

St Hilda's CE Primary

Pupil Premium Grant Strategy: 2019-2020

Overview of the school

Number of pupils and pupil premium grant (PPG) received (based on Jan 2018 Census)	
Total number of pupils on roll	254(R-Y6)
Total number of Children eligible for PPG	46 (18.1%)
Amount of PPG received per pupil	£1320
Total amount of PPG received	£60720

Previous Performance of Disadvantaged Pupils					
Early Years (3 Pupil Premium)		2018-19		2019-20	
% of children attaining a Good Level of Development	All pupils	76%			
	Disadvantaged pupils	33.3%			

Key Stage 1 (11 Pupil Premium)		2018-19		2019-20	
		EXS	GD	EXS	GD
% of pupils achieving the expected standard in reading	All pupils	78%	16%		
	Disadvantaged pupils	82%	18%		
% of pupils achieving the expected standard in writing	All pupils	65%	7%		
	Disadvantaged pupils	82%	9%		
% of pupils achieving the expected standard in mathematics	All pupils	82%	11%		
	Disadvantaged pupils	91%	18%		
% of Year 1 pupils achieving the required level in Phonics	All pupils	91%			
	Disadvantaged pupils	67%			
% of KS1 pupils achieving the required level in Phonics	All pupils	100%			
	Disadvantaged pupils	100%			

Key Stage 2		2018-19		2019-20	
		Exp. Std	Above Exp Std	Exp. Std	Above Exp Std
% of pupils achieving the expected standard in reading, writing and mathematics combined	All pupils	83%	8%		
	Disadvantaged pupils	78%	11%		
% of pupils achieving the expected standard in reading	All pupils	86%	27%		
	Disadvantaged pupils	78%	11%		
% of pupils achieving the expected standard in writing	All pupils	88%	15%		
	Disadvantaged pupils	90%	11%		
% of pupils achieving the expected standard in grammar, punctuation and spelling	All pupils	88%	52%		
	Disadvantaged pupils	91%	27%		
% of pupils achieving the expected standard in mathematics	All pupils	90%	44%		
	Disadvantaged pupils	78%	22%		
Average scaled score in reading (100 is expected standard)	All pupils	105.9			
	Disadvantaged pupils	104.3			
Average scaled score in mathematics (100 is expected standard)	All pupils	107.4			
	Disadvantaged pupils	101.1		103.6	

*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 305-330 over the past three years. The total number on roll is 272 as of November 2019. The school serves a diverse population with over 24 different ethnic groups. The largest groups represented in school are White- English (29%), Other Pakistani heritage children (23.9%) 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 17.2% which is below the national average. The school caters from children aged 3-11. 13.7% 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 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 PPA teacher in Year 6 to boost Pupil Premium results	£8750	To support PP targeted pupils to raise the % achieving at least the expected standard in reading, writing and maths.	
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.	
Residential Trip (Subsidised)	£1700	To ensure all pupils have access to a residential trip to enrich their learning and remove the potential cost barrier.	
Employment of Longford Park Services	£2,827	To support pupils and families emotionally and behaviourally	
Halle Orchestra Musical Visit	£500	To ensure all pupils in Year 5 experience musical enrichment activities which are in addition to core subjects	
I Sing Pop	£350	To ensure all pupils receive musical enrichment activities linked to the Christian Values	
Trafford Music Service	£1,752	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. KS1 and 2.	
Language and Literacy Scheme	£2,180	To ensure all pupils have a range of high quality texts to enhance their reading and learning opportunities.	
Additional TA support to boost writing /maths at expected standard	£22,262	To ensure a higher % of pupils reach at least the expected standard in writing and achieve combined RWM expected standard	
Additional TA support in Year 3-4	£10,472	To ensure a higher % of pupils reach at least the expected standard in maths	
Lego Therapy Training to support communication skills	£2,500	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.	
Training for all staff to improve Teaching and Learning (Trust wide training)	£756	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.	
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 a to increase the percentage of pupils working at ARE in reading, writing and maths so that they are at least in line with all pupils.	
Training programmes for KS1 from White Rose Hub to increase percentages of expected / higher standard in maths	£250	To improve problem solving and reasoning skills of pupils. To ensure teaching challenges all pupils in EYFS/KS1	
Training for IPC to develop wider exciting learning opportunities	£150	To improve the standard of quality first teaching in the foundation subjects for pupils	

To fund attendance rewards	£150	To improve the attendance of persistent absentees.	
Employment of attendance and pastoral care manager.	£2267	To improve the punctuality of identified pupils. To ensure attendance is in line or above national average. To support children and families emotionally / socially / safeguarding in school.	
Additional Learning Experiences e.g external visitors / workshops	£500	To enhance learning linked with the IPC curriculum through providing a range of hands on experiences.	
Employment of TA to run The Hub	£875	Improve parental engagement and liaise weekly with parents on school issues	
Workshops on phonics/reading/ maths	£100	Engage with families to positively impact on pupils' learning.	
KS1 theatre trip	£110	Subsidised theatre trip to ensure pupils gain cultural capital through experiences	
Traffordganza Stretford	£80	Engagement with the music service to enhance musicality across school and perform to an audience	
Health and Wellbeing Support Scheme	£400	Well-being and mental health support for targeted pupils across school.	

Total funding received: £60,720

Total funding spent: £64,156

Funding remaining: