



## SS Simon and Jude Primary School

### Pupil Premium Grant Strategy: 2018-19

#### Overview of the school

Number of pupils and pupil premium grant (PPG) received (based on Jan 2018 Census)	
Total number of pupils on roll	410 (R-Y6)
Total number of Children eligible for PPG	119 (29.02%)
Amount of PPG received per pupil	£1320
<b>Total amount of PPG received</b>	<b>£157,080</b>

Previous Performance of Disadvantaged Pupils			
Early Years		2016-17	2017-18
% of children attaining a Good Level of Development	All pupils	62%	68%
	Disadvantaged pupils	45%	93%

Key Stage 1		2016-17	2017-18
% of pupils achieving the expected standard in reading, writing and mathematics combined	All pupils	63%	67%
	Disadvantaged pupils	53%	63%
% of pupils achieving the expected standard in reading	All pupils	75%	76%
	Disadvantaged pupils	68%	69%
% of pupils achieving the expected standard in writing	All pupils	64%	67%
	Disadvantaged pupils	53%	63%
% of pupils achieving the expected standard in mathematics	All pupils	80%	80%
	Disadvantaged pupils	63%	75%
% of Year 1 pupils achieving the required level in Phonics	All pupils	76%	87%
	Disadvantaged pupils	63%	73%
% of KS1 pupils achieving the required level in Phonics	All pupils	93%	80%
	Disadvantaged pupils	89%	75%

<b>Key Stage 2</b>		<b>2016-17</b>	<b>2017-18</b>
% of pupils achieving the expected standard in reading, writing and mathematics combined	<b>All pupils</b>	<b>57%</b>	<b>57%</b>
	<b>Disadvantaged pupils</b>	<b>61%</b>	<b>35%</b>
% of pupils achieving the expected standard in reading	<b>All pupils</b>	<b>59%</b>	<b>69%</b>
	<b>Disadvantaged pupils</b>	<b>64%</b>	<b>47%</b>
% of pupils achieving the expected standard in writing	<b>All pupils</b>	<b>76%</b>	<b>84%</b>
	<b>Disadvantaged pupils</b>	<b>75%</b>	<b>71%</b>
% of pupils achieving the expected standard in grammar, punctuation and spelling	<b>All pupils</b>	<b>69%</b>	<b>78%</b>
	<b>Disadvantaged pupils</b>	<b>68%</b>	<b>%</b>
% of pupils achieving the expected standard in mathematics	<b>All pupils</b>	<b>79%</b>	<b>76%</b>
	<b>Disadvantaged pupils</b>	<b>82%</b>	<b>53%</b>
Average scaled score in reading (100 is expected standard)	<b>All pupils</b>	<b>100.9</b>	<b>102.8</b>
	<b>Disadvantaged pupils</b>	<b>100.8</b>	<b>99.3</b>
Average scaled score in mathematics (100 is expected standard)	<b>All pupils</b>	<b>103.6</b>	<b>103.0</b>
	<b>Disadvantaged pupils</b>	<b>102.6</b>	<b>98.5</b>

\*data unvalidated at time of report

## Summary of main barriers to achievement

SS Simon and Jude is a larger than average primary school with over 479 pupils on roll. The school serves a very diverse population – the largest groups represented in school are White British children (29%) and Pakistani heritage children (49%). There are currently over 20 different languages spoken in school. The proportion of pupils from ethnic minority groups is well above the national average. The proportion of pupils who speak English as an additional language is well above the national average (59%). The proportion of pupils currently eligible for the pupil premium grant is above national average (29%) however the current number of disadvantaged pupils in school is higher than this. The current % of pupils with SEND stands at 15% which is above the national average. The school is in the top 5% for deprivation. The vast majority of pupils enter the Early Years within the very low ability range, especially for language and communication and writing.

### **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.

Item/project	Cost	Objective	Outcome
Music Tuition from Bolton Music Service (Year1 -6)	£4289.10	To give all pupils the opportunity to learn how to play a musical instrument. To provide all pupils with enrichment activities which are in addition to core subjects.	<i>Over the school year Y2/6 learnt singing with a specialist teacher. Y3 learnt to play the recorder, y4 the strings and yr5 the drums. Yr3/4 performed to parents through the Proms afternoons which were highly attended by parents. Yr6 performed in the end of year show and the leaver's service. These were both well attended by parents.</i>
To subsidise Breakfast Club (Food costs. Staffing costs within TA)	£739.50	To ensure that all pupils have breakfast before school and are ready for learning. To improve the attendance of specific pupils and reduce the number of persistent lates.	<i>120 pupils were regularly attending breakfast club on a daily basis. Over the year about 40 pupils were targeted with a free place to improve attendance and reduce the number of lates. Attendance and punctuality of 13/14 families targeted have improved.</i>
Free Breakfast club for year 6 Booster sessions and SATs week (3 weeks)		To ensure that year 6 have had a breakfast and are in school on time in SATs week. To ensure that pupils are ready for learning.	<i>80% plus year 6 pupils regularly attended Breakfast club for 3 weeks during SATs. In addition all pupils were given a cereal bar. Breakfast was also provided for all Year 2 pupils during 2 weeks of SATs in class.</i>
To fund the Gold Trip	£290	To recognise and reward outstanding progress within the eight personal learning goals.	<i>96 children from reception to year 6 were selected to attend the gold event. The event took place in school in order to reward all pupils who completed their gold bookmark sticker for outstanding progress within the eight personal learning goals.</i>
Funding of school uniforms	£580	To ensure all children have a school uniform and reading bag on entry to school.	<i>All pupils new to school in early years are provided with a school jumper and reading bag, along with any new starters throughout the school.</i>
Employment of attendance and pastoral care manager	£151400.35	To ensure attendance is in line or above the national percentage. To improve the punctuality of identified pupils.	<i>Whole school attendance for children of compulsory school age was 95.8% which was above the school target of 95.6% and in line with national percentage of 95.8%. 14 families were supported by the attendance and pastoral care manager. Of these 13/14 families had improved attendance and reduced the number of lates.</i>
Learning Mentor to provide additional intervention for identified children and families with social and emotional difficulties (small group and 1:1)		To ensure that children with additional barriers to learning are making expected progress with their learning, attendance, behaviour and social skills.	
1 to 1 Learning Review meetings between teacher and child four times a year (Year 1-6)		To improve pupils engagement in their learning and pupils to know their next steps in learning. Most pupils are able to discuss what they need to do in order to improve their own learning.	
1 to 1 and small group additional teaching assistant interventions and support including phonics sessions and 1 to 1 reading (Early		Pupils identified as not making expected progress to receive additional interventions to ensure they make at least expected progress. To ensure % pupils passing phonics screening is in line with national. To ensure that the reading age is in line with their chronological age for the vast majority of	
			<i>85% pupils in year 1 passed the Phonics Screening test. This is above the national of 82%. 92% of disadvantaged pupils passed the phonics screening test in year 1. This is significantly above the national of 71%. Disadvantaged pupils in reception and year 1 made at least expected progress</i>

Years and KS1)		pupils.	<i>in reading, writing and maths. In year 2 76% of pupils are working at ARE in reading. In year 1 70% of pupils at working at ARE in reading. In reception 78% of pupils are working at ARE in reading.</i>
1 to 1 and small group additional teaching assistant interventions and support including 1 to 1 reading (KS2)		Pupils identified as not making expected progress to receive additional interventions to ensure they make at least expected progress. To ensure that the reading age is in line with their chronological age for the vast majority of pupils.	<i>Disadvantaged pupils in year 5 and year 4 made at least expected progress in all subjects. In year 6 75% of pupils are working at the expected standard in reading. In year 5 78% of pupils are working at ARE in reading. In year 4 82% of pupils at working at ARE in reading. In year 3 66% of pupils are working at ARE in reading.</i>
Additional EAL & INA teaching assistant support in reception		To ensure that all pupils can fully access the learning in the classroom and increase the number of EAL pupils achieving a good level of development.	<i>66% of pupils with English as a second language achieved a good level of development compared with 67% nationally.</i>
Parental Workshops		To improve engagement with families in order to impact positively on pupils' learning.	<i>This year the focus was on Learning focused workshops. These included phonics (y1), handwriting and expectations (y2, 3, 4) maths calculations across the year groups (y1, 2, 4, 5), reading SAT papers for years 2 and 6, reading (reception) and workshops for EAL parents. This year pupils joined their parents which was successful, particularly for the maths calculations sessions. In most workshops over 50% of the parents from each class were attending.</i>
Additional teaching assistant support in KS1		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.	<i>85% pupils in year 1 passed the Phonics Screening test. This is above the national of 82%. 92% of pupils in receipt of PPG passed the phonics screening test in year 1. This is significantly above the national of 71%.</i>
Additional teacher to deliver small group intervention with a focus on phonics in year 1 and English and maths in year 2	£31412.58	To ensure % pupils passing phonics screening is in line with national. To increase the percentage of Year 2 working at ARE to in reading, writing and maths.	<i>At the end of year 2 76% pupils achieved the expected standard or above in reading compared with 75% nationally. 66% pupils achieved the expected standard or above in writing compared with 69% nationally. 78% pupils achieved the expected standard or above in maths compared with 76% nationally. 9% disadvantaged pupils achieved GDS in reading compared with 14% nationally. 9% disadvantaged pupils achieved GDS in writing compared with 7% nationally. 0% disadvantaged pupils achieved GDS in maths compared with 12% nationally.</i>
Additional teacher in year 6 English and Maths to target high achieving pupils		% of pupils achieving HS/GDS at the end of KS2 are at least in line with the national picture and progress measures reflect a positive picture.	<i>At the end of year 6 22% pupils achieved GDS in reading compared with 27% nationally. 10% pupils achieved the GDS in writing compared with 20% nationally. 32% pupils achieved GDS in maths compared with 27% nationally. 23% disadvantaged pupils achieved GDS in reading compared with 17% nationally. 8% disadvantaged pupils achieved GDS in writing compared with 11% nationally. 23% disadvantaged pupils achieved GDS in maths compared with 16% nationally.</i>

Achievement for all programme (2 year programme)	£5950	Closing the gap for vulnerable and disadvantaged learners. Accelerate progress and attainment of target pupils.	<i>In early years the percentage of pupils achieving a good level of development was in line for all pupils and disadvantaged pupils, both at 69%. At the end of KS2 the percentage of disadvantaged learners that achieved the expected standard has increased in all subjects. The gap between all pupils and disadvantaged learners has decreased in all subjects.</i>
Additional learning experiences e.g. external visitors, workshops	£290	To enhance learning linked the IPC curriculum through providing a range of hands on experiences.	<i>Over the year each key stage attended a range of trips to enhance their IPC learning. These included trips to the zoo to look at rainforest animals, ancient Egyptian workshop at the museum, Manchester Science and industry museum to look at the invention of the steam train and how this impacted on other industrial developments, recycling centre, post office, Smithills farm and Manchester airport. Experiences in school included the planetarium linked to Mission to Mars unit and oral health.</i>
Part funded residential trip in year 5	£500	To ensure that all pupils have access to a residential trip to enrich their learning and remove the potential cost barrier.	<i>All Pupils in year 5 were offered a place on the Robinwood visit. 27 year 5 pupils attended. 50% of disadvantaged pupils in year 5 attended the trip. The price was reduced to ensure that more pupils were able to attend. The trip developed their team building skills, confidence, communication and problem solving skills.</i>
Speech and Language Therapist to provide intervention to identified pupils in reception	£5200	To clearly identify speech, language and communication needs of pupils. To improve pupils' language and communication skills so that a greater percentage of pupils are working at an average level or above in information and grammar assessments.	<i>All reception children who were targeted for Speechwise intervention made improvements in both their grammar and information. In September 2018 65% of pupils were working below average for information and in July 2019 78% were working at or above the average range. For grammar 91% were working below average in September 2018 and in June 2019 52% were working at or above the average range. In September 2018 most pupils were working at the 0, 1 and 2 key word level and by the end of the year most were working at the 2, 3 and 4 key word level. 93% pupils made expected progress in listening and attention, 89% in understanding and 93% in speaking.</i>

<b>Total funding received</b>	£157,080
<b>Total funding spent</b>	£200, 652.05
<b>Funding remaining</b>	<b>-£43, 572.05</b>

### **Strategy Review**

Local Governing Body meetings

Autumn 2018

Spring 2019

Summer 2019