

# Pupil premium strategy statement (primary)

1. Summary information					
School	Aughton St Michael's CE School				
Academic Year	2019/2020	Total PP budget	£23,720	Date of most recent PP Review	July 2019
Total number of pupils	193	Number of pupils eligible for PP	17	Date for next internal review of this strategy	July 2020

Attainment of disadvantaged children at the end of KS2 in 2018/2019 compared to pupils not eligible for PP funding.		
	<i>Pupils eligible for PP KS2 of ch in KS2)</i>	<i>Pupils not eligible for PP KS2</i>
% expected standard in reading	100%	82%
% expected standard in writing	100%	89%
% expected standard in maths	100%	85%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Reading – develop independent reading skills and improve the breadth of vocabulary
<b>B.</b>	Progress – accelerate the progress of PP children in order for some to achieve HS.
<b>C.</b>	Personal, social and emotional development – develop self-confidence, self-belief and improve well-being.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance

3. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Develop reading skills so that the children have a greater understanding of texts and vocabulary and make progress in line with their peers.	PP children make progress in line with their peers  PP children have a deeper understand of vocabulary which will be evident in speaking and listening and written work.
<b>B.</b>	Accelerate the progress of PP children so that identified children achieve Higher Standard at the end of KS2.	Some PP children are on track/ achieve HS at the end of KS2.
<b>C.</b>	Develop the self-esteem, confidence and independence of PP children.	PP children are more confident and engage well with their learning and have a more positive outlook.

#### 4. Planned expenditure

Academic year

2019/2020

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.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	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><b>A. Develop reading skills so that the children have a greater understanding of texts and vocabulary and make progress in line with their peers.</b></p>	<p>Staff to focus on further developing reading skills throughout the curriculum</p> <p>Staff to implement strategies taught through CPD to develop reading skills.</p> <p>Texts are chosen to facilitate opportunities to develop cultural capital for pupils</p> <p>Key vocabulary will be highlighted on Topic overviews</p>	<p>Children quickly acquire reading skills but their comprehension skills are not as well developed. Historically, limited links between texts and the curriculum have been made.</p> <p>Whilst reading is currently seen as important, school are trying to raise the profile of it so that children engage ore readily in the reading process.</p> <p>Children often self restrict their choice of texts which limits the authors and genres they access.</p> <p>Whilst children appear articulate, their understanding of words is not as developed as it could be.</p>	<p>Observations</p> <p>Pupil interviews</p> <p>Feedback from parents</p> <p>Data</p> <p>Walk throughs</p>	<p>FC</p> <p>CC</p> <p>ES</p>	<p>Termly</p>
<p><b>B. Accelerate the progress of PP children so that identified children achieve Higher Standard at the end of KS2</b></p>	<p>Maths- To embedded reasoning skills in maths to challenge their thinking.</p> <p>English- To ensure vocabulary is explicitly taught and challenging texts are used to develop comprehension skills.</p>	<p>Children are good at calculation but to achieve the higher standard, a secure knowledge of reasoning is needed.</p> <p>Children show a good range of vocabulary but don't always use this in appropriate context.</p>	<p>Observations</p> <p>Book Scrutiny</p> <p>Data</p>	<p>ES</p> <p>CC/HW</p> <p>FC</p>	<p>Termly</p>

<p><b>c. Develop the self-esteem, confidence and independence of PP children.</b></p>	<p>Growth Mindset to be taught discretely and then imbedded throughout the curriculum</p> <p>Curriculum to incorporate opportunities for children to develop their independence.</p> <p>Incorporate into the curriculum and outside the curriculum opportunities to enhance the children's cultural capital.</p> <p>Train staff on developing resilience in children and Mental Health First Aid training.</p>	<p>Some PP ch have a low self esteem and low self-worth.</p> <p>Some PP children within school lack independence</p> <p>Some PP children do not have the same opportunities as non PP children</p> <p>Some children within school have little resilience. Mental Health issues are more prevalent and currently staff have no focused training on dealing with them</p>	<p>Pupil interviews Feedback from parents Attendance Data Data CPOMS</p>	<p>FC ES</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p>£8,398</p>
<b>c. 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>
<p><b>A. Develop reading skills so that the children have a greater understanding of texts and vocabulary and make progress in line with their peers.</b></p>	<p>Regular 1:1 support for individuals in developing reading fluency, comprehension and phonic skills.</p> <p>Focused intervention to support PP children in developing skills in Reading.</p> <p>Use of interactive resources to develop phonic knowledge.</p>	<p>Data indicates some KS2 PP children are working below expectation and not making progress in line with their peers.</p> <p>Phonic skills of younger children are not as developed as their peers.</p>	<p>Book Scrutiny Data</p>		

<p><b>B. Accelerate the progress of PP children so that identified children achieve Higher Standard at the end of KS2</b></p>	<p>Focused intervention to accelerate progress of PP children in reading and maths.</p> <p>Whole school approach developing reasoning skills in maths.</p> <p>New curriculum implemented through which a focus on developing writing skills is evident.</p>	<p>Historically, few PP children reach HS/GD in Maths, Reading and Writing.</p> <p>Maths Reasoning skills are not as well developed as arithmetic. Whilst school have worked hard to address this it needs further embedding.</p> <p>Standard of cross curricular writing is not always in line with standard English.</p>	<p>Book scrutiny Data</p>	<p>ES CC/HW FC</p>	
<p><b>c. Develop the self- esteem, confidence and independence of PP children.</b></p>	<p>Key Workers allocated to PP children and time allocated for Lego therapy.</p> <p>Games to be used to enhance confidence &amp; resilience.</p> <p>Working alongside parents to communicate feelings.</p>	<p>CPOMS, attendance and teacher knowledge has highlighted that some pupil premium children have social and emotional needs which impacts on their learning.</p>	<p>Pupil interviews Feedback from parents Attendance Data Data CPOMS</p>	<p>ES</p>	
<b>Total budgeted cost</b>					<p>£14,322</p>
<b>ci. Other approaches</b>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>c. To develop the self esteem, confidence and interdependence of PP children.</p>	<p>PP children to have enrichment trips funded where necessary.</p>	<p>To ensure that PP ch have the same learning opportunities as their peers</p>	<p>Pupil interviews Feedback from parents CPOMS</p>		
<b>Total budgeted cost</b>					<p>£1000</p>

**5. Additional detail**

Given the situation in the academic year 2019/ 2020 many objectives were not reached. TA lot of these have therefore been carried over to 2020/2021.