

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Atherton Sacred Heart RC Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£53 860	<b>Date of most recent PP Review</b>	September
<b>Total number of pupils</b>	197	<b>Number of pupils eligible for PP</b>	38	<b>Date for next internal review of this strategy</b>	January

2. Current attainment: 2017 KS2 SATs			
	<i>All pupils</i>	<i>Pupils eligible for PP 12/31 = 39% of cohort</i>	<i>Pupils not eligible for PP 19/31 = 61% of cohort</i>
<b>% attainment in reading, writing and maths</b>	68%	50%	74%
<b>% attainment in reading</b>	77%	75%	79%
<b>% attainment in writing [TA]</b>	77%	50%	95%
<b>% attainment in maths</b>	87%	75%	95%
<b>making progress in reading</b>	+1.9	+1.28	+2.28
<b>making progress in writing</b>	-0.16	-1.03	+0.37
<b>making progress in maths</b>	+1.2	+0.13	+1.85

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	PP pupils with gaps in English [reading and writing], Maths basic skills and/or lower attainers
<b>B.</b>	PP pupils with SEN
<b>C.</b>	PP pupils with social, emotional, behaviour and communication barriers
<b>External barriers</b>	
<b>D.</b>	PP on Child Protection plans, multi-agency Early Help plans and single agency Early Help plans
<b>4. Desired outcomes</b>	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Access to interventions and additional learning support	Attainment and achievement progress measures: narrowing the gap
<b>B.</b>	Access to personalised curriculum and 1-1 support as required	Small steps of SEN attainment and progress recognised using P scales
<b>C.</b>	Effective leadership of PP [Inclusion Leader]	Strategic planning. Personal profiles and case studies: evidence of how barriers to learning are being tackled and removed
<b>D.</b>	Multiagency working, including Early Help and Child Protection plans	Personal profiles and case studies: evidence of how pupils are kept safe from harm, happy and engaging in learning

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017/18</b>			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all – Not applicable to this year’s PPG allocation.</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
4 lower ability PP pupils to achieve age related expectations in 2017 in at least two subject areas of R, W, M.	Intervention group for 2 days weekly in Summer Term with an emphasis on closing gaps in basic skills.  Group of 8 includes 4 PP.	Intervention and targeted teaching can accelerate learning and build confidence.	Miss Ditchfield working 2 days weekly from Autumn half term to SATs which crosses in 17-18 budget.	BD/ EW	Half termly SLT monitoring of books and data.  Cost £8500

1PP/ SEN [Y5] pupil to make measurable steps of progress although below age related expectations.	Personalised curriculum for English and Maths 4 mornings weekly ongoing.	Personalised curriculum and 1 -1 support helps to include SEN pupils who are working well below age related expectations.	Mrs Aldred withdrawing pupil 4 mornings weekly to begin September 2017.	HA	Half termly SLT monitoring of books and data.  Cost £5000
2PP/ SEN [Y3] pupils to make measurable steps of progress although below age related expectations	Targeted reading and writing intervention 4 x weekly sessions ongoing	Intervention and targeted teaching can accelerate learning and build confidence.	Mrs Aldred withdrawing pupils 1-1 for sessions 4 afternoons weekly		Half termly SLT monitoring of books and data.  Cost £4000
Miss Wilde as non class based teacher with responsibility for PP	Interventions and personalised curriculum 3 times weekly.	Pupil Premium provision and pupil progress will thrive with a dedicated leader of virtual cohort.	Miss Wilde job description: <ul style="list-style-type: none"> <li>• Pupil premium virtual cohort</li> <li>• SEN</li> <li>• Safeguarding/ SEN <i>and particularly where PP crosses into other areas</i></li> </ul>	EW/ CM	Half termly SLT monitoring of books and data.  Cost £21860
4 x PP to make measurable steps of progress though still not expected to be GLD	'Emergency' temporary TA appointment	30 – 50 months gap closed for better foundations and access to curriculum	Mrs Harrison from September 17	NW	Half termly review  Cost £7000

Resources for PP/ EAL pupils as and when required: <i>10 pupils in 17-18</i>	Books, cultural celebration materials.	In particular, supporting pupils who have none or limited English on arrival or whose parents/ carers have limited English.	Resources/ books for classroom and for work intervention work.	CM/SP	Half termly review Cost £1500 resources Cost £2000 support
<b>Total budgeted cost</b>					£49 860
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Access to extension and enrichment activity	Targeted subsidy of certain activities	Inclusion builds self esteem. Confident learners make better progress.	Carefully identified subsidies	CM/ SG	Half termly review Cost £2000
Rewarding effort and behaviour	Prizes and awards	Prizes and rewards can build self esteem. Confident learners make better progress.	Class teacher lists of weekly awards to ensure equal access by PP	CM/ SG	Termly review Cost £2000
<b>Total budgeted cost</b>					£4000
<b>Contingency</b>					