**Adlington St.Paul’s Church of England Primary**

**Pupil Premium Action Plan 2019 – 2020**

|  |  |
| --- | --- |
| **Amount of PPG received per pupil** | £1320 |
| **Total Pupil Premium Grant** | £43,500 |

**A Summary of some the Main Barriers to educational achievement faced by eligible pupils at the school**

|  |  |  |  |
| --- | --- | --- | --- |
| **Maths**:   * Lack of rapid recall of mental arithmetic and fluency. * Lack of application of arithmetical knowledge to reasoning. | | **Social and Emotional**:   * Low confidence and low self-esteem. * Insecure attachment. * Reluctance to take risks and make mistakes. * Difficulties resolving problems with peers. * Low expectations of themselves. * Insufficient strategies to resolve social issues. | |
| **English**:   * Limited phonics application to spelling and writing. * Limited application of spelling rules. * Limited exposure to higher level vocabulary. * Limited levels of reading fluency | | **Wider Strategies**:   * Low parental engagement with home learning. * Parental ability to support learning. * Attendance and punctuality. | |
| **Allocation of PPG 2019 – 2020 Action Plan** | | | |
| **Barrier/Area** | **Action** | **Cost** | **Success Criteria (Measure of Impact)** |
| Maths and English (See Barriers) | To have full time teaching support in reception and Key Stage 1 to deliver targeted intervention and support to disadvantaged pupils to raise attainment and progress.  This role will include:  Carrying out pre teaching exercises Address misconceptions in learning  Daily reading opportunities  Small group teaching linked to Read Write Inc phonics programme  1:1 coaching linked to RWInc.  Monitoring and evaluating children’s progress against targets. | £3,000 | Diminish the difference in achievement between PPG pupils and Non-PPG pupils in English and Maths. Discussions with teachers in pupil progress meetings will show that pupils are making improvements in confidence and independence in applying skills.  SLT monitoring will evidence engagement and progress in learning.  Progress will be shown against individual targets and children will have an awareness of the targets they are working on and how they are achieving.  PPG pupils will make at least expected progress, with many making accelerated progress. This will include SEND children. Where children have not made expected progress, case studies will be produced.  Children will show greater confidence in using and applying skills taught in Maths and English.  Intervention impact will be evaluated using start data and end data or focused skills assessment where applicable.  Children will engage with online tutorial programmes in school and at home. Parental engagement with home learning will develop further as parents can request individual feedback. |
| To provide teaching support in year 3 and 4 to deliver targeted intervention and support to disadvantaged pupils to raise attainment and progress.  This role will include:  Carrying out pre teaching exercises Address misconceptions in learning  Daily reading opportunities  Small group teaching linked to Read Write Inc phonics programme  1:1 coaching linked to RWInc.  Monitoring and evaluating children’s progress against targets. | £12,500 |
| To provide teaching support in year 5 and 6 to deliver targeted intervention and support to disadvantaged pupils to raise attainment and progress.  This role will include:  Carrying out pre teaching exercises Address misconceptions in learning  Daily reading opportunities  Small group teaching linked to Read Write Inc phonics programme  1:1 coaching linked to RWInc.  Monitoring and evaluating children’s progress against targets. | £11,500 |
|  | Development of child voice: individual response questionnaires, with responses put in place to identified individual needs. | £0 | Pupil engagement and pupil interviews will show children have raised expectations of themselves and a greater understanding of the purpose of their learning. The children will be inspired and see the impact of their voice on decisions made in school.  Staff will be aware of needs and strengths; children will have needs met and further questionnaires will reflect an improvement in areas required. Questionnaires will look at social experiences of children and engagement in school in addition to attitudes to learning and resources available to children. |
| Social and Emotional  (see Barriers) | To have teaching support to deliver social/emotional support and intervention to disadvantaged pupils.  This role will include:  Change for Life Programme  Targeted session with pupils based on their identified needs  Small group teaching linked to develop academic learning alongside social and emotional needs | £11,300 | Children will demonstrate improvement in social and emotional skills. This will be demonstrated through Boxhall profiles and pupil and parent questionnaires.  Discussions with parents and class teachers will show a development in confidence and self-esteem; children will have strategies to cope in different situations.  Assessed through pupil and parent feedback, attendance, monitoring by staff on playground and in class. |
| Social and Emotional | To ensure a range of enrichment opportunities to enrich the learning experience of disadvantaged pupils.  This will include a residential trip to Towerwood | £800 | Increased confidence and self esteem in children evidence through pupil/teacher and parent voice.  Improved social skills, team work and problem solving strategies evidenced through observations and voice. |
| Wider Strategies  (see barriers) | To provide support for disadvantaged families to increase home school relationships and to increase parental engagement and support at home. | £880 | Increased parental engagement in school events and home support.  Increased relationships with home and school.  Evidenced through parental voice and feedback. |
| **Total** | | **£43,500** | |

**Date of First Pupil Premium Reviews: January 2020**