



Pupil Premium Strategy

Pupil Premium Action Plan 2016 – 2017 –

This is available on the School Website.



Evaluation of Expenditure to date (May 2017)

Current No. of Pupils on Roll	543
Total no. of pupils eligible for PPG (Based on January 2016 Census)	58
Amount of PPG received per pupil	£1,320
Total PPG received	£76,560
Other Funding for Looked After Children (two CLA pupils)	£1800
Other Funding for Service Pupils	£300
Total Pupil Premium Grant	£78,660

Current Number of Pupil Premium Pupils (May 2017)

Year Group (Total Pupils)	Number of Pupils	Percentage of Cohort
Nursery (54 pupils)	3	6.3%
Reception (66 pupils)	7	10.6%
Year 1 (82 pupils)	8	9.8%
Year 2 (75 pupils)	11	14.7%
Year 3 (82 pupils)	12	14.6%
Year 4 (58 pupils)	5	8.6%
Year 5 (69 pupils)	15	21.7%
Year 6 (61 pupils)	11	18.0%
All Pupils (547 pupils)	72	13.2%

A Summary of some the Main Barriers to educational achievement faced by eligible pupils at the school

<p>Maths:</p> <ul style="list-style-type: none"> Lack of rapid recall of mental arithmetic and fluency. Lack of application of arithmetical knowledge to reasoning. 	<p>Social and Emotional:</p> <ul style="list-style-type: none"> Lack of confidence and low self-esteem. Insecure attachment. Reluctance to take risks and make mistakes. Difficulties resolving problems with peers. Low expectations of themselves. Lack of strategies to resolve social issues.
<p>English:</p> <ul style="list-style-type: none"> Lack of phonics application to spelling and writing. Lack of application of spelling rules. Limited exposure to higher level vocabulary. English as an additional language. 	<p>General:</p> <ul style="list-style-type: none"> Lack of engagement with home learning. Parental ability to support learning. Attendance and punctuality. Less stability, Increased mobility Lack of commitment to before and after school tuition and School Holiday Curriculum Workshops

Evaluation of Autumn Term 2016

Area	Action	Cost	Impact
Academic Reading, Writing and Maths (see Barriers)	PPG co-ordinator to work alongside Headteacher in co-ordinating and delivering targeted intervention to disadvantaged pupils. This role includes teaching Maths in Year 6 to a group of lower attaining pupils.	£8,615	HT and PPG co-ordinator have met regularly to monitor the performance of PPG pupils in comparison to Non-PPG pupils. A rigorous forensic analysis of data has led to the implementation of targeted intervention. The difference in attainment between PPG and Non-PPG is diminishing in Maths. Currently on track for Expected Standard 63.6% v 74% (10.4% difference) KS1 Expected (2B and above) 50% v 70% (20% difference)
	1:1 or 1:2 Tuition in Reading, Writing and Maths for targeted disadvantaged pupils delivered by teachers.	£2,250	9 PPG KS2 pupils have been identified for 1:1 or 1:2 tuition and undertaken a 6 week programme of tuition (7 Maths and 2 Writing) This has had high impact, with all children making at least 3 points progress, greater than expected progress. Average progress steps for group 3.1
	Teaching Assistants to deliver targeted interventions to disadvantaged pupils, including success@arithmetic and Project Code X	£3,075	2 PPG Year 6 pupils have accessed success@arithmetic intervention (three afternoons per week) for 10 week block. Although average progress was only 2 steps, Year 6 assessment scores demonstrate improvement and children are more confident with mental recall and arithmetic. Project Code X intervention has had high impact with all children (5 pupils) making at least 3 steps progress in Reading (Average progress steps for group 3.8)
	Annual subscriptions to online tutorial programmes, including Maths Whizz and IDL	£4250	94% of PPG pupils who have Maths Whizz subscriptions have made at least expected progress in Maths. The average progress steps for the group is 2.9 (Y2 3.5, Y3 3.1, Y4 2.8, Y5 2.7 and Y6 2.6) 92% of PPG pupils who have IDL subscriptions have made at least expected progress in Reading. The average progress steps for the group is 3.0 (Y4 2, Y5 2.9 and Y6 3.5) Children who have had increased access at school and at home to online tutorial programmes have had greater success, with some pupils improving their maths/reading age by a year+
	More able disadvantaged pupils to attend Advanced Progression Centre for workshops in Maths and English	£250	4 PPG pupils were identified to attend the APC programme in Maths (three Y6 and one Y5). All of the children have made at least 3 steps progress, with an average progress score of 3.5. Two children are on track to achieve Greater Depth in Maths. Pupil interviews also show an increased self-confidence and motivation due to challenge that programme provided.
	Identified disadvantaged pupils in Year 2, 3 and 4 to attend a writing programme called 'Writeway'.	£800	21 PPG pupils were selected to take part in a 5 morning writing project (11 Y3, 6 Y4 and 4 Y2) 20 out of the 21 pupils have made at least expected progress, with an average progress score of 2.9 for the group (Y2 3, Y3 2.9 and Y4 2.8). Feedback from parents about children's engagement and motivation was positive. Children all completed their own newspaper article, which they showed a great sense of pride in.
Social and Emotional (see Barriers)	Identified disadvantaged pupils to access support from Learning Mentor, through social/emotional intervention, meet and greet, drop-ins etc.	£3,075	Learning Mentor, Mrs Saggerson, works closely with a large proportion of PPG pupils (36/73 = 49%), through social/emotion intervention groups, 1:1, meet and greet, drop-ins, family support, attendance etc. Feedback from pupils shows that they feel happy and safe at school, and are positive about their learning. Attendance has also improved.
	Identified pupils with significant needs to access Play Therapy programme.	£1,650	Parents and pupil interviews show high levels of engagement and progress. Engagement in learning has improved significantly. One pupil has made excellent progress in Reading, Writing and Maths (average steps combined score 3.3), whilst the other has made expected progress in Reading, Writing and Maths (average steps combined score of 2.0)

	Identified disadvantaged pupils to access Counselling provided by Wigan Family Welfare.	£6,120	Feedback from PPG pupils has been positive and case studies demonstrate that children have improved confidence, self-esteem and are more settled in class.
	Payment for disadvantaged pupils to access PGL educational residential visit as part of enrichment.	£2,875	100% of PPG pupils attended the Y5 outdoor adventurous residential educational visit. Feedback from Y5 PPG pupils was extremely positive, with children motivated by their achievements and overcoming personal challenges. Y6 PGL trip is planned for Summer Term 2017.
Total Expenditure for Autumn Term		£32,960	

Evaluation of Spring Term 2017

Area	Action	Cost	Impact
Academic Reading, Writing and Maths (see Barriers)	PPG co-ordinator to continue to work alongside Headteacher in co-ordinating and delivering targeted intervention to disadvantaged pupils. This role includes teaching Maths in Year 6 to a groups of lower attaining pupils.	£6,892.50	<p>HT and PPG co-ordinator have met regularly to a monitor the performance of PPG pupils in comparison to Non-PPG pupils. A rigorous forensic analysis of data has led to the implementation of targeted intervention.</p> <p>The difference in attainment between PPG and Non-PPG is diminishing in Maths compared to the same cohort at end of KS1 Currently on track for Expected Standard: 72.7% v 80% (7.3% difference) KS1 Expected (2B and above) 50% v 70% (20% difference)</p> <p>PPG co-ordinator delivered a 6 week intensive writing intervention to a targeted group of Y5 children. 5 out of 5 PPG children made a minimum of 5 points progress, with 2 PPG children making 6 points progress and 1 PPG child making 7 points progress.</p> <p>PPG co-ordinator delivered a 6 week intensive writing intervention to a targeted group of Y4 children. 2 out of 5 PPG children made 5 points progress, 1 PPG child made 6 points progress and 1 PPG child made 4 points progress.</p> <p>PPG co-ordinator delivered a 6 week intensive writing intervention to a targeted group of Y3 children. 3 out of 6 PPG children made 5 points progress, 1 PPG child made 6 points progress and 2 PPG child made 4 points progress.</p>
	Part Time teacher to provide cover for class teachers to deliver targeted intervention to disadvantaged pupils in their own class or year group.	£6,840	<p>Y5 Teacher delivered a 12 week intensive reading intervention to targeted group of Y5 PPG children. 12 out of 12 PPG children made a minimum of 5 points progress, with 1 PPG child making 6 points. On track for expected standard PPG 80% v Non-PPG 77.8%</p> <p>Year 4 Teacher delivered a 12 week intensive reading intervention to targeted group of Y4 PPG children. 2 out of 5 PPG children made 4 points progress, 2 PPG children made 5 points progress and one PPG child made 6 points progress.</p> <p>Year 3 Teacher delivered a 6 week maths intervention and 6 weeks reading intervention to a targeted group of Y3 PPG children. 8 out of 9 PPG children made 5 points progress in maths, with one PPG child making 4 points. 3 out of 6 PPG children made 5 points progress in Reading, one PPG child made 6 points and 2 PPG children made 4 points progress.</p> <p>Year 2 Teacher delivered a 12 week intensive reading intervention to targeted group of Y2 PPG children. 5 out of 8 PPG children made 5 points progress, 1 PPG child made 6 points progress and 2 PPG children made 4 points progress. PPG Average Points Progress 5.0 v Non PPG 4.7</p> <p>Year 2 Teacher and Teaching Assistant delivered a 12 week intensive phonics intervention to a targeted group of Y1 PPG children.</p>

			<p>6 out of 8 PPG children are on track to meet the expected standard in Phonics (75%)</p> <p>Year 1 Teacher delivered a 12 week intensive Reading, Writing and Maths intervention to a targeted group of Y1 PPG children. The average points progress for the Y1 PPG group is Reading 3.1, Writing 3.1 and Maths 3.0 (Summer Term Target)</p> <p>Reception Teacher delivered a 12 week intervention to Reception PPG children focussed on targeted areas within the 3 Prime Areas of Learning. 7 out of 7 PPG children are on track to achieve GLD.</p> <p>Teacher delivered a 12 week intervention to Nursery PPG children focussed on targeted areas within the EYFS framework as directed by Nursery Teacher. Two PPG pupils have made very good progress on Communication and Language based on Teacher Assessments.</p>
	Year 6 Tuition in Reading and Maths for targeted PPG children delivered by teacher.	£515	<p>Year 6 Teacher delivered a 12 week Reading intervention to two targeted Y6 PPG children. Both children made 6 points progress in Reading.</p> <p>Year 6 Teacher delivered a 12 week Maths intervention to a targeted PPG pupil who made 4 points progress in Maths.</p>
	Easter Workshops delivered by Teachers	£0 (£643 diverted from general annual grant due to non-attendance of PPG children)	<p>10 Year 6 PPG children were invited to attend a Maths Curriculum Workshop during the Easter Holiday delivered by a teacher. 0/10 PPG children attended the programme (This is clearly a Barrier)</p> <p>6 Year 1 PPG children were invited to attend a Reading and Phonics Curriculum Workshop during the Easter Holiday delivered by a teacher. 1 out of 6 PPG children attended the programme, making 4 points progress in Reading.</p>
	Teaching Assistants to deliver targeted interventions to disadvantaged children, including First Class @ Writing and Motor Skills United.	£45 £100	<p>Teaching assistant has delivered a 12 week writing intervention (at least one session per week) to a group of Y4 children, including one PPG child. This child has made 4 points progress in writing and has gained confidence.</p> <p>Teaching assistant has delivered a 12 week Fine Motor Control intervention (three sessions per week) to a group of Y4/5 children, including two PPG children. This has had a positive impact on writing, with one child making 5 points progress and one child making 6 points progress.</p>
	Resources to support the development of social and communication skills in the foundation stage to target the development of key skills.	£1,000	<p>Observation and monitoring shows that children in Nursery have improved their social and communication skills, with excellent levels of engagement with new resources.</p>
	Annual subscriptions to online tutorial programmes, including Maths Whizz and IDL	Included in Autumn Term Evaluation	<p>90% of PPG children who have Maths Whizz subscriptions have made at least 4 points progress in Maths, with 80% making at least 5 points progress in Maths.</p> <p>The average progress steps for the group is 4.7 (Y2 4.0, Y3 5.0, Y4 4.6, Y5 4.3 and Y6 4.9)</p> <p>92% of PPG children who have IDL subscriptions have made at least 4 points progress in Reading, with 75% of PPG children making at least 5 points progress in Reading.</p> <p>The average progress steps for the group is 3.0 (Y4 4.8 and Y5 4.7)</p> <p>Children who have had increased access at school and at home to online tutorial programmes have had greater success, with some pupils improving their maths/reading age by a year+</p>
Social and Emotional (see Barriers)	Identified disadvantaged pupils to access support from Learning Mentor, through social/emotional	£2,461.50	<p>Learning Mentor has worked with a large proportion of PPG children during the Spring Term, through social/emotion intervention groups, 1:1, meet and greet, drop-ins, family support, attendance etc. Feedback from pupils shows that they feel happy</p>

	intervention, meet and greet, drop-ins etc.		and safe at school, and are positive about their learning. Attendance has also improved.
	Identified disadvantaged pupils to access Counselling provided by Wigan Family Welfare.	Included in Autumn Term Evaluation	Feedback from PPG pupils has been positive and case studies demonstrate that children have improved confidence, self-esteem and are more settled in class.
Total Expenditure for Spring Term		£17,854	

Action Plan for Summer Term 2017			
Area	Action	Cost	Success Criteria (Measure of Impact)
Academic Reading, Writing and Maths (see Barriers)	PPG co-ordinator to continue to work alongside Headteacher in co-ordinating and delivering targeted intervention to disadvantaged pupils. This role includes teaching Maths in Year 6 to a group of lower attaining pupils for the first half term and a group of Year 5 lower attaining pupils for the second half term	£6,892.50	<ul style="list-style-type: none"> • Diminish the difference in achievement between PPG pupils and Non-PPG pupils in English and Maths. Discussions with teachers in pupil progress meetings will show that pupils are making improvements in confidence and independence in applying skills. • SLT monitoring will evidence engagement and progress in learning. • Progress will be shown against individual targets and children will have an awareness of the targets they are working on and how they are achieving. • PPG pupils will make at least expected progress, with many making accelerated progress. • Children will show greater confidence in using and applying skills taught in Maths and English. • Intervention impact will be assessed using start data and end data where applicable. • Children will engage with online tutorial programmes in school and at home. • Pupil engagement and pupil interviews will show children have raised expectations of themselves and a greater understanding of the purpose of their learning. The children will be inspired and see the impact of their voice on decisions made in school.
	Part Time teacher to provide cover for class teachers to deliver targeted intervention to disadvantaged pupils in their own class or year group.	£6,840	
	Teachers to deliver targeted intervention.	£10,000	
	Teaching Assistants to deliver targeted interventions to disadvantaged pupils.	£652	
	Author visit: in response to pupil interviews. A number of children requested that they would like to meet an author to motivate and inspire them in their writing.	£1,000	
Social and Emotional (see Barriers)	Identified disadvantaged pupils to access support from Learning Mentor, through social/emotional intervention, meet and greet, drop-ins etc. Counselling provided for individual disadvantaged pupils with specific needs.	£2,461.50	<ul style="list-style-type: none"> • Children will demonstrate improvement in social and emotional skills. This will be demonstrated through Boxall profiles and pupil and parent questionnaires. • Discussions with parents and class teachers will show a development in confidence and self-esteem; children will have strategies to cope in different situations. Assessed through pupil and parent feedback, attendance, monitoring by learning mentor on playground and in social skills groups.
Planned Expenditure for Spring and Summer Term		£27,846	
Total Expenditure for 2016 – 2017		£78,660	