



Adlington St.Paul's Church of England Primary

Pupil Premium Action Plan

2019 – 2020

Evaluating the pupil premium's impact in the 2019 to 2020 academic year presents difficulties as a result of reduced numbers of pupils having attended between March and July 2020 due to COVID-19 restrictions.

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: <ul style="list-style-type: none"> Lack of rapid recall of mental arithmetic and fluency. Lack of application of arithmetical knowledge to reasoning. 	Social and Emotional: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	Despite the disruption to the year with many children not being in school from March to July, for children in Year 1-6 in 2019-20 expected progress (6 points or more) was made by 67% of PPG children in Reading 40% of PPG children in Writing 53% of PPG children in Maths Accelerated progress (7 points +) was made 6 children in Reading 1 child PPG and SEN 6 children in Writing 1 child PPG and SEN 5 children in Maths 1 child PPG and SEN
	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	£12,500	SLT monitoring will evidence engagement and progress in learning. Monitoring shows that children are actively engaged in their learning, enjoying lessons and there is clear evidence of progress in books and in the classroom.

	<p>Daily reading opportunities Small group teaching linked to Read Write Inc phonics programme 1:1 coaching linked to RWInc.</p> <p>Monitoring and evaluating children's progress against targets.</p>		<p>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.</p> <p>Pupil voice and monitoring shows children are aware of their targets and on next steps to achieve them.</p>
	<p>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.</p> <p>Monitoring and evaluating children's progress against targets.</p>	£11,500	<p>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.</p> <p>Children accessed reading and maths online programmes that link to their learning in school, positive feedback from parents, children and staff</p>
	<p>Development of child voice: individual response questionnaires, with responses put in place to identified individual needs.</p>	£0	<p>School Council members collected pupil voice across the whole school.</p> <p>Children requested extra equipment to support positive playtimes. School and PTFA purchased football goals, basketball nets and playground equipment.</p> <p>Children requested a Daily Mile track to support the implementation of the Daily Mile and to support children's mental and physical wellbeing, the PTFA funded the markings of a track.</p> <p>Children requested more technology to support their learning in school, school and PTFA purchased ipads for school so that there was at least a full class set.</p> <p>Children requested activities which included raising money for charities that supported themselves or members of their family. This raised expectations of the children and were inspired and see the impact of their voice on decisions made in school.</p> <p>Pupil voice was collected linked to enrichment opportunities and all children were extremely positive about activities on offer.</p>
Social and Emotional (see Barriers)	<p>To have teaching support to deliver social/emotional support and intervention to disadvantaged pupils.</p>	£11,300	<p>Children accessed social/emotional support and developed a range of strategies to cope in different situations. Feedback from</p>

	<p>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</p>		<p>children, staff and parents was extremely positive. Children built positive relationships with staff and developed confidence and self esteem. Monitoring showed a positive impact on the children's behaviour in class and on the playground. Children continued to be supported throughout lockdown either attending school setting or via phone calls home.</p>
Social and Emotional	<p>To ensure a range of enrichment opportunities to enrich the learning experience of disadvantaged pupils. This will include a residential trip to Towerwood</p>	£800	<p>A range of trips and visitors occurred before lockdown and children were able to access these through the PPG funding. These enrichment opportunities linked to their learning in the wider curriculum and supported the children's progress. The residential went ahead in the Autumn term, funding was utilised and welcomed by families. Feedback from parents, children and staff was very positive. Children increased their confidence and self esteem and showed improved social skills, team work and problem solving strategies evidenced this was seen through observations of children during activities and collecting their voice.</p>
Wider Strategies (see barriers)	<p>To provide support for disadvantaged families to increase home school relationships and to increase parental engagement and support at home.</p>	£880	<p>Home school links have increased and relationships between staff and parents are more positive and supportive. This was further strengthened throughout lockdown with regular communication between staff and home. Feedback from parents and staff have been extremely positive. Parents attended school events and supported their children at home and this was also seen throughout lockdown. Where necessary, families were offered school equipment, resources, clothing and food, this was well received.</p>
Total		£43,500	

Date of First Pupil Premium Reviews: January 2020