



St Wilfrid's Church of England Primary Academy

Pupil Premium Action Plan and Evaluation 2018 - 2019

Current No. of Pupils on Roll	562
Total no. of pupils eligible for PPG (Based on January 2018 Census)	66
Amount of PPG received per pupil	£1320
Total Pupil Premium Grant	£87,120

Current Number of Pupil Premium Pupils (January 2019)

Year Group (Total Pupils)	Number of Pupils	Percentage of Cohort
Nursery (50 pupils)	3/50	6%
Reception (77 pupils)	8/77	10.4%
Year 1 (73 pupils)	7/73	9.6%
Year 2 (70 pupils)	10/70	14.3%
Year 3 (83 pupils)	13/83	15.7%
Year 4 (76 pupils)	15/76	19.7%
Year 5 (80 pupils)	15/80	18.8%
Year 6 (64 pupils)	8/64	12.5%
All Pupils (573 pupils)	79/573	13.8%

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.

PPG Action Plan: Autumn Term 2018 Evaluation

Barrier/Area	Action	Cost	Success Criteria (Measure of Impact)
<p>Maths and English (See Barriers)</p>	<p>PPG Co-ordinator to work alongside Headteacher to co-ordinate and deliver targeted intervention to disadvantaged pupils. This role will include undertaking a forensic analysis of the needs of PPG children and organising targeted intervention and enrichment opportunities to enable children eligible for PPG to flourish. This will include targeted assessment, monitoring and evaluation, pupil interviews, case studies etc. Additional monitoring of children who are PPG and SEN.</p>	<p>£8684</p>	<p>Forensic analysis of needs undertaken through assessment of data. Following interviews with previous class teachers to identify key areas of need and focus for the Autumn term, interventions have been targeted to identified primary area of need for transition to the new year group.</p> <p>10/13 Children who are SEN&PPG have made at least 2 points progress in all areas in Autumn term with 4/13 children making 3 points progress.</p>
	<p>Appointment of a part-time teacher (five afternoons per week) to provide cover for class teachers to deliver targeted intervention to disadvantaged pupils in their own class or year group.</p>	<p>N/A</p>	<p>A part time teacher has been recruited ready for cover for class teachers in Spring term.</p>
	<p>Appointment of a part time teaching assistant to provide targeted support as directed by the class teacher or in response to pupil voice</p>	<p>£2447</p>	<p>3 Identified children in Year 2 and 3 have had intervention to develop listening skills. 2 children have made 3 pts progress in writing; 1 child has made 2 pts progress. All children have made progress in all areas of listening addressed.</p> <p>2 Year 4 children have had weekly writing support of 30 minutes with a teaching assistant: 1 child has made 4 pts progress, the other child has made less progress but further investigation of needs is being undertaken.</p> <p>4 Year 4 children who are SEN & PPG have had support in reading: 1-2pts progress has been made in reading fluency and comprehension.</p> <p>4 Year 1 children have had support in reading: Salford Reading Tests have shown an improvement in comprehension scores and fluency</p>

	<p>Teachers to deliver targeted intervention to PPG children in the areas of Maths and English.</p>	<p>£3941</p>	<p>12 Year 6 PPG pupils accessed a 7 week programme of Reading intervention with a teacher for one hour per week in a small group. The average point progress score for this group was 3.1points with one child making 4pts progress.</p> <p>6 Year 5 PPG pupils accessed a 10 week programme of Reading intervention with a teacher for one hour per week in a small group. The average point progress score for this group was 3pts progress with one child showing 6 months progress in reading comprehension.</p> <p>2 children who are SEN & PPG accessed phonics intervention for 5 weeks and are gaining fluency in reading with 1pt progress</p> <p>11 Year 5 PPG children accessed a writing intervention for 8 weeks with a teacher for one hour a week. The average progress was 3 points with one child achieving 4 pts progress.</p> <p>13 Year 5 PPG pupils accessed a 6 week programme of Writing intervention with a teacher for 40 minutes per week in two separate small group. The average point progress score for this group was 2pts progress.</p>
	<p>Teaching Assistants intervention L2 (16 hours) £8,500 HLTAs (6 hours) £4,310</p>	<p>£5056</p>	<p>During the Autumn term this support has been focused on KS1 and the Early years supporting transition into new phases, independence and Speech and language following recommendations from outside agencies.</p>

	Subscriptions to online tutorial programmes, including Maths Whizz and IDL	£5000	KS2 classes who are timetabled for Maths Whizz sessions are making good use of the programme and making progress averaging at 46 minutes per week for some classes with 4.3 progressions per week. Usage varies across school and whilst the programme is popular with children in school, uptake at home needs encouraging further. Parents have been informed at parents evening and a trophy is awarded to encourage individual classes. IDL is being used at home and school for targeted pupils.
Removing barriers to learning	Development of child voice: individual response questionnaires, with responses put in place to identified individual needs.	N/A	Pupil questionnaires have been completed by all children from Year 1 to Year 6. Results have been shared with class teachers and individual needs responded to through targeted 1:1 work, adaptations to class teaching and the purchase of additional resources in response to the children's concerns.
Removing barriers to learning	Teacher Mentoring Programme: SENCO and Learning mentor to interview individuals to create their own academic and personal targets with termly check ins to assess progress and provide support in achieving own goals.	N/A	Mentoring interviews undertaken by PPG co-ordinator with 16 children who are identified as secure in learning to set their own learning goals. Support given in areas identified by pupils as needing development. 13/16 pupils have made 3+ steps of progress in Autumn Term in all areas. 16/16 pupils have made 2 steps of progress in all areas.
Removing barriers to learning	Peer Mentoring Programme: identified children to be trained as peer mentors in conjunction with Standish High school and the Targeted Education Support Service to develop their own skills and confidence and apply these skills to supporting others (meta-cognition)	N/A	Pupil voice questionnaire has supported the development of the Peer Mentoring programme, where children who have identified themselves in need of support with friendships or on the playground have either been chosen as mentors or will have a peer mentor who can offer support. Training has been given to 20 Peer mentors over 4 sessions and the SENCO and Learning Mentor will support

			children in developing these roles. Further children will be trained as the programme develops.
Social and Emotional (see Barriers)	Learning Mentor to deliver social/emotional support and intervention to disadvantaged pupils and families and monitor attendance.	£3947	In the Pupil questionnaires 83% of PPG children reported that they knew who they could talk to if they needed help in school, with many naming Mrs Saggerson. 20 children have attendance of 100% 15 children have attendance of below 90% and Mrs Saggerson is actively working with families to improve this.
	Counselling provided for individual disadvantaged pupils with specific needs.	£3355	6 PPG Children have successfully engaged with counselling and positive feedback has been received from children, parents and teachers.
	PGL payments to disadvantaged pupils in Year 5 and 6 to ensure children access a range of learning experiences and have opportunities to develop their confidence through a range of outdoor challenges.	£1,246	Year 5 PGL has taken place with 14/15 PPG pupils participating. Positive feedback was received from parents.
Total		£33,676 (Balance £53,444)	

PPG Review took place in January 2019

PPG Action Plan: Spring And Summer Term			
Barrier/Area	Action	Cost	Success Criteria (Measure of Impact)
Maths and English (See Barriers)	Appointment of a part-time teacher for Spring Term (five afternoons per week) to provide cover for class teachers to deliver targeted intervention to disadvantaged pupils in their own class or year group.	£5,400	<p>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.</p> <p>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.</p> <p>PPG pupils will make at least expected progress, with many making accelerated progress. This will include SEND children. Where children have not made expected progress, case studies will be produced.</p> <p>Children will show greater confidence in using and applying skills taught in Maths and English.</p> <p>Intervention impact will be evaluated using start data and end data or focused skills assessment where applicable.</p> <p>Children will engage with online tutorial programmes in school and at home. Parental engagement with home learning will develop further as parents can request individual feedback. Engagement will be supported by motivational rewards: a class trophy will be given out weekly to encourage peer support and termly certificates for those who have engaged most.</p>
	Part-time teacher to provide cover for class teachers to deliver targeted intervention to disadvantaged pupils during the Summer Term	£6271	
	Appointment of a part time teaching assistant to provide targeted support as directed by the class teacher or in response to pupil voice	£3753	
	Teachers to deliver targeted intervention to PPG children in the areas of Maths and English.	£6045	
	Additional teacher in Year 6 (12.5% PPG children in cohort) to teach Maths in three smaller groups daily for 13 weeks.	£2554	
	Year 6 teacher to provide an additional 2 x 45 min PPG Interventions a week for 15 weeks.	£884	
	DHT teacher to provide an additional 2 x 45 min PPG Interventions a week for 15 weeks.	£1238	
	Additional HLTA to cover class teachers during two afternoons per week to deliver PPG interventions in Phonics and EYFS.	£2081	
	Teaching Assistants intervention L2 (16 hours) £8,500 HLTAs (6 hours) £4,310	£7754	
	Subscriptions to online tutorial programmes, including Maths Whizz and IDL	Paid in Autumn Term	

	Development of child voice: individual response questionnaires, with responses put in place to identified individual needs.	NA	<p>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.</p> <p>Staff will be aware of needs and strengths; children will have needs met and further questionnaires will reflect an improvement in areas required. Questionnaires will look at social experiences of children and engagement in school in addition to attitudes to learning and resources available to children.</p>
	Peer Mentoring Programme: identified children to be trained as peer mentors in conjunction with Standish High school and the Targeted Education Support Service to develop their own skills and confidence and apply these skills to supporting others (meta-cognition)	N/A	Children will develop own skills through mentoring others and younger children will be supported by older peers. Individual mental health will improve – evidenced through pupil questionnaires.
Social and Emotional (see Barriers)	Learning Mentor to deliver social/emotional support and intervention to disadvantaged pupils and families and monitor attendance.	£6053	Children will demonstrate improvement in social and emotional skills. This will be demonstrated through Boxhall profiles and pupil and parent questionnaires.
	Counselling provided for individual disadvantaged pupils with specific needs.	£5145	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.
	PGL payments to disadvantaged pupils in Year 6 to ensure children access a range of learning experiences and have opportunities to develop their confidence through a range of outdoor challenges. (Payment for Y5 PGL made in Autumn Term)	£1378	Discussions with parents, children and class teachers will show a development in confidence and self-esteem.
	Summer Term Expenditure against need	£4888	TBC
Total		£53,444 (Overall expenditure £87,120)	

