



Autumn Review: Great Sankey Primary

School:	Pupil Premium Lead:
Great Sankey Primary School	Vicky Briggs / Tom Gawne

Number of pupils and PPG received	
Total number of pupils on roll:	338 (Inc Nursery)
Total pupils eligible for PPG:	39 (12%)
Total amount of PPG received:	£59,200

Performance of disadvantaged pupils (PRIMARY)			
	2016/17	2017/18	2018/19
<i>% of disadvantaged pupils meeting the expected standard in reading/ writing/ maths at the end of KS2</i>	71% (7 pupils) (NA for non-dis 67%)	50% (6 pupils) (Na for non-dis 70%)	78% (9 pupils) (Na for non-dis 71%)
<i>Average progress scores in reading, writing and maths of disadvantaged pupils at the end of KS2</i>	Reading: -1.13 Writing: -3.00 Maths: -2.20	Reading: 4.54 Writing: -0.95 Maths: 1.65	Reading: 6.18 Writing: 3.55 Maths: 2.83

EOKS2 2018/19 Performance Comparison:			
	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	9	1957	447351
Progress in reading (score, description and confidence intervals)	6.2 (2.1 to 10.2)	0.9 (0.6 to 1.2)	0.3 (0 to 0)
Progress in writing (score, description and confidence intervals)	3.6 (-0.2 to 7.3)	0.8 (0.5 to 1.1)	0.3 (0 to 0)
Progress in maths (score, description and confidence intervals)	2.8 (-0.7 to 6.3)	1.1 (0.9 to 1.4)	0.4 (0 to 0)
Percentage of pupils meeting the expected standard in reading, writing and maths	78%	79%	71%
Percentage of pupils achieving a high standard in reading, writing and maths	11%	15%	13%
Average score in reading	111	106	105
Average score in maths	108	107	106

Identified priorities:

Based upon the EEF research recommendations, we have identified our priorities under the three key strands of: Quality Teaching For All, Targeted Support and Wider Approaches. We aim to diminish the difference between disadvantaged children and those who do not attract pupil premium funding through:

- Dedicated CPD to support quality first teaching
- Achievement in reading and writing
- Children's attitudes and resilience towards reasoning and problem solving (progress in maths)
- Parental engagement and support
- Pastoral programmes and support
- Dedicated speech and language support
- Wide enrichment opportunities

Identified barriers:

The school has identified the following barriers to achievement:

- Social and emotional challenges / self-esteem / resilience / separation anxiety / attachment
- Knowledge and understanding of reading strategies, fluency, attitudes and frequency
- Early speech and language
- Understanding of key maths strategies, linked to fluency, varied fluency and application
- Access to extra-curricular and enrichment activities
- Small proportion receiving limited amount of support for learning at home
- Low levels of attendance of some disadvantaged pupils

Key actions taken during the Autumn term

- Deputy Head released to support children in Y6 four mornings a week – focusing on providing tailored support for RWM. Y6 PP Pupils currently below peers in other year groups.
- DHT and KS1 Teacher completing NPQ projects – in the process of setting upon reading intervention programmes to support the bottom 20% of readers across KS1 and KS2.
- All pupils in USK2 set up and registered on the reading programme 'Reading Plus to target and reinforce key reading skills of vocabulary checks, inference and deductive skills
- Maths training undertaken by some teaching staff across the term and others registered to observe mastery maths teaching in practice as part of project through the Mastery Maths Hub.
- Key worker for speech and language established and working with identified children across the school
- 'Stay and Learn' sessions planned in to take place early Spring Term 1 to further engage parents.
- PP Lead teacher monitored pupil voice in autumn term to establish PP's view of school and attitudes towards it.
- Dedicated PP meetings to discuss identified PP children and share needed actions.
- New whole class reading approach started in Y6 to ensure dedicated reading sessions are being taught to all pupils at least x 4 a week in addition to 1:1 reading.
- Teachers fully aware of PP children in their groups and completed case studies for individual children.
- HT and PP lead teacher reviewing staff provision map template to further raise awareness of PP children in classes and how best these can be supported.

Quantitative outcomes

Analysis of PP outcomes at the end of the Autumn Term 2019 show that 80%+ of PP children in years 4 and 5 are being targeted to achieve RWM combined and a significant increase in the numbers of PP children being targeted to achieve RWM combined at the end of the academic year 2020 for Y6 pupils (same cohort - 29% at end of Y5 with 56% targeted at end of Y6). No PP children in Reception this year. Following percentages of pupils being targeted to achieve RWM combined at the end of autumn term 2019.

Year 1: 4% = 2/45 pupils are PP, 50% = targeted to achieve R, W, M combined

Year 2: 7% = 3/44 pupils are PP, 66% = targeted to achieve R, W, M combined 33% targeted for GDS RWM
Year 3: 11% = 5/46 pupils are PP, 60% 3/5 = targeted to achieve R, W, M combined
Year 4: 23% = 10/44 pupils are PP, 80% = (8/10) targeted to achieve R, W, M combined
Year 5: 16% = 7/45 pupils are PP, 86% (6/7) = targeted to achieve R, W, M combined 29% targeted GDS RWM
Year 6: 20% = 9/45 pupils are PP, 56% = 5/9 targeted to achieve R, W, M combined

Qualitative outcomes

Case Studies: All staff completed detailed case studies for a selected PP child, detailing challenges that the children have faced upon entry to their current year, intervention and support that has been put in place, outcomes and impact that have been seen at the end of the autumn term. Particularly effective examples show children are overcoming barriers to learning that they had shown at the beginning of the year / EOLY, and good progress being made against their starting points.

Intervention Programmes: Across the school, successful intervention programmes continue to be in place supporting children for their individual needs. Although there are no PP children in EYFS this year, significant investment has been made into the outdoor provision to further develop early speech and language development. In Upper Key Stage 2, good impact has been seen upon children from recent scores and the smaller class sizes with targeted support from the DH and from Reading Plus interventions. Targeted intervention on Wednesday afternoon to start in Spring term. Where possible, additional 1:1 reading takes place with children who lack the support from home. In KS1, Speech and Language dedicated support for targeted children continues to happen weekly and this is having impact upon improving children's communication skills. Teachers across school have been part of a 'retrieval group' in looking at how children learn and on improving children's retention of key mathematical strategies (as detailed above). This had significant last year and is now rolled out in all classrooms from Y1 in all lessons.

Staff CPD: Investment in staff CPD to further support quality first teaching and overcoming barriers towards attitudes to reading and writing / problem solving in maths. Literacy Trust CPD supported staff with approaches to improving boys writing and attitudes, while Maths TRG as part of the Maths Hub continue to provide opportunities to improve our practice in varying approaches to reasoning and problem solving. Internal CPD supporting the teaching of the writing process. Pastoral lead attended various PD, including attachment disorder refresher.

PSHE Skills: Throughout the autumn term, our pastoral lead SL has worked closely with some of the more vulnerable children on our PP list and continues to liaise with external agencies to support improvements in behaviour and attendance.

Wider Enrichment: Children's university continues to run this year with many clubs on offer across the autumn term, including from both internal and external providers. Subsidised school trips and uniform allow full participation from our PP children – including to our whole school trip to Croxteth Park in the autumn term.