

Sherdley Primary School

Pupil Premium Strategy 2019-22

The Education Endowment Foundation (EEF) and the DfE now recommend a long-term approach to pupil premium use. Based on EEF guidance, from Sept 2019 we have implemented a new 3-Year Long-Term Pupil Premium Strategy that outlines our pupil premium goals, spending information, planned interventions and results.

The Pupil Premium is paid by means of a specific grant based on annual school census figures for pupils registered as eligible for the PPG in Pre-school to Year 6. Looked After (Pupil Premium) and Post Adopted Children (Pupil Premium plus) also have an entitlement to a premium and a premium has also been introduced for children whose parents are currently serving in the armed forces (see LAC Policy). This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most. Pupil Premium is clearly identifiable, and it is for schools to decide how the Pupil Premium is spent.

At Sherdley Primary Pupil Premium pupils are identified at the start of each financial year and interventions are planned for the following academic year that runs from September to July.

Objective for Pupil Premium in Our School

The Pupil Premium will be used to provide additional educational support to overcome barriers to learning. Our main focus will be to ensure quality first teaching and provide additional educational support. We do not allocate personal budgets to specific children, or those eligible for PPG, but identify key priorities that will positively impact on individuals, small groups, large groups or even the whole school, and therefore allocate a budget accordingly.

We aim to ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives by directly addressing their barriers to learning.

We will support Pupil Premium children with the opportunities to access school trips and events, so that they are not disadvantaged.

Barriers to Learning at Our School

Typically, the children at our school may face the following barriers to learning:

Academic:

- Readiness for school, our Pre-school children
- Speech & Language difficulties and/or delays
- Low levels of literacy and numeracy skills

Non-Academic

- Learning Behaviours - lack of resilience, confidence and endurance
- Low Aspirations
- Social, Emotional, Behavioural and /or Mental Health needs

- Attendance/punctuality of PP pupils
- Social Deprivation

We will ensure that our allocation of pupil premium spending addresses these barriers directly to ensure that disadvantaged children and others are able to reach their full potential.

School Policy

The Head Teacher and governing body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

Accountability

The Headteacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium. An Audit of Impact is completed at the end of the academic year and all updates are shared with the Governing body via Full Governors and Committees.

Sherdley Primary Strategy for Pupil Premium Is Delivered In 3 Main Ways:

1. Quality of Teaching - for the support of quality first teaching, including professional development to enable staff to meet the needs of our PPG children
2. Targeted Academic Support – develop and improve the school library and provision of books for children to encourage the love of reading. purchasing specific intervention programmes for targeted children, pastoral team support and intervention, Pastoral support can also be given by the pastoral team and use of The Hub or The Haven will also be considered.
3. Wider Strategies - to support PPG children accessing the extended curriculum, such as trips to widen their academic knowledge of the world around them. Structured interventions may also be used for children with low levels of language skills. To address issues around attendance or punctuation and can be used to support children attending our out of hours provision. Support families in their capacity to provide for their children.

Review Process

Annually, we will carry out a review of our plan and adapt or amend it in light of our findings and the direct impact on our PPG children.

The PPG Strategy will be reviewed by the school's governing body annually and it will be published on our website.

Our Funding

We currently have:

83 Pupil Premium pupils in school, with an entitlement of £109,560 per year (this figure will be used for each of the 3 years)

2 service pupils in school, with an entitlement of £600 per year

8 Looked After Children (LAC) in school, with an entitlement of £15,984 per year

10 Post Looked After Children in school, with an entitlement of £23,000 per year

In total, school received £149,144 of additional funds

The School has looked carefully at the needs of each pupil and has decided to use the following intervention strategies:

Examples of Quality of Teaching

- Teacher CPD for quality first teaching, attending courses to support progress and learning
- Educational Psychologist trained all teaching staff in developmental trauma

Examples of Targeted Academic Support

- Children accessing The Hub on a daily basis, when need is identified
- Learning To Work programme delivered by the St Helens Chamber, to raise aspirations
- The Haven, to enable children to access support for development of socially acceptable behaviours
- Pastoral team time allocated to support disadvantaged children
- Level 3 pastoral support across school – disadvantaged children
- Music Tuition
- IDL online – reading link

Examples of Wider Strategies

- Extended school activities and trips, to support the academic curriculum
- EWS service level agreement / attendance prizes
- Staff trained in Emotional Wellbeing, Mental Health and Safeguarding
- Assessment of cognitive development by EP service

These examples are not a full or exhaustive list. All of these actions are underpinned by quality first teaching and learning that supports pupils in making excellent progress and narrowing the gap.

Review

We will review this strategy during the autumn term of each year, next being October 2020, and evaluate its impact. Amendments will be made in light of the evaluation and any further guidance provided by the DFE and EEF.

Pupil premium strategy statement

School overview

Metric	Data
School name	Sherdley Primary School
Pupils in school	450
Proportion of disadvantaged pupils	89
Pupil premium allocation this academic year	£117,480
Academic year or years covered by statement	2019-2022
Publish date	2 nd December 2019
Interim Review date	October 2020
Statement authorised by	Tony McCoy
Pupil premium lead	Katie Bennett
Governor lead	Karen Tilley

Disadvantaged pupil progress scores for last academic year

Measure	Score
Key Stage 2	Met expected
Reading	-3.7
Writing	-3.8
Maths	-3.8

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Reading 44%, Writing 44%, Maths 44%
Achieving high standard at KS2	Reading 6%, Writing 13%, Maths 6%

Strategy aims for disadvantaged pupils

Teaching priorities for current academic year for disadvantaged pupils

Aim	Target	Target date
Attainment in Reading	To increase children achieving expected in reading to 46+%.	July 2020
Attainment in Writing	To increase children achieving expected in writing to 46+%	July 2020
Attainment in Mathematics	To increase children achieving expected in maths to 46+%	July 2020
Phonics	To increase children achieving expected in phonics to 73%	July 2020
Other – Meeting expected standard in EYFS – GLD	To maintain children achieving a Good Level of Development (GLD) above 33%	July 2020

Quality of Teaching for the academic year

Measure	Activity - Improve the quality of teaching by:
Priority 1 - Writing	<ul style="list-style-type: none"> Ensuring all teaching staff (including new staff) have received external training to deliver 'The Write Stuff' approach to writing effectively. Enhance teachers' ability to plan and deliver structured lessons to improve learning for PPG children.
Priority 2 - Maths	<ul style="list-style-type: none"> Implementing a new TLR Maths Problem Solving Lead in school to address low outcomes in maths. Enhance teaching by giving teachers the opportunity to access high quality maths CPD that can support progress and attainment within the classroom.
Priority 3 – Reading	<ul style="list-style-type: none"> Ensuring that the whole school reading scheme is audited and fit for purpose. Providing a range of books for higher level readers. Ensure that all children have access to a range of quality books. Provide PPG children with access to a greater range of books.
Priority 4 - Phonics	<ul style="list-style-type: none"> Regularly monitoring progress towards meeting the Year 1 phonics screening check pass mark for the next 3-years, for children who access PPG.

	<ul style="list-style-type: none"> Offer high quality support to ensure high-quality first teaching takes place for phonics sessions.
Barriers to learning these priorities address	<p>Low levels of literacy and numeracy skills. Speech & Language difficulties and/or delays Social Deprivation</p>
Projected spending	£7,845

Targeted academic support for current academic year

Measure	Activity – Implement effective targeted support
Priority 1 – Interventions	<ul style="list-style-type: none"> Purchase effective software to support children’s motivational development and academic progress, e.g. Mind Mouse, IDL Purchase of resources to support learning, e.g. maths equipment, study books etc
Priority 2 – Maths	<ul style="list-style-type: none"> Consideration for additional teacher to support in Y6, for the Spring and summer term 2020 Provide maths workshops for parents linked to the expectations of their child’s year group, modelling how parents can support their children’s learning and progress.
Priority 3 – Reading	<ul style="list-style-type: none"> Raising the profile of reading through encouraging wider reading – reading for pleasure – Reading sheds, opportunities to read in class outside of the English lesson. Purchase of reading for pleasure books for all year groups. Develop a school library to further enhance the accessibility of books for families; creating a long term enjoyment of reading.
Priority 4 – The Hub	<ul style="list-style-type: none"> Supporting identified children to regulate their social and emotional well-being and behaviours in order to positively access learning in the classroom. Baseline children on entry to The Hub to ensure progress is achieved.
Barriers to learning these priorities address	<p>Low levels of literacy and numeracy skills. Readiness for school. Low aspirations. Social deprivation. Learning behaviours.</p>
Projected spending	£31,647

Wider strategies for current academic year

Measure	Activity – Address other areas of support in order for children to access a quality education
Priority 1 – The Haven	<ul style="list-style-type: none"> Supporting children at lunchtime to develop their social skills in-line with their chronological age. Support them to build, maintain and repair relationships with peers. Opportunities to practice early play skills including turn taking and sharing.
Priority 2 – Attendance	<ul style="list-style-type: none"> Create a role within the Pastoral Team structure to support the Designated Safeguarding Lead – EHAT, home visits, FAM and review meetings. As well as replacing the EWS Service Level Agreement to an in-house post.
Priority 3 – Aspirations	<ul style="list-style-type: none"> Engage with St Helens Chamber of Commerce and the local high school to deliver a ‘Learning to Work’ programme and for children to gain a greater understanding of workplace opportunities in the future, and enhancing their understanding of their future learning journeys raising their aspirations.
Priority 4 – Family support	<ul style="list-style-type: none"> Provide the opportunity for families to engage with school to support the children’s in providing adequate school uniform, food, shelter and support with finances. Providing Christmas hampers, food provision, school uniform and shoes (as required).
Barriers to learning these priorities address	<p>Attendance and punctuality, improving PA.</p> <p>Aspirations.</p> <p>Learning Behaviours.</p> <p>Social, Emotional, Behavioural and or Mental Health needs.</p> <p>Social Deprivation.</p>
Projected spending	£93,371

Monitoring and Implementation

Area	Challenge	Further Actions
Teaching	<p>Ensuring all staff access relevant training in sufficient time.</p> <p>Through regular monitoring by the Senior Leadership Team to ensure a consistent approach to quality first teaching and that it is positively impacting on children’s progress and attainment.</p>	<p>English Lead to support staff through staff meeting and Inset time.</p> <p>Maths problem solving lead works with staff and parents to enhance the provision and delivery of maths across school.</p> <p>Senior leaders to monitor.</p>

Targeted support	<p>To ensure all children have equal opportunity to access reading sheds / service of books.</p> <p>To ensure additional teacher has equal planning time with y6 teachers to be used effectively.</p>	<p>Leads for reading to create a timetable for all classes to access Reading Sheds outside of playtime set-up a lending library.</p> <p>Senior Leaders to cover Y6 to allow for additional teacher to plan effectively.</p>
Wider strategies	<p>To ensure parents and staff understand the value of the Hub.</p> <p>Engaging families facing most challenges.</p> <p>Improve attendance and P.A.</p>	<p>Delivering workshops to whole school staff linked to outcomes of children previously attending The Hub.</p> <p>Employing a member of staff with evidence of engaging families living in difficult circumstances.</p> <p>Review current EWO provision and implement a. New role within the school staffing structure</p>

Review: last year's aims and outcomes

Aim	Outcome												
For children's progress and attainment in reading and writing to be in line with local and national averages	Attainment - KS2 individual subject results for reading and writing were not in line for our PPG children, however the specific PPG /non-SEN pupils were roughly in line with the national 'other pupils'.												
Increase outcomes for children attaining in the Y1 Phonics Screening Check	<p>2017-18, 80% of PPG children achieved (out of 10 pupils)</p> <p>2018-19, 72% of PPG children achieved (out of 18 pupils)</p> <p>Limited impact on improvement of results, however there were 55% more PPG children in 18-19.</p>												
Increase the outcomes for children within the EYFS for Communication & Language	<p>The outcomes for Reception PPG children:</p> <table border="1" data-bbox="750 1854 1300 2069"> <thead> <tr> <th></th> <th>BASELINE</th> <th>SUMMER</th> </tr> </thead> <tbody> <tr> <td>Listening & Attention</td> <td>72%</td> <td>86%</td> </tr> <tr> <td>Understanding</td> <td>75%</td> <td>84%</td> </tr> <tr> <td>Speech</td> <td>75%</td> <td>90%</td> </tr> </tbody> </table>		BASELINE	SUMMER	Listening & Attention	72%	86%	Understanding	75%	84%	Speech	75%	90%
	BASELINE	SUMMER											
Listening & Attention	72%	86%											
Understanding	75%	84%											
Speech	75%	90%											

	<p>End of year outcomes compared to all children:</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <td>Listening & Attention</td> <td>92%</td> <td>84%</td> </tr> <tr> <td>Understanding</td> <td>92%</td> <td>82%</td> </tr> <tr> <td>Speech</td> <td>92%</td> <td>89%</td> </tr> </tbody> </table>		PPG	ALL	Listening & Attention	92%	84%	Understanding	92%	82%	Speech	92%	89%
	PPG	ALL											
Listening & Attention	92%	84%											
Understanding	92%	82%											
Speech	92%	89%											
<p>To increase the number of children in EYFS who achieve GLD by the end of Reception year.</p>	<p>2017-18 GLD was PPG - 64%, others - 78% / LA PPG – 50%, LA others 73%. This increased to:</p> <p>2018-19 GLD was PPG – 71%, others 70% / LA PPG – 52%, LA others – 74%</p>												
<p>Promote positive mental well-being so that children understand how their own emotions impact themselves and others.</p>	<p>Raised the profile of the 5R's (resilient, resourceful, responsible, reasoning & reflective) via school assemblies.</p> <p>Communicated with staff and pupils when the 5Rs changed each term.</p> <p>Annual Well-Being Week delivered.</p> <p>Mind-Mouse App purchased and used by pupils.</p> <p>Pastoral team working with Y2-6 delivering circle time linked to children's emotions.</p>												
<p>The PA and attendance of our PP children improves from the previous year's data</p>	<p>Attendance has improved for our PPG children:</p> <p>2017-18 PPG average attendance was 92.42%, this improved in 2018-19 to 93.01%</p> <p>Punctuation improved:</p> <p>2017-18, 22 out of 34 children (64%) had poor punctuation (PA), in 2018-19 this improved to 13 out of 28 children (46%).</p>												

DRAFT (NOV 2019) – AWAITING RATIFICATION FROM THE SCHOOL'S GOVERNING BODY