

St Maxentius Church of England Primary School Pupil Premium Strategy



Summary information											
School	St Maxentius Church of England Primary School										
Academic Year	2020/2021	Total PP budget	£ 30, 865				Date	July 2021			
Total number of pupils	203	Pupils eligible for PP	26	Boys PP	13	Girls PP	13	SEN PP	7	SEN EHCP	2
Current attainment											
	<i>Pupils eligible for PP (school)</i>						<i>Pupils not eligible for PP (national)</i>				
% Achieving expected standard or above in reading, writing & maths	All 24% (43%) GD 0% (3%). SEND Support 13% (17%) GD 0% (0%)						45% (71%)				
% Achieving expected standard or above in reading	All 35% (61%) GD 9% (14%). SEND Support 22% (31%) GD 0% (0%)						65% (78%)				
% Achieving expected standard or above in writing	All 21% (53%) GD 0% (8%). SEND Support 11% (21%) GD 0% (0%)						58% (83%)				
% Achieving expected standard or above in maths	All 33% (57%) GD 5% (9%). SEND Support 13% (29%) GD 0% (0%)						60% (84%)				
Barriers to future attainment											
Academic barriers											
A.	Speed and recall of number facts such as times tables and number bonds.										
B.	Reading fluency, comprehension and reading for pleasure, limited vocabulary for PPG children across school										
C.	Securing basic skills in writing with a focus on sentence composition and spelling. Use of proof reading skills to self-check writing										
Additional barriers <i>(issues which also require action outside school)</i>											
D.	Low self-confidence and low aspirations of children in receipt of PPG funding										
Intended outcomes											
A.	At end of key stages increased proportions of disadvantaged pupils to meet ARE in maths, to be at least in line with national other pupils										
B.	At end of key stages increased proportions of disadvantaged pupils to meet ARE in reading, to be at least in line with national other pupils										

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C.	At end of key stages increased proportions of disadvantaged pupils to meet ARE in writing, to be at least in line with national other pupils
D.	Progress for disadvantaged pupils to be at least in line with non-disadvantaged national in R/W/M

Success Criteria				
Criteria	Evidence	Autumn evaluation	Spring Evaluation	Summer Evaluation
At end of key stages increased proportions of disadvantaged pupils to meet ARE in reading, to be at least in line with national other pupils	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings	R 0% National Non FSM (2019) 79% Y2 50% National Other (2019) 78% Y6 57% National Other (2019) 78%	R 0% National Non FSM (2019) 79% Y2 0% National Other (2019) 78% Y6 17% National Other (2019) 78%	R 71% National Non FSM (2019) 79%
				Y2 46% National Other (2019) 78%
				Y6 82% National Other (2019) 78%
At end of key stages increased proportions of disadvantaged pupils to meet ARE in writing, to be at least in line with national other pupils	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings	R 0% National Non FSM (2019) 76% Y2 50% National Other (2019) 74% Y6 57% National Other (2019) 73%	R 0% National Non FSM (2019) 76% Y2 50% National Other (2019) 74% Y6 0% National Other (2019) 73%	R 62% National Non FSM (2019) 76%
				Y2 62% National Other (2019) 74%
				Y6 73% National Other (2019) 73%
At end of key stages increased proportions of disadvantaged pupils to meet ARE in maths, to be at least in line with national other pupils	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings	R 0% National Non FSM (2019) 84% Y2 50% National Other (2019) 79% Y6 29% National Other (2019) 84%	R 0% National Non FSM (2019) 84% Y2 50% National Other (2019) 79% Y6 33% National Other (2019) 84%	R 76% National Non FSM (2019) 84%
				Y2 52% National Other (2019) 78%
				Y6 79% National Other (2019) 84%
Progress for disadvantaged pupils to be at least in line with non-disadvantaged national in R/W/M	Internal data IDSR/ASP/SPS Tracking information	Reading Y6 -1 National Other (2019) 0.32 Writing Y6 -0.3 National Other (2019) 0.27 Maths Y6 -1.4 National Other (2019) 0.37	Reading Y6 -1.6 National Other (2019) 0.32 Writing Y6 -1.2 National Other (2019) 0.27 Maths Y6 -1.4 National Other (2019) 0.37	Reading 1/6 17% other 17/26 65%
				Writing 2/6 33% Other 16/26 62%
				Maths 2/6 33% Other 19/26 73%

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Quality of teaching for all	Planned expenditure			Total budgeted cost:		£9,500
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Additional staffing: teaching assistants to ensure intervention programmes are delivered effectively.	Children with gaps in learning are identified promptly and timely interventions put in place to ensure rapid progress.	EEF Toolkit – reading comprehension strategies show high impact for low cost. Phonics shows moderate impact for very low cost.	Performance management Monitoring Data analysis/EOKS outcomes	PPG lead, Head teacher	Termly monitoring
	Diagnostic tools: To track progress and outcomes using PiXL online tool which enables tailored intervention programs to be developed through question level analysis. (£3,000) Testbase allows access for all classes to appropriate test-style questions for English and maths. (£2,400)	% of pupils at EOKS to be online with national for EXS in reading and writing.	Pixl provides high quality which can be used to analyse pupil data and materials to address specific issues. Testbase provides useful resources which marry up with a areas to be addressed.	Performance management Monitoring Data analysis/EOKS outcomes	PPG lead, Head teacher	Termly
Positive behaviour strategies reviewed and securely in place to allow for children to feel supported and have high expectations of themselves. Training for all staff on behaviour management. New traffic light system in place for all children in school. Regular communication with parents and SLT if required. Use of CPOMS for recording incidences.	Pupils feel safe and supported whilst in school. Positive relationships are modelled and developed.	Collaborative learning involving children working together on activities in groups small enough for everyone to participate in shows moderate impact for very low cost with +5 months (EEF)	Regular and ongoing monitoring by the SLT Mentoring staff, when necessary		Termly – monitoring file	

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	Regular monitoring of phonics, reading and maths focussing on disadvantaged pupils	% of pupils at EOKS to be online with national for EXS in reading and writing.	Monitoring ensures that the focus remains on disadvantaged pupils and keeps them in the 'spotlight' for teachers.	Teacher release time for monitoring		Termly – monitoring file and SIP
	PSHE developed throughout school with subject leader teaching all classes in KS2. Well-being check implemented in all classrooms after lunchtimes to ensure positive, collaborative environment for working is nurtured.	Disadvantaged children have good attitudes to learning, positive attitudes to school, attendance for DAP is above national and they make accelerated progress.	EEF research on 'character' i.e. a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation and resilience – that are thought to underpin success in school and beyond.	Pupil questionnaire Pupil conferencing Progress measures Lesson observations	PPG lead (CB)	Termly – SIP review

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Planned expenditure			Total budgeted cost:		£ 9,500
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Educational Psychologist to give advice on how best to support pupils and teachers.</p> <p>Aspire Behaviour Support to offer 1 day per week in school for children with behaviour difficulties. Also to provide support for families through telephone conversations and home visits if appropriate (£4,999)</p>	Staff are empowered to manage behaviour effectively across school in lcass, around school and during unstructured times.	Behaviour interventions can give moderate impact with moderate costs with +3 months progress (EEF Toolkit). Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).	SENCO will monitor the impact termly	PPG lead (CB)	Termly with Aspire (planning meeting)
Speech therapy provided by trained TA for children in school with specific needs. Regular discussions with class teachers, parents, SENCo to ensure this is targeted and regularly reviewed.	Regular access to specialist support on a needs basis, vulnerable children given priority appointments	EEF toolkit states that oral language interventions give moderate impact for low cost and can increase progress by 5 months	Attainment and progress of identified pupils Internal data	PPG lead, TAs	Termly - provision maps
Intervention and support packages – phonics, Pearson schemes, Dyslexia Gold, PiXL.	Children make accelerated progress in areas identified by teachers as areas for development.	Specific programmes used to support children. Barriers for learning identified in specific children.	Performance management Monitoring Data analysis/EOKS outcomes	PPG lead, Head teacher	Termly - provision maps
Nurture groups and emotion coaching provided by trained TA.	Improved interaction with others and self-management of emotions	EEF shows moderate impact for moderate cost with pupils making +4 months progress	Performance management Monitoring Levels of engagement Data analysis/EOKS outcomes	PPG lead, TA	Termly - provision maps

Targeted support

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Planned expenditure		Total budgeted cost: £ 5,000				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Other approaches	Subsidising extra curriculum activities such as: <ul style="list-style-type: none"> Rise Dance, music lessons, additional P.E. interventions. 	Increased opportunity for PP and LAC children to have curriculum enrichment and new life experiences	Increase inclusion for pupils and provide new experiences. EEF toolkit states that outdoor adventure learning is moderately cost with moderate impact of +4 months.	Monitoring Reporting to governors Data analysis/EOKS outcomes	PPG Lead	Termly – PEP meetings/Provision maps
	Charanga Music Scheme of work bought to ensure continued, high quality, progressive music teaching is delivered throughout school.	Curriculum fulfils the needs of all pupils and has depth and breadth with a wealth of opportunity.	High quality scheme, recommended by Bolton Music service and used by many schools with positive reports.	Monitoring – music lead	Music lead	Termly-music lead/PPG lead