

St Hilda's CE Primary

Pupil Premium Grant Strategy: 2018-19

Overview of the school

Number of pupils and pupil premium grant (PPG) received (based on Jan 2018 Census)	
Total number of pupils on roll	319 (R-Y6)
Total number of Children eligible for PPG	54 (18.9%)
Amount of PPG received per pupil	£1320
Total amount of PPG received	£71,280

Previous Performance of Disadvantaged Pupils			
Early Years		2016-17	2017-18
% of children attaining a Good Level of Development	All pupils	75%	87%
	Disadvantaged pupils	89%	80%

Key Stage 1		2016-17		2017-18	
% of pupils achieving the expected standard in reading	All pupils	74%	24%	81%	29%
	Disadvantaged pupils	75%	13%	75%	0%
% of pupils achieving the expected standard in writing	All pupils	58%	3%	75%	19%
	Disadvantaged pupils	50%	0%	75%	0%
% of pupils achieving the expected standard in mathematics	All pupils	74%	16%	85%	27%
	Disadvantaged pupils	75%	13%	75%	0%
% of Year 1 pupils achieving the required level in Phonics	All pupils	65%		87%	
	Disadvantaged pupils	0%		80%	
% of KS1 pupils achieving the required level in Phonics	All pupils	67%		100%	
	Disadvantaged pupils	67%		100%	

Key Stage 2		2016-17		2017-18	
		Exp. Std	Above Exp Std	Exp. Std	Above Exp Std
% of pupils achieving the expected standard in reading, writing and mathematics combined	All pupils	69%	6%	55%	5%
	Disadvantaged pupils	55%	0%	33%	0%
% of pupils achieving the expected standard in reading	All pupils	85%	23%	75%	25%
	Disadvantaged pupils	64%	18%	50%	8%
% of pupils achieving the expected standard in writing	All pupils	83%	8%	73%	11%
	Disadvantaged pupils	64%	0%	58%	8%
% of pupils achieving the expected standard in grammar, punctuation and spelling	All pupils	85%	35%	77%	25%
	Disadvantaged pupils	73%	38%	58%	17%
% of pupils achieving the expected standard in mathematics	All pupils	75%	27%	64%	30%
	Disadvantaged pupils	55%	27%	58%	8%
Average scaled score in reading (100 is expected standard)	All pupils	105.9		104.9	
	Disadvantaged pupils	103.3		101.4	
Average scaled score in mathematics (100 is expected standard)	All pupils	104.7		103.7	
	Disadvantaged pupils	101.2		101.1	

*data unvalidated at time of report

Summary of main barriers to achievement

St. Hilda's C of E Primary School is a one and a half form entry primary school with a 26 place Full Time Equivalent (FTE) nursery. Numbers on roll have remained between 319 and 360 over the past three years. The total number on roll is 319 as of February 2019. The school serves a diverse population with over 24 different ethnic groups. The largest groups represented in school are White- English (28%), Other Pakistani heritage children (23.5%) and Black Caribbean children. There are currently 40% EAL pupils in school. The proportion of pupils from ethnic minority backgrounds is above the national average at (72%). The proportion of pupils currently eligible for pupil premium is 18.9% which is below the national average. The school caters from children aged 3-11. 12.5% of pupils currently claim FSM.

Objectives in spending PPG funding:

- To target underachievement compared to potential outcomes.
- To ensure that learning and teaching opportunities meet the needs of all disadvantaged pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To ensure that high achieving children achieve their full potential.
- To improve the attendance and punctuality of all pupils.
- To ensure that additional adult support is specifically supporting disadvantaged pupils.
- To have a more strategic approach to improving outcomes for disadvantaged pupils.
- To support language and communication development.
- To provide activities and experiences to further enrich the pupils' learning.

Desired Impact of Intended Spend

- Increased % of disadvantaged pupils achieving the expected standard in Phonics by the end of year 1 to be in line with all pupils.
- Attainment and progress of disadvantaged pupils in Maths by the end of KS2 is at least in line with all pupils.
- Reading progress for disadvantaged pupils is at least average by the end of KS2.
- Attainment of disadvantaged boys at the higher standard in Reading, Writing and Maths is in line with all pupils.
- Attainment of disadvantaged pupils will be at least in line with the attainment of their peers at the end of KS2.
- Increased % of disadvantaged pupils working at ARE in all year groups in Reading, Writing and Maths.
- % of disadvantaged pupils achieving at least the expected standard in Reading, Writing and Maths combined as well as separate subjects is in line with all pupils by the end of KS2.
- All disadvantaged pupils achieve their end of year personalised targets and make expected progress.
- Attendance at the end of the academic year 2018/2019 is at least in line with national figures.
- Learning enriched by providing pupils with a deeper understanding of the wider curriculum.

The impact of the intended spend will be monitored through:-

- Regular Pupil Progress meetings between class teachers and SLT.
- Robust analysis of attainment and progress data within each year group.
- Robust analysis of attendance and punctuality data.
- Lesson observations for teachers and teaching assistants.
- Analysis of additional interventions.
- Pupil discussions and questionnaires.
- Parental discussions and questionnaires.
- Subject leader analysis of curriculum.
- Book and planning scrutiny.

1. 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.	Stability / mobility – raised percentage of in year admissions many of which are PP children. These children have also had more than one school.	
B.	Pupil Premium children also fall into more than one vulnerable group.	
C.	Speaking and Listening skills in Reception are lower for pupils eligible for PP than for other pupils.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of enrichment experience outside school.	
E.	Attendance rates for pupils eligible for PP are below that of pupils not eligible for PP.	
F.	Parental engagement of PP pupils.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased attendance of PP pupils	Reduce the number of persistent absentees among PP pupils
B.	Ensure baseline assessments identify where PP pupils are academically so they can be supported to start on next steps.	Make increased progress with a decreased difference compared with 'other' pupils.
C.	Improve emotional resilience, improve self-confidence and communication skills.	Impact of Lego Therapy / Elklan sessions on progress.
D.	Improved percentage of pupils eligible for PP achieve the expected standard in maths and writing in KS2, therefore having an increased percentage achieving the expected standard in reading and maths combined.	Increase the number of PP pupils achieving the expected standard in maths and writing and therefore increase the expected standard in Reading , Writing and Maths.
E.	Improved percentage of pupils eligible for PP achieve the expected standard in writing in KS1.	Greater than 85% achieve the expected standard in writing in KS1.
F.	Improved percentage of PP pupils attaining a good level of development in EYFS	Staff use SaLT training to effectively target pupils for CAL. The percentage of pupils attaining GLD increases to be in line with all pupils.

Item/Project	Cost	Objective	Outcome						
Additional teacher in Year 6 to boost Pupil Premium results	£9850	To support PP targeted pupils to raise the % achieving at least the expected standard in reading, writing and maths.	<table border="1"> <tr> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>80%</td> <td>65%</td> <td>72%</td> </tr> </table> <p>Pupils who are at risk of not achieving the expected standard are receiving focused interventions.</p>	Reading	Writing	Maths	80%	65%	72%
Reading	Writing	Maths							
80%	65%	72%							
Free breakfast club for Year 6 Booster groups and SATs week	£150	To ensure that all pupils have breakfast before school and are ready to learn.	Will take place in May						
Residential Trip (Subsidised)	£1700	To ensure all pupils have access to a residential trip to enrich their learning and remove the potential cost barrier.	12 out of 17 pupil premium pupils have signed up to the residential.						
Subsidy for school trips (Stick man theatre show etc)	£500	To ensure KS1 pupils have access to a cultural trip and enrich their learning linked to the curriculum	Pupils enjoyed a range of visits, where 20 pupil premium children attended Manchester Egyptian Museum, 12 pupils in LKS2 attended school trips. 17 pupils attended The Lowry and museum visit.						
Employment of pastoral officer in school	£1080	To support pupils and families emotionally	The pastoral mentor has supported 8 children in school. The pastoral officer has received training and has attended children in need meetings and supported 2 families.						
Employment of Longford Park Services	£3827	To support pupils and families emotionally and behaviourally	The Longford Park staff member has supported 4 families with Early Help and 2 with Child in Need meetings. One family have received support with social services, health referrals and mental health care.						
Halle Orchestra Musical Visit	£500	To ensure all pupils in Year 5 experience musical enrichment activities which are in addition to core subjects	Children experienced musical trips to the orchestra and participated in 'Adopt a Player.' Pupils learnt a range of percussion instruments						
Trafford Music Service	£1326	To give all pupils the opportunity to play a musical instrument. To provide all pupils with enrichment activities which are in addition to core subjects.	Whole school experienced 'Make a Band' musical performance. KS1 learnt violins and performed in front of the school.						
School Library Service	£2180	To ensure all pupils have a range of high quality texts to enhance their reading and learning opportunities.	Teachers are using a range of high quality class teacher texts for guided reading and English lessons. Pupils research from a wide range of books for foundation subjects.						
Additional TA support in Year 6 to boost writing /maths at expected standard	£22262	To ensure a higher % of pupils reach at least the expected standard in writing and achieve combined RWM expected standard	<table border="1"> <tr> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>85%</td> <td>81%</td> <td>85%</td> </tr> </table> <p>Pupils who are currently 'at risk' are being targeted by TAs and an additional teacher in Year 6.</p>	Reading	Writing	Maths	85%	81%	85%
Reading	Writing	Maths							
85%	81%	85%							
Additional TA support in Year 3-4	£10472	To ensure a higher % of pupils reach at least the expected standard in maths	65% are at standard or above, 20% are being targeted to meet the expected standard through interventions.						
Lego Therapy Training to support communication skills	£2500	To clearly identify speech, language and communication needs of pupils. To improve pupils' language and communication skills so that a greater % are working at an average level or above.	Children receiving speech and language therapy are better able to express their needs, use functional language (lego) and interact better in class.						
Eiklan and SaLT training for EYFS staff	£1576	To clearly identify speech, language and communication needs of pupils. To improve pupils' language and communication skills so that a greater % are working at an average level or above.	Children receiving speech and language therapy are better able to express their needs, use functional language (lego therapy, Eiklan, SaLT WELCOMM) and use expressive language. Their improved communication skills have enabled them to						

			interact better with their peers and access learning in class. 92% of pupils have made at least expected progress in Reception (Communication & Language)																					
Increased TA support in KS1 to provide additional interventions and support for writing and phonics.	£5075	To ensure a higher % of pupils pass the phonics assessment and reach at least the expected standard in writing.	70% of pupils are on track to get at least the expected standard in writing. Year 1 phonics test is predicted 82% pass.																					
Training programmes for EYFS / KS1 from White Rose Hub to increase percentages of expected / higher standard in maths	£1140	To improve problem solving and reasoning skills of pupils. To ensure teaching challenges all pupils in EYFS/KS1	Monitoring of lessons and book scrutinies show that pupils have more opportunities to answer greater depth questions / activities.. White Rose Hub have trained EYFS and KS1 staff and bought in support to develop teaching practise. Staff training has further developed and improved the standard of maths teaching.																					
INSET training and research on 3 weekly writing cycle	£400	To improve teaching and writing standards for all pupils to raise writing % to be at least in line or above with national.	Training was provided for all teaching staff and writing standards across school are at least in line with national <table border="1"> <thead> <tr> <th></th> <th>No of PP Pupils</th> <th>% Above or Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>3</td> <td>100%</td> </tr> <tr> <td>Year 2</td> <td>14</td> <td>71%</td> </tr> <tr> <td>Year 3</td> <td>4</td> <td>0%</td> </tr> <tr> <td>Year 4</td> <td>8</td> <td>63%</td> </tr> <tr> <td>Year 5</td> <td>9</td> <td>89%</td> </tr> <tr> <td>Year 6</td> <td>11</td> <td>64%</td> </tr> </tbody> </table>		No of PP Pupils	% Above or Greater Depth	Year 1	3	100%	Year 2	14	71%	Year 3	4	0%	Year 4	8	63%	Year 5	9	89%	Year 6	11	64%
	No of PP Pupils	% Above or Greater Depth																						
Year 1	3	100%																						
Year 2	14	71%																						
Year 3	4	0%																						
Year 4	8	63%																						
Year 5	9	89%																						
Year 6	11	64%																						
Employment of EWO Staff member to be accountable for and monitor absences / attendance	£2267 £3500	To improve the punctuality of identified pupils. To ensure attendance is in line or above national average.	Increased attendance to above 96% for all pupils.																					
Employment of TA to run The Hub	£875	Improve parental engagement and liaise weekly with parents on school issues	Parents have liaised with staff weekly and put on events such as: Christmas Crafternoon, school disco, summer fayre etc.																					
Workshops on phonics/reading/ maths	£100	Improve parental engagement and understanding of pupils' work in school	Workshops were well attended in EYFS and KS1 for reading, writing, phonics, maths and work showcases throughout the year.																					