



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
Total amount of PPG received	£157,080

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%

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

*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.	
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.	
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.	
To fund the Gold Trip	£290	To recognise and reward outstanding progress within the eight personal learning goals.	
Funding of school uniforms	£580	To ensure all children have a school uniform and reading bag on entry to school.	
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.	
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 Years and KS1)		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 pupils.	
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.	

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.	
Parental Workshops		To improve engagement with families in order to impact positively on pupils' learning.	
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.	
Additional learning experiences e.g. external visitors, workshops	£290	To enhance learning linked the IPC curriculum through providing a range of hands on experiences.	
Achievement for all programme (2 year programme)	£5950	Closing the gap for vulnerable and disadvantaged learners. Accelerate progress and attainment of target pupils.	
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.	
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.	
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.	
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.	

Total funding received	£157,080
Total funding spent	£200, 652.05
Funding remaining	-£43, 572.05

Strategy Review

Local Governing Body meetings

Autumn 2018

Spring 2019

Summer 2019