



## St Margaret's Anfield Church of England Primary School



### Pupil Premium Grant Strategy and Plan 2020-21

#### Overview:

- St Margaret's Anfield CE Primary has 435 pupils on roll. (January 2020 Census data)
- 48.96% (213) of these pupils are eligible for PPG. (January 2020 Census data)
- Funding projected for 2020-21 **£262,709** in PPG
- The funding was allocated after careful analysis of a wide range of data in order to identify vulnerable groups and individuals.
- The Sutton Trust Toolkit of Strategies to Improve Learning was used as a guide for effective allocation of funds.
- The strategic plan is set in the context of the ongoing Covid pandemic restrictions

#### School context 2019-20

(January 2020 Census data)

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (CLA)	Number of post-CLA children	Number of service children
213	119	94	196	7	1	1

## 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

### **Pupil Premium**

The primary aim of the school is to ensure that all children are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress in relation to children's individual starting points.

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), children of service families, pupils who have been 'Looked After' (in care).

### **Main Barriers to Learning**

Some of our children start school well below national expectations. In order to address children's development gaps we direct a range of resources, interventions and strategies for both children and parents. Barriers and challenges faced by some of our disadvantaged pupils are many and varied. They often increase in complexity as the children get older.

The principal barriers to future attainment are identified as:

#### **In school Barriers**

- Poor language/communication skills on entry
- A lack of effective engagement in their learning by some pupils
- Gaps in knowledge and skills in core areas
- Reduced self-esteem/lack of confidence for both children and the wider family, resulting in low expectations and aspirations

#### **External Barriers**

- Attendance and punctuality
- Limited access to opportunities beyond school life

### Our current strategies to address barriers:

Underpinning our strategies for improvement is assessment, intelligent use of data and key information. Clear analysis allows us to address social, emotional and learning needs with a range of appropriate resources resulting in the accurate targeting of underperformance, leading to effective closure of gaps. Assessments, both formative and summative constantly inform our planning, teaching and learning. All data is cross referenced so a child's strengths are widened across all subjects. Regular daily feedback and encouragement during every lesson within a positive learning environment, results in pupils who believe in themselves and are motivated to succeed and achieve (*Evidence: Marking and Feedback Policy*). An effective, stimulating and engaging curriculum, reflecting children's learning needs through modern culture and their own interests, is crucial to captivate learners and accelerate progress (*Evidence: Planning files and Curriculum overviews*).

There is a relentless focus on high quality teaching for all pupils.

In order to facilitate the wide range of needs across each cohort we have additional teachers in Reception and Year 2 (all day) and in Y6 every morning. This has reduced group size greatly. Our most vulnerable children benefit from small groups with our experienced teachers supported by well qualified teaching assistants. This provision allows for effective intervention with clear differentiation and facilitates an immediate response to any misconceptions on a daily lesson basis. Additional support to address more significant learning gaps is provided through afternoon interventions. Key to this provision is consistency in staff that know and understand a child's strengths and more importantly their weaknesses. (*Evidence: Intervention registers, IEPs, IBPs, Teacher planning folder*).

Our most vulnerable children receive daily learning of basic skills, so we have created a **PLC** (Personalised Learning Centre) for our children with cognitive learning and behavioural difficulties. This intense personalised programme will result in the majority of children being re-integrated back into their year group and aiming to be achieving within national expectations.

Technology plays an important role throughout the school both as a tool to reinforce concepts as well as to engage and enrich learning. All staff have high expectations of all children (*Code of Conduct, Intervention registers, planning*). The quality of teaching and learning is consistently good some being

outstanding (*Evidence: HT/SLT lesson Observations and rolling notes*). Expertise is shared across the school resulting in constant improvement (*Evidence: PDMs, co-coaching*). No time is wasted, no opportunity lost. We expect nothing less than the ‘best’ for every child.

Every decision we make has the children and their progress at the very heart of it, underpinned by our core values of **Truth, Fairness, Justice and Joy** and demonstrated daily through our motto, ‘**By Faith and Work**’.

## 2. Desired outcomes

	<b>Desired outcomes and <i>how they will be measured</i></b>	<b>Success criteria</b>
<b>A.</b>	<p>Further develop pupil skills in language and communication, with focus on developing a broad vocabulary to enable pupils to access all areas of the curriculum</p> <p><i>Will be measured through establishing clear starting points and half termly assessments, pupil progress meetings, analysis of interventions and analysis of NFER progress information</i></p>	<p>Clear progress made by all pupils from their identified starting points</p> <p>Measurable progress through standardised assessments</p>
<b>B.</b>	<p>Improve levels of engagement for all pupils with a particular focus on identified vulnerable children.</p> <p><i>Will be measured through half termly assessments, pupil progress meetings, analysis of interventions. NFER analysis and external consultant review</i></p>	<p>Improvements in attendance and punctuality</p> <p>Reduction in low level behaviour incidents</p> <p>Improvements in pupils levels of engagement</p>
<b>C.</b>	<p>Good levels of attainment achieved in all year groups in Reading Writing and Maths. Monitor and track all disadvantaged pupils in each year group.</p>	<p>Disadvantaged pupils in all year groups make good progress and attain well. Assessments are measured each term and compared with non-disadvantaged. Use of NFER Confidence Bands to show measures of progress.</p>

	<i>Will be measured through half termly assessments, pupil progress meetings, analysis of interventions, use of school Vulnerable tracking system and NFER analysis.</i>	
<b>D.</b>	<p>Improvements in pupils’ metacognition, self-awareness and self -regulation</p> <p><i>Will be measured through half termly assessments, pupil progress meetings, analysis of interventions. Analysis of pupil survey and questionnaires</i></p>	<p>Learning walks and work scrutiny indicate growing pupil awareness of higher expectations.</p> <p>Increased awareness of metacognition by all members of the school community</p>
<b>E.</b>	<p>Continue to monitor the attendance of all disadvantaged pupils and inform parents if their child is falling below and provide support as needed</p> <p><i>Measured by termly tracking of attendance data.</i></p>	<p>Reduce the number of disadvantaged pupils with attendance below the National of 96%</p>
<b>F.</b>	<p>Improvement in pupils’ opportunity to experience first-hand enjoyment of wider life experiences and an enriched curriculum which they may not otherwise be able to access. Within the limitations of national Covid restrictions</p> <p><i>To be measured by pupil engagement ,feedback and parental comments</i></p>	<p>All disadvantaged pupils are able to grow and develop language, confidence, self - esteem and bring these experiences to enhance their capacity to learn. That they will develop independent learning skills and build connections across the curriculum. That capital of culture is seen at the heart of enrichment opportunities.</p>

**Pupil Premium Grant summary of objectives for 2020/21**

**Total Pupil Premium Grant allocation for 2020/21: £262,709**

**St. Margaret's Anfield Church of England Primary School takes the long view and does not concentrate on 'quick fixes'. We use our data intelligently to analyse the performance of individual pupils and beyond this to pinpoint any patterns of underachievement in the school as a whole.**

- Raising standards in Phonics and Writing in all Key Stages
- Maximise progress for vulnerable groups and individuals
- Attendance – PPG and a focus in particular on PAs in receipt of PPG
- Provide appropriate support for children who are looked after or vulnerable
- Support for eligible pupils with English as an Additional Language
- Support for eligible pupils attending educational and residential visits
- Additional staff based in Reception and Y3 each day and in Y6 every morning to provide focused intervention strategies and allow class teacher to also deliver focused support for individuals and groups of pupils
- PLC to devote sessions to SEN pupils. Targeted, specific cognitive development and support planned for. All other year groups targeted over the afternoon sessions for those who are emotionally or behaviourally vulnerable
- Staff based in the Welfare Team to support those with attendance issues

**Projected spend 2020-21: £291,970**

**Objective 1: Quality First Teaching: Maximise progress for vulnerable groups and individuals by raising standards in Reading, Writing and Mathematics in all Key Stages. Support for eligible pupils with English as an Additional Language.**

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>This will be measured by:</b>	<b>Cost/resource implications</b>	<b>Review dates</b>
Additional staff in Y3 and Y6 (am) to work with PP pupils	Attainment levels improve, progress is better than expected for RWM	Daily until July 2021	SLT	Internal progress meetings Class spreadsheet SATs results	Y3 SUPPLY £21,000 RM COST TO SCHOOL FOR 1 YEAR £33000 <b>= £54,000</b>	Half Termly
Additional supply staff in Reception and Apprentice in Nursery	Children prepared for entry to KS1, Phonics grouping, significant individual needs are met	Daily until July 2021	EYFS Leaders	Internal progress meetings Class spreadsheet EYFS leader meetings and data	1 X EYFS TA £24,000 1 X APPRENTICE £16,400 <b>£40,400</b>	Half Termly
Raise standards in Writing all Key Stages for all and for PPG pupils though high quality staff training	Attainment levels improve, progress in writing is better than expected. PPG pupils achieve in line with non PPG pupils	Daily until July 2021	Class teachers, monitored by DHT/SLT	Internal progress meetings Class spreadsheet Learning walks Lesson Observations Pupil Voice Book looks PDM time to follow up on findings	Training costs and resources Vikki: <b>£2,000</b>	Half Termly
Reading Ambassador to support vulnerable pupils in reading throughout the school and deliver RWI coaching	Pupils make progress in reading, particularly in fluency and fact retrieval	Daily until July 2021	SLT/SL	Internal progress meetings Class spreadsheet Pupil voice	S LEATH <b>£23,000</b>	Termly

PLC - devote sessions to Y3 SEN pupils. Targeted, specific cognitive development and support planned for <b>Targeted Intervention.</b>	Attainment levels improve, progress is better than expected. PIVATS scores demonstrate sustained progress	Daily until July 2021.	TO, RC	Lesson observations Pupil progress data IEP reviews	£23,000 TA SUPPORT M ANDERSON 1 DAY £8000 <b>£31,000</b>	Termly
1:1 specialist TAs for pupils with High Needs <b>Targeted Intervention</b>	Pupils are able to access the curriculum in mainstream school	Daily until July 2021.	RC AH, JC (0.6) FH, supply,	IEP reviews IBP reviews PIVATS levels	<b>£30,220</b> (to top up the HNTUF)	6 week monitoring
Polish speaking (Upper Pay Scale) teacher to support our EAL pupils	Pupils are able to access the curriculum and make progress	AF, 2 days weekly	A Filim,	NASSEA Steps assessments	<b>£21,000</b>	Half termly
Liverpool Reading Project: RWI	Identified PP Pupils to make progress in identified targets	3 year project 2020-2023	LJH/WJW/CP/SL	RWI half termly assessments	£2,000 per year for resources and supply cover	<b>Objective 1: Total £203,620</b>
<p><b>Evaluation:</b> Additional staff enabled targeted interventions. We have a growing need for more 1:1 support. HNTUF is applied for, however, this continues to be an area that impacts the budget as when new pupils arrive, further support is required straight away, regardless of how quickly any additional funds are recouped. RWI will continue to be a focus for whole school improvement for the next three academic years at least, with additional staff required to deliver 1:1 sessions, assessments and co-coaching. Last minute changes to the RWI Staff Leadership Team ( two members of highly skilled staff are moving on to new jobs) needs addressing straight away in the Autumn Term. The PLC was effective in enabling targeted support to Y3 pupils this year. It is hoped that next academic year, KS2 pupils will be able to access this highly effective provision once the need to work in bubbles is removed.</p>						



**Objective 2: Pupil Welfare Support: Provide support for pupils who display social, emotional, mental health, behavioural needs or are Looked After.**

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>This will be measured by:</b>	<b>Cost/resource implications</b>	<b>Review</b>
Pupil Support Officer to be non-class based.	Pupils with emotional and mental health issues are supported and cared for. Strategies developed. Attendance improves	Weekly support offered to targeted grps of pupils PM only.	HC/AB	Appraisal process SSM Pupil attitudes	<b>£13,000</b>	Weekly
Learning Mentor to support pupils with behavioural and emotional issues, focusing on Mental health. <b>Targeted Support</b>	Pupils with emotional and mental health issues are supported and cared for. Strategies developed. Attendance improves	Daily support for individuals and grps of pupils	HC/MB	Appraisal process Caseload notes SSM Pupil surveys Pupil attitudes	<b>£33,850</b>	Weekly
Pastoral AHT to monitor pupils who need to develop self-esteem and self-worth	Behaviour improves for target group of pupils. Behaviour For Learning sessions - pupils learn about and reflect on what they did and how best to move	½ termly monitoring. Meetings with parents.	H Cragg	B4L records Behaviour records – electronic notes on meetings with parents/carers (CPOMS) Phone call records Liaison with class teachers and DSL	<b>£34,000 (0.5)</b>	Half termly

	forward and put things right. Attendance improves. Whole school behaviour standards improved and sustained						
						<b>Objective 2: £80,850</b>	

**Evaluation:**

This has been a year like no other and the welfare team have worked tirelessly to support our vulnerable pupils and their families. The Pastoral Assistant Head teacher, Pupil Support Officer and Learning Mentor have supported pupils wherever possible, however, the requirement for working in isolated bubbles has hindered their ability to support all pupils at times, hopefully, next academic year the need to work in bubbles will be removed allowing for more mixed groupings and interventions. That said, pupils know who they can go to for support and care.

**Objective 3: Attendance: Improve whole school attendance**

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>This will be measured by:</b>	<b>Cost/resource implications</b>	<b>Review</b>
Improve whole school attendance and punctuality.	95% attendance figures.	Weekly monitoring	A Cavanagh, LHird	Weekly attendance reports delivered to SSM First day response calls Weekly meetings with EWO High profile in school Attendance League Table Cumulative reports	initiatives - <b>£2,000</b>	Half termly

				Home visits		
Improve attendance for pupils in receipt of the PPG	95% attendance figures.	Weekly monitoring	(A Cavanagh) LHird (DSL)	PP case studies (as above) Phase Leader Reports	Proportion of relevant staff wages <b>£3,500</b>	
Reduce Persistent Absentee numbers, focusing on those in receipt of PPG.	Number of PA reduced. Number of PA eligible for PP reduced – gap closes.	Weekly monitoring	A Cavanagh, LHird,	PA reports (as above)		<b>Objective 3: £5,500</b>

**Evaluation:**

The requirement for self-isolation has had a huge impact on attendance this year.  
The attendance figure this year overall is **XX%**, with x codes removed, it is **XX%**

**Objective 4: Vulnerable groups: Support for disadvantaged boys in writing (whole school) and all disadvantaged pupils within Phonics (Y1).**

Actions	Success criteria	Timescales	Person responsible	This will be measured by:	Cost/resource implications	Review
Improve disadvantaged boys' standards in writing whole school <b>Targeted Intervention</b>	Improved standards internal and end of Key Stages Successful completion of: Oracy 21 Project Non-fiction Boys' Writing Project	July 2021	Class teachers LMc (NPQSL) CP, GL, WJW	Guided Writing – Books! Class spreadsheet Pupil voice Learning Walks Lesson drop ins Book looks		Termly
Improve standards in Y1 for disadvantaged and all pupils	Significant increase in % compared to last	July 2021	CP/SLT KS1 staff Support from SIL	Class spreadsheet Phonics assessment data analysis		

achieving the expected standard in the Phonics Check	year. Aspirational target of 60%				£0	
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**Evaluation:**  
This target must continue next academic year as significant gaps in learning remain.

<b>Objective 5: Developing enrichment opportunities</b>						
<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>This will be measured by:</b>	<b>Cost/resource implications</b>	<b>Review</b>
Within Covid restrictions establish a programme of enrichment opportunities to build capital of culture and raise pupil aspirations	Disadvantaged pupils have access to museums, art opportunities, music and sport to raise aspirations and personal development	Within Covid restrictions	SLT	Pupil feedback Parental feedback	£2000  <b>Objective 5: £2,000</b>	Termly
<b>Evaluation:</b> Sadly, external trips have not been possible due to covid restrictions and so we ensured children had opportunities in school to experience a range of additional experiences.						

## Summary

The strategic plan has been established to meet the three tiers of impact – High Quality Teaching for all : Targeted Interventions and Other approaches.

Actions have been costed and co-ordinated to meet the changing needs of pupils in the context of the Covid pandemic. The central focus remains on providing the consistent delivery of a high quality, high challenge, connected curriculum, supplemented by targeted interventions and the continuing development of each individual pupil to achieve their potential.

**Truth, Fairness, Justice and Joy**

**‘By Faith and Work’.**