

Pupil premium strategy statement (primary)

1. Summary information					
School	St Michael and All Angels				
Academic Year	2017-2018	Total PP budget	£203,000	Date of most recent PP Review	
Total number of pupils	405	Number of pupils eligible for PP	107	Date for next internal review of this strategy	Nov 2017 March 2018 July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Met the Expected Standard 2017 in Reading	73%(+1)	71%
Met the Expected Standard 2017 in Writing	75% (-1)	76%
Met the Expected Standard 2017 in Maths	58% (--17)	75%
% achieving in reading, writing and maths 2017	58.3% (-3)	61%
% making progress in reading	75%	
% making progress in writing	75%	
% making progress in maths	58%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reasoning skills in mathematics across Key Stages
B.	Reading fluency skills
C.	Spelling
D.	Greater Depth Progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Mental Health of pupils and families Improving Attendance

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>For pupils to apply number based skills to reasoning tasks in maths with independence. This will be measured by EOY assessment data/ moderation of pupil work/lesson observations/external reviews of teaching and reviews of Performance Management targets. Measures will be reported to the Teaching and Learning Committee and Full Governors alongside monitoring by the Pupil Premium Governor.</p>	<p>Improved Key Stage results (EYFS/Key Stage 1 and Key Stage 2) for all groups of learners. Improvements to narrow the gap for individual subjects to be in line with National averages. <u>March 2018 Monitoring of Impact that has taken place</u></p> <p>Teaching and Learning Committee Feb 2018 Full Governors March 2018</p> <p>Subject Leader Monitoring and Pupil Provision collation</p> <p>Performance Management overview of teaching and learning impact:</p> <p>Pupil Progress Meetings staff and SLT/SENCO and PP Lead.</p> <p>Group Provision Plans evaluated and reviewed.</p>
B.	<p>For pupils to read with increased fluency (Key Stage 1 reduce reliance on oral blending) and to encapsulate the meaning of a substantial text succinctly This will be measured by EOY assessment data/ moderation of reading tasks and reading out loud pupil interviews/lesson observations/external reviews of teaching and reviews of Performance Management targets.</p>	<p>Improved Key Stage results (EYFS/Key Stage 1 and Key Stage 2) for all groups of learners. Improvements to narrow the gap for individual subjects to be in line with National averages. <u>March 2018 Monitoring of Impact that has taken place</u></p> <p>Fluency tracking of all year groups by SLT. Individual Reading observations by SLT Boys and Girls in each year group. Reading Assessments / observations linked to Driver Targets and Rubrics. Moderation of reading for Autumn and Spring. Pupil interviews and book scrutiny. Governor Standard Agenda item Pupil Progress Meetings</p>
C.	<p>To improve spellings across the Key Stages on EOY assessments and tests. For GPAS test outcomes across the Key Stages to improve. For spellings to be applied in all curriculum areas.</p>	<p>Improved EOY tests results and achievements (KEY Stage 1 and Key Stage 2). Spellings to be applied in writing in other curriculum areas. <u>March 2018 Monitoring of Impact that has taken place</u> Spelling Age test data analysis Feb 2018</p>

	<p>These outcomes will be measured by EOY test and assessment information/ Subject Leader book scrutiny/lesson observations/ and Performance Management reviews.</p>	<p>Central Primary Specialist Support Staff assessments/tracking Feb 2018 Book scrutiny across all curriculum areas Subject Leader monitoring Pupil Progress Meetings</p>
<p>D.</p>	<p>For pupils working at Greater Depth to make at least expected or more than expected progress in Key Stage 2 EOY tests. This will be measured by book scrutiny/ EOY Key Stage tests and application of skills in other curriculum areas.</p>	<p>Greater Depth outcomes to improve from 2017 in line or better than National average, particularly in Maths. <u>March 2018 Monitoring of Impact that has taken place</u> In year data linked to Rubrics/ test analysis Governor minutes and Governor visits Pupil Progress meetings Pupil Questionnaires</p>

5. Planned expenditure					
Academic year	2017-2018				
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?
Skills to enable pupils to learn independently across subjects.	Embedding "Expectations " skills for pupils within all areas of learning e.g. explain/discussing/ analysing	Success in year groups in which pupils have made more than expected progress. Pupil responses to attitude to learning questionnaires. Improvement in PASS data from Sept 2017.	Perf Man reviews SDP Reports to Governors Pupil questionnaires "learning styles" to be reviewed x3 times per year.	A Canavan M Trayer E Taylor	<p>March 2018 Driver Words re-viewed by all Subject Leaders and displayed in classrooms on Working Walls. Subject Leader evidence of Driver Words in books, marking / feedback and pupil interviews.</p> <p>Early Years SSTEW Audit of teaching highlights areas for action including questioning and language development by adult interaction and environment provision.</p> <p>Key Stage 1 Key Driver words to be used in all curriculum areas to develop independent learning. Questionnaire information shows progress in Learning Hero Powers.</p> <p>Key Stage 2 Key Driver words to be used in all curriculum areas to develop independent learning. Questionnaire information shows</p>

					<p>progress in Learning Hero Powers.</p> <p>Next Steps SSTEW audit to be reviewed by SLT in April 2018. SSTEW actions to be reviewed with Governors Summer 2018. SSTEW audit to be reviewed with local schools and share good practice April 2018. Key Stage and Key Stage 2 Learning Powers to be highlighted in lesson coaching and observations April 2018. Learning styles to be audited with pupils April 2018.</p>
Reasoning skills in mathematics across Key Stages	Knowsley Maths Hub CPD ECM Maths CPD Maths Subject Leader co-coaching and monitoring of teaching and learning. Maths Subject Leader monitoring of the curriculum every fortnight. Precision Teaching	Audit of Maths Mastery 2017 Knowsley Maths Hub success External review targets Summer 2018 EOY Key Stage Assessment information Precision teaching has had a good success rate in previous years 2015,2016 etc	Half-termly reports to Governors. Subject Leader impact documents Subject Leader monitoring Included in the SDP and Governor Standard Agenda item. Key Staff with targets to complete. Business Manager monitoring of funds (impact) Sept '17, 5 pupils (1 boy, 4 girls) were targeted due to being below Expected. <u>March 2018 Review</u> <u>Reception March 2018</u> Sept 2017 (9 pupils = 2 boys, 7 girls) were targeted due to being	A Canavan C Elliott L Bowman	<u>March 2018</u> CPD Impact –research by staff Year 1 Tripods lesson observations. Shared practice to highlight independent learning. Continue to highlight the application of number in reasoning over Summer. Maths Lead- impact of times tables on reasoning confidence and independence. <u>Subject Leader Actions</u> Summer term –Trial and Improve to be the focus of class teaching. Highlight PP pupils who can narrow the gap and check weekly the progress of those

			<p>below Expected. March data shows that 5 (2 boys and 3 girls) of those pupils have narrowed the gap and are now working at age related expectations for reasoning in maths tasks. Sept 2017 4 pupils 3 boys 1 girl were targeted due to being well below age related expectations. March 2018 – the gap has been significantly reduced for 1 pupil so that he is working close to age related expectations. Sept 2017 - 3 children (1 boy and 2 girls) were working at age related expectations in relation to age related goals. March 2018 – these 3 children are still in line with age related expectations and are expected to reach the ELG.</p> <p><u>Year 1 March 2018</u></p> <p>In Sept 2017 12 pupils (5 boys 8 girls) were targeted due to being below Expected. March 2018 data shows that 5 of those pupils have narrowed the gap and are now working at the Expected standard for reasoning in maths tasks.</p> <p><u>Year 2 March 2018</u></p> <p>Sept '17, 5 pupils (1 boy, 4 girls) were targeted due to being below Expected Data shows that 4 of those pupils (1 boy, 3 girls) have narrowed</p>	<p>pupils.</p> <p><u>Book Scrutiny</u> Progress can be seen. Pupil Premium pupils show progress but more children need to achieve expected outcomes in all year groups.</p> <p><u>Precision Teaching</u> Used mainly for times tables facts which show success in most year groups. Ensure that the children chosen are the correct children who will make progress. Subject Leader to audit PT use and rapid impact in every year group from Reception.</p> <p><u>Audit of Maths Mastery</u> Mastery of key skills are monitored in book scrutiny sessions. Application of the skills within problem solving and across the curriculum.</p> <p><u>Assessment Information /achievement and progress</u> More rapid progress is required across all year groups.</p> <p>Next Steps Pupils being targeted by staff for PT/Mastery etc need to be monitored weekly. Pupils need to be chosen with possible impact in mind. Subject Leader to monitor maths in other curriculum areas</p>
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		<p>the gap and are now working at the Expected standard for reasoning in maths tasks. Sept '17 1 pupil (boy) was targeted to reach Greater Depth in Maths Reasoning. March data shows pupil is on track to reach Greater Depth comfortably by June 2018.</p> <p><u>Year 3 March 2018</u></p> <p>Sept 2017 20 pupils (12 boys and 8 girls) were targeted due to being below Expected. March 2018 data shows that currently 3 of those pupils have narrowed the gap and are now working at the Expected standard for reasoning in maths tasks.</p> <p><u>Year 4 March 2018</u></p> <p>Sept 2017 6 boys 3 girls were targeted to due to being below in Expected for reasoning applying skills. March 2018 data- 2 boys and 1 girl have narrowed the gap to be Age Related within Mathematical Reasoning.</p> <p><u>Year 5 March 2018</u></p> <p>Pupil Premium pupils have narrowed the gap and March 2018 one boy out of three and three girls out of eleven are working below National Expectations.</p>		<p>"Where's the maths?" Maths assembly with times table assembly awards. Analysis of transition to next year group through nfer test scores. Staff allocation and provision to be noted weekly on Group Provision Plans for SENCo and PP Lead. TARGET PUPILS TO BE RE-VIEWED BY CLASS TEACHER AND SLT WITH ROBUST EXPECTATIONS IDENTIFIED.</p>
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			<p>Year 6 March 2018</p> <p>Two boys out of five boys are working below expectation. Four girls out of eight girls are working below expectation for Reasoning in Maths.</p>		
Reading fluency skills	English Subject Leader co-coaching and monitoring of guided reading pupil interviews. Moderation of guided reading evidence every fortnight.	Key Stage 1 End of Key Stage Moderation for Reading- highlighted good practice to share with other settings.	<p>Half-termly reports to Governors. Subject Leader impact documents Subject Leader monitoring Included in the SDP and Governor Standard Agenda item. Key Staff with targets to complete. Business Manager monitoring of funds (impact)</p> <p>Reception March 2018</p> <p>Sept 2017 (11 pupils 4 boys 7 girls) were targeted due to being below. March data shows that 8 of those pupils have narrowed the gap and are now working at the Expected standard for reading September 2017 5 pupils 3 boys 2 girl were targeted due to being well below age related expectations. March 2018 – the gap has been significantly reduced for 1 pupil so that he is working close to age related expectations in reading.</p> <p>Year 1 March 2018</p> <p>Sept 2017 12 pupils (4 boys 8 girls) were targeted due to being below Expected.</p>	A Canavan G Hulme	<p>March 2018 Guided Reading Analysis of key skills not answered in tests 2017 have been shared with all year groups. Guided reading interviews show progress in fluency and understanding.</p> <p>CPD Guided Reading CPD and the Power of Reading targeting Yr 3/4/5/6.</p> <p>Reading Planning Key questions and Driver Words used to plan teaching and Assessments (Rubrics).</p> <p>Assessment Data /progress information March 2018 shows progress for all groups but rapid progress for PP pupils is required to narrow the gap further with non-PP pupils.</p> <p>Next Steps Further raise the profile of the Power of Reading. Highlight pupils to read every</p>

			<p>March data shows that 0 of those pupils have narrowed the gap and are now working at the Expected standard when reading with fluency.</p> <p><u>Year 2 March 2018</u></p> <p>Sept 2017, 8 pupils (3 boys, 5 girls) were targeted due to being below Expected. March 2018 data shows that 5 of those pupils have narrowed the gap and are now working at the Expected standard when reading fluently.</p> <p><u>Year 3 March 2018</u></p> <p>Sept 2017 20 pupils (12 boys and 8 girls) were targeted due to being below Expected. March 2018 data shows that 3 of those pupils have narrowed the gap and are now working at the Expected standard when reading with fluency.</p> <p><u>Year 4 March 2018</u></p> <p>Sept 2017 5 boys 3 girls were targeted due to being below in Expected increased fluency. March 2 boys 2 girl ARE for fluency.</p> <p><u>Year 5 March 2018</u></p> <p>Targeted pupils have made excellent progress and one boy and two girls are working below expectations for</p>		<p>day – regardless of adult available in the year group. Weekly info for PP pupils not at expected or Greater Depth. Audit reading at home and parental contributions.</p>
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			<p>reading fluency.</p> <p><u>Year 6 March 2018</u></p> <p>One boy out of five boys below expectation. Four girls out of eight girls are working below expectation.</p>		
Spelling	<p>Spelling monitoring fortnightly by English Subject Leader</p> <p>Knowsley Central Support Pupil groups</p> <p>RWInc spelling scheme.</p> <p>Precision Teaching</p>	<p>Analysis of EOY tests and book scrutiny by Subject Leaders highlighted improvements required. EOY Key Stage assessment information.</p> <p>Success in Year 1 Phonic screening test- apply the approach to other year groups.</p> <p>Precision Teaching has had a good impact on narrowing the gap in previous years.</p>	<p>Half-termly reports to Governors. Subject Leader impact documents</p> <p>Subject Leader monitoring Included in the SDP and Governor Standard Agenda item.</p> <p>Key Staff with targets to complete. Business Manager monitoring of funds (impact)</p> <p><u>Reception 2018</u></p> <p>Sept 2017 8 pupils 5 girls and 3 boys were targeted for being below age related expectations. March 2018 Data shows 6 of these pupils 3 boys and 3 girls have narrowed the gap and are working within age related expectations. Sept 2017, 6 pupils were targeted as being well below.</p> <p>March 2018 data shows that 1 of these pupils has made progress that has narrowed the gap so that he is close to age related expectations.</p> <p>Sept 2017 –showed 2 children 2 girls</p>	<p>A Canavan</p> <p>G</p> <p>Hulme</p>	<p>March 2018</p> <p><u>RWInc Assessment Information</u></p> <p>Progress can be seen across Rec/Yr1 and Yr 2 however further progress is required to further narrow the gap between PP and Non PP pupils=80%</p> <p><u>Assessment Information</u></p> <p>Specialist Data is showing progress in all year groups but not enough to meet outstanding progress and achievements =80% target.</p> <p><u>Book scrutiny</u></p> <p>Book scrutiny show pupils using spellings in writing across the curriculum. Further progress is required to exceed expectations in all year groups.</p> <p><u>Precision Teaching</u></p> <p>PT is used alongside EDL to support personal spelling targets each day. RWINC progress to be used daily across Key Stage 1.</p>

			<p>working at age related expectations March 2018 – 2 children continue to work working at age related expectations</p> <p><u>Year 1 2018</u></p> <p>Sept 2017 12 pupils (4 boys 8 girls) were targeted due to being below Expected. March 2018 data shows that 6 of those pupils have narrowed the gap and are now working at the Expected standard when reading with fluency.</p> <p><u>Year 2 March 2018</u></p> <p>Sept 2017 8 pupils (5 boys, 3girls) were targeted due to being below Expected. March 2018 data shows that 3 of those pupils have narrowed the gap and are now working at the Expected standard in GAPS.</p> <p><u>Year 3 March 2018</u></p> <p>Sept 2017 20 pupils (12 boys and 8 girls) were targeted due to being below Expected. March 2018 data shows that 5 of those pupils have narrowed the gap and are now working at the Expected standard for GAPS.</p> <p><u>Year 4 March 2018</u></p>	<p>IDL to carry on with daily spelling targets.</p> <p><u>Next Steps</u> RWINc to have regular spelling assessments alongside reading assessments. KEY Stage 2 to continue with IDL prog with personal targets. Spelling strategies to be shared and attitudes to spelling to be highlighted. Newsletter to highlight spellings/twitter to raise the profile. Pupils with gaps to have PPP for spellings-very robust with pupil numbers reported to Governors.</p>
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			<p>5 boys 3 girls targeted for spellings. They making excellent progress towards being age related in July 2018.</p> <p><u>Year 5 March 2018</u></p> <p>One boy below expectation and two girls are working towards being age related in July 2018.</p> <p><u>Year 6 March 2018</u></p> <p>Children below expectations are being targeted.</p>		
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High Ability Progress	Targets set in Performance Management reviews. Year group Targets to be shared with Governors. Monitoring of pupil progress by Headteacher, Pupil Premium Leader and Pupil Premium Governor every half-term Precision Teaching	Analysis of EOY Key Stage data. FFT target setting tool has had good focused targets which have proved that schools can highlight potential areas of weakness and put action into place swiftly.	<p>Half-termly reports to Governors. Subject Leader impact documents Subject Leader monitoring Included in the SDP and Governor Standard Agenda item. Key Staff with targets to complete. Business Manager monitoring of funds (impact). Reception March 2018 Pupils targeted are making progress towards greater depth but a wide variety of evidence is required across the curriculum. Year 1 March 2018 Pupils from Reception working at Greater Depth are making expected progress towards their EOY targets. Year 2 March 2018 Sept 2017 1 pupil (1pupil) was targeted due to being assessed as having the capacity to reach Greater Depth in Maths. March data shows this 1 pupil has narrowed the gap and is now working at Greater Depth.</p> <p>Year 3 March 2018 Sept 2017 14 pupils (12 boys 8 girls) were targeted due to being below Expected. March data shows that 0 of those pupils have narrowed the gap and are now working at Greater Depth. Year 4 March 2018 Sept 2017 3 boys ARE Those pupils have narrowed the gap and should be working at GD by the end of the year.</p> <p>Year 5 March 2018 Maths – three boys and two girls. Writing – one boy and two girls. Reading – two boys and four girls. Science – four boys and five girls.</p> <p>Year 6 March 2018 One boy out of five boys and three girls out of eight girls are working at Greater Depth across Reading, Writing and Maths.</p>	A Canavan A Richardson	<p>March 2018 Disadvantaged Assessment information Information shows that PP pupils are making less progress than other children when working at Greater Depth across all year groups.</p> <p>Teaching and Learning Provision/ allocation Staff provision shows that Greater Depth is planned for across all year groups but needs to be highlighted further to plan for those who make more rapid progress than currently.</p> <p>Next Steps March 2018 further highlight More Able pupils in each year group. Continue to monitor those books and speak to children. Develop a Scholars group to raise the profile of those children so that the provision received is as in depth as pupils with SEND.</p>
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Total budgeted cost					£10,000
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of Monitoring March 2018

<p>Reasoning skills in mathematics across Key Stages</p>	<p>Knowsley Maths Hub planning and CPD implementation. Precision Teaching</p>	<p>Precision Teaching provides pupils with the opportunity to fill gaps in learning basic skills e.g. number bonds so that they can quickly apply their knowledge when reasoning.</p>	<p>SDP Governor Impact documents Gov visits to monitor impact Monitoring of Perf Man for teaching and support staff Monitoring of Impact Documents from TAs Pupil data monitoring Tracking of pupil outcomes</p>	<p>A Canavan G Hulme</p>	<p><u>Actions March 2018</u> Sub Leader to monitor books weekly to identify reasoning challenges and progress. Subj Leader to tag progress indicators in books for all year groups especially Yr 3 and Yr 1. Sub Leader to review non-negotiables with all year groups and identify when basic Skills are being taught and their impact. NFER tests and rubric assessments to identify very focused learning gaps. Staff working on these key skills must be able to evidence progress.</p>
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Reading fluency skills	Precision teaching Daily guided reading RWINc 1 to 1	Success in Key Stage 1 Moderation of reading – daily reading had the most impact on fluency and understanding 2017.	SDP Governor Impact documents Gov visits to monitor impact Monitoring of Perf Man for teaching and support staff Monitoring of Impact Documents from TAs Pupil data monitoring Tracking of pupil outcomes	A Canavan G Hulme	<u>Actions March 2018</u> Subject Leader to identify with Yr 1 staff pupils with fluency gaps. Subject Leader to devise action plan with Yr 1 staff to ensure pupils working with 1 :1 are making progress weekly. Identify parents who need workshops and support to ensure progress. Yr 6 staff to identify one pupil who could have a significant impact on assessment information e.g. 5 pupils not attain expected = 1 girl moving to Expected would mean 63% of girls were at Expected cf 50%.
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Spelling	RWINc spelling 1 to 1 Precision Teaching	Precision Teaching provides pupils with the opportunity to fill gaps in learning basic skills e.g. long vowel phonemes so that they can quickly apply their knowledge when reading.	Tracking of pupils outcomes Subject Leader Impact documents for Govs Gov visits Book scrutinies Monitoring of application of skills in all curriculum books	A Canavan G Hulme M Trayer	<u>Actions March 2018</u> Spelling expectations to be reviewed March 2018 with staff. Clear assessment data showing gaps in learning for GAPS need to be identified and acted upon particularly in Yr 1 and Yr 6. IDL system for spelling to be evaluated for impact March 2018 and April 2018 by SENCO.
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Greater Depth Progress	English planning or Booster groups to be monitored by PP Leader and English Leader.	Booster groups with challenge for Greater Depth pupils to apply skills with Mastery. Previous impact of Booster groups have been effective and impacted with expected outcomes for Middle Ability children. This needs to be applied to More Able children.	Pupil interviews Pupil book scrutiny Pupil tracking and assessment data Case studies of pupils Subject Leader impact documents	A Richardson A Canavan	Action March 2018 Greater Depth to be an agenda item on every weekly staff meeting CPD. Staff to share info and good practice weekly to maintain GD as a high priority every week. Provision plans and weekly planning to identify GD pupils with increased robustness in all year groups.
Total budgeted cost					£170,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	March Action 2018 Review
Vulnerable pupils self-esteem and attitudes to learning to be further improved. Support packages to be developed by PP Leader and SENCo.	Boxall Profile	PASS data previously used gave pupil attitude information. It has been difficult to track progress over time and to set focused specific targets. The Boxhall Profile enables staff to personalise provision for pupils and measure impact of interventions and support.	SDP Action Point identified by staff in end of year audit July 2018. All staff are eager to participate in supporting vulnerable pupils further.	M Trayer C Lewis L Lester	Action March 2018 PASS data to be revisited and identification of pupils to be a standard agenda

			<p><u>Impact March 2018 Reception</u> <u>10</u> pupils targeted Sept to March show that 3 pupils have improved attitudes to learning and have improved confidence and independence. See EYFS data.</p> <p><u>Year 1</u> <u>10</u> pupils (6 boys and 4 girls) targeted Sept to March show that 60% of the pupils have improved attitudes to learning.</p> <p><u>Year 2</u> 3 pupils (boys) were targeted Sept to March show that 2 pupils have improved attitudes to learning.</p> <p><u>Year 3</u> <u>4</u> pupils (boys) were targeted Sept to March show that 2 pupils have made progress towards more positive attitudes to learning.</p> <p><u>Year 4</u> 3 pupils (2 pupils and 1 girl) targeted Sept to March show that all pupils have improved attitudes to learning.</p> <p><u>Year 5</u> 2 vulnerable pupils targeted Sept to March show that all pupils have improved attitudes to learning.</p> <p><u>Year 6</u> <u>3</u> pupils (boys) targeted Sept to March show that all pupils have</p>	<p>item each week for Staff CPD and assessment tasks.</p> <p>Pupil questionnaires to be re-issued across all year groups. Review of learning styles for all year groups to be undertaken by all staff and Subject Leaders.</p> <p>Governors to receive information on attitudes to learning and learning powers / heroes each half-term.</p> <p>External consultant to review the curriculum content for skills and attitudes with Subject Leader March 2018.</p> <p>Learning Powers and Attitudes to learning "Post It" notes research-target boys and girls in every year group for HT motivational "Post It" notes each</p>
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			improved attitudes to learning.		<p>week. Measure impact in one month.</p> <p>SENCO to review PPP's for behaviour and ensure staff follow up targets fortnightly in Staff meetings. Review of the curriculum includes PSHE skills and RSE skills. Tracking of these skills to be monitored fortnightly.</p>
Vulnerable pupil self-esteem to improve and enable pupils to remain positive about learning throughout the day.	Welfare Assistant – lunchtime support	To use the provision and action points above to support pupils at lunchtimes when children feel vulnerable. To have action points form the Boxhall profile that are measurable out of the classroom environment above.	<p>SDP Provision plans for children monitored by SENCo, Learning Mentor and PP Leader.</p> <p><u>Autumn Term 2017 Casualty Pupils</u> <u>Key Stage 1</u> Year 1 – Key Adult Year 2- Key Adult <u>Key Stage 2</u> Year 3-Key Adult Year 4 -Key Adult Year 5-Key Adult Year 6-Key Adult</p>	M Trayer A Canavan C Lewis	<p><u>Actions March 2018</u></p> <p>Key Adults to be clearly identified with links to families. Weekly supervision of classes in staff meeting time – share good practice and success. Raise profile of key learning skills and success for pupils s requested by the School Council. Boxhall profile to be used more robustly across the Key</p>

					Stages and shared with SENCO.
To improve health and fitness of pupils – impacting on attitudes to learning and self-esteem.	Apprentice	Change4Life has had a good impact on pupils 2016-2017. This will continue 2017-2018 by using the Apprentice to widen its' impact on other year groups. Attendance impact on attitudes to learning.	<p>PE Subject Leader Perf Man Links to Family Learning Action Points</p> <p><u>Attendance March 2018</u> Pupil Premium pupils have been targeted by the Education Welfare Services and school via a first day response. Attendance for the whole school stands at 96.0%. Attendance for non-Pupil Premium stands at 95.7 Pupil Premium pupils attendance stands at 94.99. Both Pupil Premium and None Pupil Premium figures would be equal if we factor out a pupil premium child with a long term illness. Currently the EWO has 45 pupils on caseload and we are actively targeting pupils to prevent those 45 becoming Persistent Absentees.</p> <p>Knowsley LA are following prosecution where relevant March 2018.</p> <p>Pupil Premium with SEN are attending better than None Pupil Premium Pupils with average attendance rates of 97% for the year to date 12.03.2018</p>	L O'Connell A Canavan	<p><u>Action March 2018</u> 16 day challenge for 100% to maintain 96% by Easter. PA for all pupils is 5.6% March 2018. Monitor PA for PP groups in each cohort for the Summer term.</p> <p>PE Sports Premium to be evaluated and new plan to be written by April 1st 2018. Review of the curriculum for all learners so that learning heroes have a raised profile. Staff research to embed good practice with attitudes to learning for those identified by staff and parents.</p>

			<p><u>Attendance July 2018</u> For Pupil Premium Absence and Persistence Absence to narrow further from March 2018 -0.8 to -0.5. For 45 pupils not to become Persistent Absentees by July 2018.</p>		
<p>Provide enrichment activities which enable pupils to be highly engaged with learning across all groups including PP, Boys and Girls.</p>	<p>Curriculum Enrichment</p>	<p>Pupils with limited life experiences require experiences to promote writing activities across the curriculum. To enable pupils to be ready for the next stage of their learning (transition).</p>	<p>SDP Governor agenda item Subject Leader Impact Documents Perf Man reviews for teaching and support staff. Monitoring of Planning Extra- Curricular Clubs</p> <p><u>March 2018</u> WOW events for all year groups planned Aut and Spr to engage pupils. <u>Pupil Response to questionnaire Reception 2018</u> <u>Year 1</u> <u>Year 2</u> <u>Year 3</u> <u>Year 4</u> <u>Year 5</u> <u>Year 6</u></p>	<p>A Canavan L Bowman</p>	<p><u>Action March 2018</u></p> <p>Audit learning styles for boys and girls asap. Audit learning that is successful and has an impact on progress across the curriculum areas.</p> <p>Evaluate WOW events and their impact on learning attitudes. Review curriculum vision/statement for whole curriculum March/April 2018.</p>

	Total budgeted cost £5000
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found by contacting Miss Canavan Disadvantaged Leader.