> <p>Termly data collection and review</p>
Total budgeted cost					27,200
ii. Targeted support					

Action	Intended outcome	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 continue with Early Talk Boost Nursery and the use of Story Bags in Reception.	Improved outcomes for Communication Language and Literacy	EEF interventions - Smaller group teaching, gaining extra feedback and direct teaching. The Sutton Trust – moderate	Tracking of pupils included in Early Talk Boost and Talk boost.	JW SJ LM	Completion of intervention and tacking of progress 6 weekly
Phonic approach, using Read Write Inc for consistency of approach	High standards of phonics screening, especially for disadvantaged pupils meeting the same standards as peers	Smaller group teaching / tuition, gaining extra feedback and direct teaching. The Sutton Trust – moderate impact for a high cost. Own tracking has demonstrated positive impact in outcomes for disadvantaged pupils.	Monitoring programme by phonic lead Tracking of pupils on RWI progress chart and progress through phases	JF All Tas	6 weekly monitoring Phonic group assessments
All disadvantaged pupils read frequently, leading to increased fluency and understanding	TA support for additional reading sessions, particularly in KS1 including training reading buddy programme Continue to improve achievement in RWM that all children receiving PP in Y3, 4 and 5 will make at least expected progress and meet National Expectations and some will exceed	Smaller group teaching / tuition, gaining extra feedback and direct teaching. Own tracking has demonstrated proven positive impact in outcomes for disadvantaged pupils.	Regular monitoring, part of drop ins, reviewing reading ages, levels of books and progress through independent choices matched with phonic phases Monitoring plan	TG LW DM	Frequent monitoring (SLT, reading lead) Formal data collections termly Pupil progress meetings termly
Dedicated TAs per phase for focused intervention for pupils at risk of not meeting targets and leading on impact of provision Dedicated investment in TA fully trained to deliver all speech and language programmes in school.	Improved progress for targeted pupils Successful completion of Speech and Language programmes and improved oracy	Data shows effective diminishing of differences in EYFS following dedicated focused PP TA, therefore focused to whole school to ensure individual staff are deployed most effectively Reducing barriers to learning and developing effective literacy skills	Feedback from TAs Monitoring of interventions and progress of pupils Review of Speech and Language programmes and successful development of pupil	DM TG DM JP	6 weekly intervention reviews Review after each S&L programme

<p>Dedicated pastoral lead support for families and vulnerable children in school.</p> <ul style="list-style-type: none"> -Personal and social support from Pastoral Lead -Nurture sessions delivered by Pastoral Lead and TA -Behaviour programme delivery -Time to talk support -Lunchtime availability and club supported by Pastoral Lead and Senior Leaders -Parental engagement and support -Attendance -Personal and social support -Post adoption links with WISH and completion of Early Help Plan to support family. -Specialist tuition from music tutor to further enrichment opportunities for pupils in school with free small group music tuition in drumming. 	<p>Improved self-esteem leading to a more positive approach to schoolwork, resulting in good and better progress being made.</p> <p>Improved parental support and engagement</p> <p>External agencies supporting with individual needs</p>	<p>Review shows increasing needs for pastoral and nurturing support in school. Research shows lack of attendance, parental engagement and personal barriers to learning results in the needs of the individual not being met.)</p> <p>EEF research demonstrates meta-cognition high impact for improving progress</p>	<p>Bespoke programmes depending on need</p> <p>Part of individual termly reviews</p> <p>Monitoring of internal referrals</p> <p>CPOM entries</p>	<p>SL</p>	<p>Regular reviews, depending on individual need of pupils</p> <p>CPOM monthly audit reviews</p>
<p>Attendance monitoring</p> <ul style="list-style-type: none"> -first day response -letters / nudges -attendance awards -key children identified, fortnightly review -focused conversations with pupils and families 	<p>Improved attendance for disadvantaged pupils</p>	<p>Outcomes can only be improved if the pupils are in school</p> <p>EEF trial aimed at prompting parental engagement through text message alerts delivered a small positive impact and at low cost. Phone calls home deemed effective</p>	<p>Pastoral lead conducts first day response and monitoring of attendance daily.</p> <p>Brings to Safeguarding meetings</p> <p>Calls / visits as necessary to get the pupils into school.</p> <p>Monitor improvements during regular attendance meetings with HT, Pastoral lead and secretary.</p>	<p>VB SL PV</p>	<p>Monthly attendance reviews</p> <p>Daily checks on key pupils</p>

Reading Plus	Higher rates of reading in all disadvantaged pupils, leading to increased outcomes	Own tracking has demonstrated proven positive impact in outcomes for disadvantaged pupils. Pupils will also receive extra feedback, evidenced as high impact. Sutton Trust and EEF, feedback, high impact, low cost	Reading lead to monitor Weekly reports off system to monitor engagement and progress of pupils	LW TG	Termly data collection Reading Plus monitoring
Play Therapy, OT support, specialist consultants	Addresses needs of specific children who have experienced early trauma in their lives Focusing on improving pupils' SEMH	Developing 'holistic approach and experiences for disadvantaged pupils depending on need	Bespoke programmes depending on need Part of individual termly reviews Monitoring of internal referrals	DM SL	Bespoke depending on need and engagement for pupils
Subsidised school uniform and all trips	All disadvantaged pupils have access to school uniform and access to all trips, including residential experiences.	Sutton Trust low impact however internal reviews demonstrate need for some pupils and ensuring engagement with wider enrichment opportunities	Tracking of pupils engaged with trips Ensure uptake of school uniform vouchers with direct conversations	VB PV	Annual review for uniform Review uptake per trip
Enrichment programme	Disadvantaged pupils have access to all enrichment activities, increasing their cultural capital, self-esteem and life experiences	Developing 'holistic approach and experiences for disadvantaged pupils	Tracking of pupils attending enrichment sessions / involvement in roles in school etc. Pupil voice for impact from their point of view	SR	Half termly updates
Children's University	Raising aspirations and experiences of all disadvantaged pupils	EEF research demonstrates meta-cognition high impact improving progress	Tracking of pupils attending enrichment sessions / involvement in roles in school etc. – Ensure variety of extra-curricular and enrichment opportunities are on offer.	SR	Half termly updates Annual celebration event
Total budgeted cost					12,480

6 Additional detail

A key focus within school this academic year is the use of evidence informed practice to improve outcomes for our pupils and ensure interventions or resources put in place have the desired impact. Using the EEF guide to Pupil Premium Spending, along with the Sutton Trust research, we have structured our areas of spends into the three categories of: Teaching, Targeted Academic Support and Wider Strategies broken down into key targets / barriers to learning.

Individual plans for every disadvantaged pupil are in place and reviewed formally each term alongside pupil progress meetings and regular reviews and monitoring by the lead pupil premium teacher.

An identified governor with responsibility for overseeing provision for disadvantaged pupils makes regular visits to monitor and discuss provision and reports directly to governors.

The school is part of the Trust's Disadvantaged Hub, led by the HT of GSP. We look at Trust wide strategies to narrowing the disadvantaged gap.

Disadvantaged pupils have made good progress at GSP from their starting points across the school. This is to the bespoke approach we lead on PP.