



GREAT SANKEY PRIMARY SCHOOL

Pupil Premium Strategy 2016-2017

Together We Learn and Grow

Amount of Pupil Premium funding received for 2016-2017:

Number of pupils eligible:	41 (including 1 LAC, 9 Post LAC and 2 Services)
Total Pupil Premium received:	£ 46,400 (Sept 16) £52,671 (January 17)

Identified barriers to educational achievement:

Our school has identified the following barriers for some of the pupils currently in receipt of Pupil Premium:

- Knowledge and understanding of key maths strategies to accelerate learning, focusing on retention of fluency facts
- Knowledge and understanding of reading strategies to accelerate learning, focusing on inference and deduction
- Low attendance of some pupils
- Access to extra-curricular activities such as trips, participation in clubs, enhancement activities
- Parental engagement
- Resilience and approaches to independent learning
- Social and emotional skills and engagement
- Early speech and language

A key focus within school this academic year is the importance to develop resilience, independent learning and personal growth. These have all been identified as a barrier particularly for Pupil Premium children at GSP. Following analysis, children appear to have little awareness of their own thinking and often control over their own behaviour. This can inhibit their ability to learn deeply, reason and consequently achieve the highest levels. Previous strategies have focused on outcomes and have been heavily intervention based with an over reliance on adult support and intervention.

Key expenditure – how the allocation will be spent:

Area of Spend	Focus	Total Allocation
Dedicated TAs per phase for focused intervention for pupils at risk and leading on impact of provision <i>(Rationale: Data shows effective diminishing of differences in EYFS following dedicated focused PP TA, therefore focused to</i>	<ul style="list-style-type: none"> • To further improve achievement in mathematics so that all children receiving PP make at least expected progress and some will exceed. Further training for math and TA for supporting mathematics through the Talk for Number Intervention Programme. Further consultant support to plan bespoke maths lessons with Y3 	<i>Specialist teachers and classes:</i> £10,000

<p><i>whole school to ensure individual staff are deployed most effectively).</i></p> <p>TA support in class for focused interventions for pupils at risk if not meeting at least ARE <i>(Rationale: Data shows this approach to work in meeting the needs of individuals if staff are targeted and deployed effectively as well as regularly reviewed).</i></p> <p>CPD for developing reading strategies, inference skills and focused interventions alongside middle leader developmental focus <i>(Rationale: Data shows the needs of individuals is not always being met as some staff lack the knowledge and key skills to accelerate learning. SLT has responded to EOY outcomes with CPD and intervention programmes with excellent records of progression).</i></p> <p>Dedicated pastoral lead support <i>(Rationale: 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.)</i></p> <p>Funding for extra curricular events, school trips and residential and uniform support <i>(Rationale: The social and emotional needs of the individual will be met as part of our school ethos and commitment in which we strive for a whole child centred approach).</i></p>	<p>and Y4 (following Y2 and Y1 focus this year), 1 day per term.</p> <ul style="list-style-type: none"> To continue with Early Talk Boost in Nursery with plan to further train staff to Talk Boost (Reception). To improvement achievement in reading and writing so that all children receiving PP in Y3, 4 and 5 will make at least expected progress and meet National Expectations and some will exceed. Inference support training with consultant for all staff and leadership support. Supporting UKS2 reading and focus on four key strategies to aid in-depth comprehension. Supporting Y5 R/W/M with additional qualified teacher and support Summer term 2 2016, Y6 Autumn 2016 and Spring Term 2017 x3 mornings a week. Maths- bespoke targeted teaching and consultancy support Releasing middle leaders from class 3 days a year across school with Autumn term 2016 to work with disadvantaged children across the school to establish the cause for gap in their subject and create a focused action plan and guidance focus for class teacher. Spring term 2017 – middle leaders to assess impact of action plans to date. Personal and social support Nurture sessions Behaviour programme delivery Time to talk support Lunchtime availability and club Parental engagement and support Attendance Personal and social support 	<p><i>Educational support staff, including subsidising part of Pastoral lead role & additional mid-day supervisor:</i> £24,800</p> <p><i>Learning Resources (Early Talk boost, classroom resources:</i> £3,000</p> <p><i>Uniform subsidy:</i> £400</p> <p><i>Educational Visit Subsidy:</i> £1,000</p> <p><i>Consultancy support & CPD:</i> £7,200</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Pupil Premium Action Plan 2016 – 2017		
<p>Priority: <i>Diminish the differences between disadvantaged children and those who do not attract pupil premium funding</i> Is this action plan a Whole School Key Development Plan Priority for 2016-17: Yes</p>	<p>Year 2016-17</p> <p>Lead person accountable for the plan: Vicky Briggs / Lisa Wilding</p>	<p>Finance Plan</p> <p>How much will the plan cost - £46,400</p>
<p>Success criteria:</p>	<ul style="list-style-type: none"> Attainment gap between disadvantaged and non-disadvantaged children will be closed Attendance percentage gaps will continue to be closed 	

- Enrichment opportunities will be provided which may not already be accessible to disadvantaged children

Monitoring

Who	What	When	External Validation
LW (DHT) & TG	Disadvantaged pupil voice	Termly	ECM consultancy, Link Governor in all monitoring also
DHT, SLT, HT, TG	Work Scrutiny	Termly	PP Audit (NPQH project work)
HT, DHT	Pupil progress meetings	Termly with half termly updates	PP review (SIA project work)

Barrier to Learning	Year Group	Lead Person	Desired Outcome & Success Criteria	Financial Implications	Milestone 1	Milestone 2	Milestone 3	RAG
Speech and language	EYFS	EYFS Lead KS1 Lead	<ul style="list-style-type: none"> • ELG in R&W by June 2017 above national • S&L is at ARE by June 2016 	Early Talk Boost training £2000 Talk Boost Training (Part of £7.2K consultancy & CPD) TA to support S&L programmes (Part of Education support £24K)	End of Aut 2016, children must be able to pronounce all sounds in isolation and within a word.	Spring 2017, children can pronounce sounds correctly within a sentence	Summer 2017 use all sounds correctly in speech & phonics	Aut 1 Aut 2 Spr 1 Spr 2 Sum 1 Sum 2
Narrowing gaps in learning	EYFS Y1	EYFS Lead	To make outstanding progress and meet GLD by June 2017	Additional one to one support (Part of Education support £24K) £200 to provide additional home support resources	Working within 40-60 months in maths and Phase 2 by Aut 2	Secure within Phase 2 and within Phase 3 and secure in 40-60 months by Spring 2.	Secure in Phase 3 and secure ELG in maths, reading and writing by Summer 2017.	
Basic core skills	Y1	KS1 Lead EYFS Lead	To ensure basic skills are secure. To ensure ARE is met by June 2017.	TA to complete targeted work (Part of Education support £24K)	Accelerated progress to secure milestones, all ELG and basic skill check assessment	Working within in maths, reading and writing by Spr 2017	Secure and exceeding ARE by Summer 2017	
Sustaining concentration and interest in writing	Y1	KS1 Lead EYFS Lead English Lead	Write for a sustained period of time. Produce quality pieces of various genres. Remain within ARE band for writing.	TA to complete targeted work (Part of Education support £24K)	Writing within ARE by Aut 2	Secure at ARE	Achieved ARE and some exceeding ready for Y2.	

Poor fine motor skills	Y1 Y2	KS1 Lead	To ensure handwriting does not hinder ability to succeed in writing. To end year with children at least secure at ARE for their year.	Additional support and handwriting programme. <i>(Part of £7.2K consultancy & CPD)</i> Teacher timetable focus.	To produce 8 words per minute by the end of the Aut term. To begin cursive style and some joins.	To produce 12 words per minute by end of Spring 2017. To show more fluency and clear joins in cursive style.	To produce 18 words per minute by end of Summer 2017. Meet ARE expectations for handwriting.
Lack of resilience to the challenge of writing	Y2 Y3	KS1 Lead KS2 Lead English lead	To narrow the gap between reading ability and writing. Closure of EOY assessment gaps between reading and writing.	TA support x3 a week additional intervention <i>(Part of Education support £24K)</i>	Improved interest in writing through monitoring, pupil voice. Narrowing of gap in Aut assessments.	Writing assessments demonstrate accelerated progress.	Closure of % between reading and writing at end of year ARE.
Core skills in maths	Y2 Y4 Y5 Y6	KS1 Lead KS2 Lead Maths lead	To use and understand mathematical language and talk fluently about their maths. Develop basic number skills, particularly mental skills. Children achieve at least ARE in maths by Summer 2016. For children to leave Y6 ready for secondary education.	TA booster session weekly, <i>(Part of Education support £24K)</i> Talk for number Intervention training and delivery <i>(Part of £7.2K consultancy & CPD)</i>	Children's explanations, instructing and explaining skills are developed by the end of Aut 2016. Securing basic skills and showing improvements in weekly assessments and time challenges.	Children begin to apply new found skills independently. Working within ARE confidently by Spring 2.	Children are assessed as at least secure by Summer 2017.
Reading for speed and inference	Y2 Y5 Y6	KS1 Lead KS2 Lead English lead	For children to make accelerated progress in reading comprehension.	NFER SS materials <i>(Part of LR £3K)</i> Consultant termly support <i>(Part of £7.2K consultancy & CPD)</i> Inference whole school training with bespoke focus <i>(Part of £7.2K consultancy & CPD)</i>	Increasing accuracy when reading by end of Aut 2. Children are using strategies within other curriculum areas. Staff upskilled in delivery and understanding.	Lexical understanding is improved by end of Spring 2. Children begin to read for pleasure with increased speed and accuracy. Pilot programme 'Reading Plus' implemented to target PP and improve reading stamina, rate and inference skills.	Reading for pleasure, varying reading diet. Children achieve at least ARE by Summer 2017.

Lack of resilience towards exceeding of writing skills	Y5 Y6	KS2 Lead English lead	Children demonstrate higher order writing skills across the curriculum. Children are working within exceeding by July 2017.	TA weekly support to enhance writing skills (part of £24.8K)	25% exceeding statements of achievement by end of Aut 2016	50% exceeding statements of achievement by Spring 2017	75% exceeding statements of achievement by Summer 2017.
Mastery skills not evident	Y5	KS2 Lead DHT	Evidence of developing confidence and security in completing tasks with depth.	Staff support to deliver extension sessions January onwards weekly.	Increasingly secure approach to skills and raised % of 50% at ARE by Aut 2016.	50% secure with 25% exceeding	75% secure with 25% exceeding ARE by Summer 2017.
Poor motor skills	Y6	KS2 Lead	For children to develop alternative methods for writing. To gain evidence of writing ability within the barrier of own writing, scribing.	Laptop support	Typed evidence of writing.	Typed evidence of writing.	Typed evidence of writing.
PSHE skills	Y2 Y4 Y6	KS1 Lead KS2 Lead	For children to develop social and emotional skills independent of adults. To attend residential and other visits. To have bespoke support where necessary to support emotional, mental and health well being.	Pastoral support lead (Part of £24.8K) Educational visit allocation £1000	Soft data collection following visits, analysis of needs from pastoral leader and safeguarding team support.	Soft data collection following visits, analysis of needs from pastoral leader and safeguarding team support.	Soft data collection following visits, analysis of needs from pastoral leader and safeguarding team support.
Involvement with texts when reading	Y5 Y6	KS2 Lead English Lead	Reading repertoire is developed as well as interaction and questioning of a sustained text. To ensure children develop a language and love for talking about and investigating texts.	NFER SS materials (Part of LR £3K) Consultant termly support (Part of £7.2K consultancy & CPD) Inference whole school training with bespoke focus (Part of £7.2K consultancy & CPD)	Progress of reading data, SS of NFERs and working within ARE.	Secure at ARE in reading by Spring 2017.	50% exceeding by Summer 2017.
Foundation subject		Middle Leaders	Class teachers understand and	Supply cover for middle leaders x3 over	Bespoke action plan for disadvantaged	Work with children again and review skills	Work with children again and review skills,

gaps			address the gaps in identified foundation subject areas. Gaps closed between disadvantaged and non-disadvantaged in Foundation subjects.	a year (part of £10k staff & specialist cover)	children written by end of Autumn. Review of data by end of Aut 2.	adjust plans by Spring 1. Review of data by Spring 2.	adjust plans. Review of data by Summer 2017.	

Planned measuring of the impact of Pupil Premium funding 2016/17:

In addition to the milestones identified within the action plan, the usual cycle of data collection and the monitoring and tracking of cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings of this strategy will take place each term and will include the HT, SLT, the PP team and the Designated Governor. Alongside this, every half term, the school will review the impact of action taken and will plan how funding will be specifically allocated over the next phase for maximum impact. The PP provision map and review will also inform this to review each individual child in receipt of funding. When selecting pupils for PP target groups, the school will look carefully at all pupils across the year groups. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Pupil Premium funding and the impact of this is monitored closely by the Link Governor and the Standards and Resources Committees alongside the full governing Body and reported through the Head's report and the termly position review statements.

Key Lead: Mrs Victoria Briggs

Deputy Lead: Mrs Lisa Wilding

Lead Governor: Mrs Avril Topping

Lead PP teacher: Mr Tom Gawne

PP Teaching Assistants: Hayley Nicholson (EYFS), Paula Wilks (KS1), Julie Pearson (KS2) and Sarah Leah (Pastoral Lead and Deputy DSL)

Autumn Term Evaluation	Spring Term Evaluation	Final Evaluation <i>Have the intended outcomes been achieved?</i>
<p>Pupil premium numbers vary in each year group. The % of PP children across the school is currently at 14%. Pupil Premium provision map was updated and reviewed by SLT and the PP team to quality assure the impact of funding was overcoming identified barriers and improving outcomes. An external review was also carried out to look at the impact of spending. Pupil Premium team met and Pupil Premium governor met with HT to review impact of measures introduced and completed audit.</p> <p>Pupil Outcomes: During pupil progress meetings, staff were challenged on the progress being made of PP children and</p>		

<p>the effectiveness of any interventions and targeted work. In reading the majority of pupil premium children are making progress against their starting points. This is evidenced in progress through reading levels, guided reading assessments and NFER testing. In writing and maths the attainment gap between disadvantaged children and non-disadvantaged children in 4 out of 6 year groups is negligible or positive, in the remaining 2 out of 6 year groups, the attainment gap is diminishing.</p> <p>Intervention Programmes: SLT review all intervention programmes for effectiveness of impact alongside the teacher and teaching assistant. Programmes are short and evaluated at least half termly. Early talk boost, phonic grouping and intervention, handwriting and reading support (including inference training) have proven to be the most effective in terms of improved outcomes and progress being made. Improvements in spelling and handwriting for example can now be evidenced in the children's independent writing.</p> <p>Case Studies: Case studies from EYFS, KS1 and KS2 have been created to support the review process by every teacher.</p> <p>Additional Income: All staff training for Attachment Disorder (support LAC and adoptive children), learning resources, Commandos Joe's project.</p>		
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--