

St Anne's RC Primary School

'We Grow Together in God's Love'

Pupil Premium Strategy statement: Academic Year 2018-2019

1. Summary information

Academic year : 2018-2019	Total pupil Premium Budget £119490	Most recent PP Review Sept 2018
Total Number of pupils 239	Number of pupils eligible for PP 88	Date for next review Sept 2019

2. Current Attainment (See appendix A)

3. Barriers to Future Attainment (internal)

We understand that challenging socio economic circumstances can create additional barriers to success for children. However, we strongly believe that these challenges can be overcome. Quality first teaching is imperative to improving outcomes for disadvantaged children. Excellent teaching can be achieved by all teachers through high quality professional development and shared outstanding practice. All children need opportunities to enrich their lives through experiences we ensure that where children are unable to access these through home the opportunities are provided for them by school. Although financial support is provided for schools specifically for children who qualify for pupil premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

- In order to overcome educational disadvantage it is important to identify barriers to learning. At St Anne's barriers to learning include:

- **Language deficiency** – a significant number of pupil premium funded children also have identified SEND with Increasing numbers of our learners being identified as having speech language and communication needs which studies have shown impacts upon their acquisition of early literacy skills.
- **Social and emotional wellbeing** – Our nursery baseline assessments show that all children start school below age related expectations in 'Making Relationships, Managing Feelings and Behaviours' which can impact on behaviour for learning. Also, we have found an increase of children who have been identified as having social, emotional and mental health needs in particular low self-esteem, confidence and poor resilience.
- **Limited cultural capital and enrichment** – many of our children have lack of access to cultural and sporting experiences. In addition, a vast majority of children have limited experience of travel and understanding the world. This has a major impact on language and vocabulary in particular reading.
- **Family Support** – Families experience difficulties in supporting the children’s education – in particular supporting reading and phonics and homework

4. Desired Outcomes

- School to provide rich cultural, sporting, musical and extra-curricular activities including before and after school clubs aimed at PP children to raise aspirations and motivation, school trips and residential to ensure access and engagement for PP funded children
- School to provide social and emotional support aswell as mental health support for pp funded children and their families
- Well trained staff deliver interventions in reading, writing and maths with particular focus on phonics and reading
- A well balanced curriculum provided for all children including PP children
- A new phonics scheme with parental workshops to engage and raise attainment in phonics
- PP funded children with SEN are well supported in class to improve attainment and progress.
- DHT released to train staff and provide interventions to improve pp attainment and progress
- Review of early years provision improves percentage of PP funded children achieving GLD
- PP children have access to resources to support learning

5. Planned Expenditure

Desired Outcome	Chosen Action	Rationale for choice	Quality Control Review	Planned Expenditure
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<p>School to provide rich cultural, sporting, musical and extra-curricular activities, school trips and residential to ensure access and engagement for PP funded children</p>	<p>Music service to provide whole class guitar lessons</p> <p>Pay for individual musical tuition for PP children who can not afford it.</p> <p>Subsides class trips, residential (Y6) To ensure affordable for PP children</p> <p>Manchester City Stars to provide morning or after school club for PP children.</p> <p>Targeted support groups from Commando Joes for PP children .</p> <p>Buy in extra drama, creative arts throughout the year</p> <p>A variety of extra curricular clubs</p>	<p>Rich cultural, music, sport curriculum raises self esteem, confidence, resilience ultimately impacting on learning.</p> <p>Widening children experiences help with language acquisition and broadening vocabulary and comprehension.</p> <p>Targeted support from commando Joes help children develop resilience and respect for one another</p> <p>Man City before or after school club to develop engagement in school life and contribute to good attendance and punctuality</p>	<p>Extra curricular co-ordinator monitor impact of after school/ before school clubs</p> <p>SLT to monior and evaluate termly</p> <p>Pupil progress meetings identify progress of PP children</p> <p>Tracking of core subject and assessment for all subjects ensure PP ch make progress.</p>	<p>Music Service</p> <p>Manchester City Premium League stars</p> <p>Commando Joes</p> <p>Class trips</p> <p>Extra Curricular clubs</p>	<p>£10,000</p> <p>£5400</p> <p>(3,000 – Oldham Opportunity funding)</p> <p>£3000</p> <p>£1500</p>
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	throughout the year include PP children				
School to provide social and emotional support aswell as mental health support for pp funded children and their families	<p>Pastoral full time worker to support children and families with the following:</p> <ul style="list-style-type: none"> -Attendance and punctuality -Parenting - Mental health -Targeted groups and interventions such as Yoga, mindfulness and social stories. 	Improved social and emotional wellbeing improved attitude to learning and behaviour for learning to raise attainment and progress for all children including PP funded children	<p>Performance management meetings</p> <p>Feedback to governors</p> <p>External diploma for Mental Trauma informed school diploma case studies and review</p>	<p>Salary for Pastoral Worker</p> <p>Mental Health Training</p>	<p>£32,000</p> <p>(£1000 Oldham Opportunity funding)</p>
Well trained staff deliver interventions in reading, writing and maths with particular focus on phonics and reading	<p>Trained staff lead interventions in reading, phonics, writing, maths (including reasoning)</p> <p>Small group interventions for year 6 in English and Maths</p>	<p>PP children set challenging targets to accelerate progress.</p> <p>Children identified as making limited progress to make accelerated progress to close the gap between them and their peers.</p>	<p>Pupil progress meetings every half term, review targets and interventions to monitor and evaluate impact</p> <p>Governors curriculum committee and standard committee receive feedback and challenge leaders on</p>	<p>Support Staff</p> <p>Teaching Staff</p>	<p>£23,000</p>

			attainment and progress		
A well balanced curriculum provided for all children including PP children	<p>Implement new cornerstones curriculum to ensure well balanced curriculum</p> <p>Forest school for children identified with SEMH needs as well as pupil premium and whole class</p>	<p>To allow PP to have rich, broad and balanced curriculum to raise progress and enthusiasm for learning.</p> <p>ALL learners develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees</p>	<p>Subject Co-ordinators monitor attainment of children</p> <p>SLT monitor and evaluate half termly</p> <p>Governors curriculum committee monitor and evaluate</p>	<p>New corner stones curriculum</p> <p>Forest School</p>	<p>£ 5,090</p> <p>£2,000</p>
A new phonics scheme with parental workshops to engage and raise attainment in phonics	<p>Implement RWI phonics</p> <p>Improve shared area provision to ensure phonics is at the forefront</p> <p>Order new home reading books</p> <p>Put on parental workshops for RWI phonics</p>	To improve phonics attainment data for all children including closing the gap between PP and non PP	<p>Phonic lead monitor weekly</p> <p>External monitoring and support from Ruth Miskin trainers</p> <p>Feedback to curriculum committee and challenging questions for SLT / KS1 Lead</p>	Phonics training	<u>(TILF Funded)</u>

	Train all KS1/EYFS on RWI phonics				
PP funded children with SEN are well supported in class to improve attainment and progress.	PP children with SEND monitored closely and given further support as needed on 1:1 or small group level.	All PP Ch are given support for them to reach their full potential	SENCO/ SLT To monitor and evaluate at Pupil progress meetings and plan, do, review meetings	SEND resources	£500
DHT released to train staff and provide interventions to improve pp attainment and progress	DHT leads staff training to improve teaching and learning Teaches small group interventions to accelerate progress Undertakes coaching sessions to improve teaching	Provides high quality training to improve teaching and learning to raise standards and improved attainment.	HT monitors quality of coaching through shared lesson observations, weekly drop ins Curriculum Governors committee monitor progress and standards of children		£31,000
Review of early years provision improves percentage of PP funded children achieving GLD	Refurb Reception classroom to provide improved continuous provision including high quality literacy and maths resources	Improved standards and increase percentage of PP children reaching GLD .	EYfs Co-ordinator to monitor impact and lead with DHT/HT evaluating impact	Resources and refurbishment	£4,000

PP children have access to resources to support learning	Purchase of specific resources (Ipads/ Homework bags/ uniform) Year 6- all children receive CGP SATS textbook and work book	PP children feel secure and included and have individual needs met to support learning	Pastoral worker, SENCO Key stage leaders and SLT	Resources	£2000
Total Planned Spend					£119,490

Impact of Pupil Premium Spend 2017-2018

2018 Data

KS1	School	National disadvantaged	National all
Reading	60	79	75
Writing	60	74	70
Maths	70	80	76

KS2	School	National disadvantaged	National all
Reading	69	80	75
Writing	62	83	78
Maths	77	81	76

Progress data- KS2: +2.31; Writing +0.04; Maths +0.48

- Disadvantaged children extracurricular clubs in same numbers as non-disadvantaged children. All children attended year 6 Residential. Children gained confidence and achieved well in their extra curricular clubs.
- Impact of work undertaken by pastoral worker on mental health saw increase in attendance and punctuality for PP children as well as self-esteem, confidence and resilience reported to by Class teachers
- **Implications for this year**: Implement new cornerstone curriculum and phonics scheme (RWI) to raise attainment for all pupils including pupil premium children and to diminish the difference between pupil premium and non pupil premium.

