# Pupil premium strategy statement

## School overview

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| **Metric** | **Data** |
| School name | Primary School |
| Pupils in school | 176 |
| Proportion of disadvantaged pupils | 16.9% |
| Pupil premium allocation this academic year | £38,315 |
| Academic year or years covered by statement | 2021-22 |
| Publish date | 01 April 2021 |
| Review date | 01 April 2022 |
| Statement authorised by | Mrs G O’Brien |
| Pupil premium lead | Mr P Hassan |
| Governor lead | Mr E Siddall |

## Disadvantaged pupil progress scores for last academic year (data 2018/19)

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| **Measure** | **Score** |
| Reading | -2.56 |
| Writing | -1.01 |
| Maths | 3.54 |

## Disadvantaged pupil performance overview for last academic year (data 2018/19)

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | R - 25% W – 50% M – 75% |
| Achieving high standard at KS2 | NIL |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Activity** |
| Priority 1 | Improved speech and language acquisition in the Foundation Stage – CDP from EYFS team Wigan training to deliver the phonics scheme effectively. (Also Speech and Lang training from LA service) |
| Priority 2 | Wide range of interventions provided for all children to enhance the curriculum. White Rose purchased to embed Mathematics and develop the mastery of maths across all year groups |
| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions – Use of White Rose resources and QFT. |
| Projected spending | £38,315 and school budget where required |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date** |
| Progress in Reading | Achieve national average progress scores in KS2 Reading | Sept 22 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing | Sept 22 |
| Progress in Mathematics | Achieve average KS2 Mathematics progress score | Sept 22 |
| Phonics | Achieve national average expected standard in PSC | Sept 22 |
| Other | Improve attendance of disadvantaged pupils | Sept 22 |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

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| **Measure** | **Activity** |
| Priority 1 | Ensure all relevant staff have received LA EYFS training to deliver the phonics effectively  (TA and teaching staff performance management targets/CPD) |
| Priority 2 | Work with the maths coordinator and maths support Local Authority to ensure the delivery of QFT maths lessons |
| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions –triangulation of books, pupils and QFT |
| Projected spending | Within the budget of £38,315 |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Embed use of Boosting reading across all year groups to increase reading for pleasure |
| Priority 2 | Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations (Training with TESS team) |
| Barriers to learning these priorities address | Encouraging wider reading and providing catch-up in reading (small groups KS1 – typically an area of weakness) |
| Projected spending | Within the budget £38,315 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Create various after school activities throughout the year to support the wider curriculum |
| Priority 2 | Use the LA Attendance office to support families with attendance and engage with Early help for families with acute needs |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils |
| Projected spending | Within the budget £38,315 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days, staff meetings and additional cover being provided |
| Targeted support | Ensuring enough time for school maths-lead to support small groups | Maths lead paired with HLTA to free up 1 day a week to lead small groups and also to support HLTA in small group maths recovery interventions. |
| Wider strategies | Engaging the families facing most challenges – Emotional Wellbeing | Pastoral lead working closely with SENCO, SLT and other outside agencies. |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Progress in Reading and Writing | Slight improvement in disadvantaged pupil progress from 2018 to 2019. As a result, introduction of Focus English, Guided reading and boosting reading intervention will be embedded across the school, to ensure we meet the aim. |
| Progress in Mathematics | Continued steady improvement. To ensure progression White Rose will be embedded across the school, to ensure all children in all year groups progress – closing the gap. |
| Phonics | New aim of disadvantaged pupils meeting national average for all pupils by September 2022. |
| Other | There is an improvement in attendance since last year especially focus groups. New focus is not just on core groups but as a whole school approach. |