

**St Anne's RC Primary School**

**'We Grow Together in God's Love'**

**Pupil Premium Strategy statement: Academic Year 2019-2020**

**1. Summary information**

Academic year : 2019-2020	Total pupil Premium Budget £120,500	Most recent PP Review Jan 2020
Total Number of pupils 212	Number of pupils eligible for PP 82	Date for next review Sept 2020

**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. We believe that having a broad and balanced curriculum is imperative to improve the outcomes and how this can shape the future of our children. At St Anne's we also believe that quality first teaching is paramount 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 as well as our 'Pledge' which ensures all children have access to a wide variety of cultural capital, experiences and opportunities to help them flourish, grow and achieve their full potential. 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
- To ensure all children including pp funded children have a wide, varied, knowledge rich curriculum as well as access to cultural capital identified in our school 'Pledge'
- School to provide social and emotional support as well 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
- PP who are working towards Greater Depth have access to quality first teaching and opportunities to extend their learning in order to achieve their full potential.

5. Planned Expenditure

Desired Outcome	Chosen Action	Rationale for choice	Quality Control Review	Planned Expenditure	
<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>Rich cultural, music, sport curriculum raises self-esteem, confidence, resilience ultimately impacting on learning.</p>	<p>SLT to monitor impact of after school/ before school clubs</p>	<p>Music Service</p>	<p>£1896</p>
	<p>Pay for individual musical tuition for PP children who can not afford it.</p>			<p>Widening children experiences help with language acquisition and broadening vocabulary and comprehension.</p>	<p>Sports co-ordinator to monitor variety and quality of sport extra curricular activities</p>
	<p>Subsidies class trips, residential (Y6) To ensure affordable for PP children</p>	<p>Class trips</p>	<p>£3000</p>		
	<p>Buy in extra drama, creative arts throughout the year</p>	<p>attendance and punctuality</p>	<p>SLT to monitor and evaluate termly</p>		
	<p>A variety of extra curricular clubs throughout the year include PP children</p>	<p>Broadening children’s horizons by having a variety of clubs to access</p>	<p>Pupil progress meetings identify progress of PP children</p>	<p>Extra Curricular clubs</p>	<p>£1500</p>
			<p>Tracking of core subject and assessment for all subjects ensure PP ch make progress.</p>		



<p>Quality first teaching and structured, high quality interventions especially in phonics, reading and maths</p>	<p>Trained staff lead interventions in reading (inference and guided reading), phonics (RWI), writing, maths (including reasoning)</p> <p>Small group interventions for year 6 in English and Maths</p> <p>Small targeted guided reading sessions improved vocabulary and comprehension</p> <p>1:1 and small group RWI intervention improve fluency of reading for all children including pp children</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>PP children identified as GDS have targeted support and differentiated work in order to accelerate progress</p>	<p>Pupil progress meetings termly, review targets and interventions to monitor and evaluate impact</p> <p>PP identified half termly and intervention set in place to raise attainment and progress</p> <p>Governors curriculum committee and standard committee receive feedback and challenge leaders on attainment and progress for PP children</p>	<p>Support Staff</p> <p>Teaching Staff</p>	<p>DHT:£25,000</p> <p>TA R (0.5)-17,624</p> <p>TA Y1 (0.2) 7,614</p> <p>TA Y1 (0.3 L2) 5,408</p> <p>TA Y2 (0.5)-19,051</p> <p>TA Y3 (0.3)-14,981</p> <p>TA Y4 (0.3)-18,800</p> <p>TA Y5 (0.5)-11,016</p> <p>TA Y6 (0.4)15,182</p> <p>Extra TA: 5,408</p> <p>£140,084</p>
<p>A knowledge rich, well balanced curriculum for all children including raising profile of cultural capital for</p>	<p>Continue with Cornerstone curriculum as well as St Anne's personalised curriculum in line</p>	<p>To allow PP to have rich, broad and balanced curriculum to raise progress and</p>	<p>Subject Co-ordinators monitor attainment of children through SERFs</p>	<p>Forest School</p>	<p>£250</p>

<p>the most deprived children</p>	<p>with National curriculum standards ensures all children have broad and balanced curriculum</p> <p>Forest school identified for PP children to raise self-esteem and resilience as well as team work.</p>	<p>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>SLT monitor and evaluate half termly</p> <p>Governors curriculum committee monitor and evaluate</p>		
<p>To raise progress and attainment in reading and broaden children's vocabulary for PP children</p>	<p>Matched reading books ensure that all children, including pp children, have suitable home reading book at home</p> <p>Introduce reading challenges within school to encourage pp families to read at home.</p>	<p>To improve phonics attainment data for all children including closing the gap between PP and non PP</p> <p>To continue to ensure reading attainment for pp children is in line with non pp children</p>	<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>	<p>Library books and home reading books</p>	<p>£200 -</p>

	<p>1:1 reading scheduled to target pp children who are not reading at home</p> <p>Improve library areas and class library to raise the love of reading for all children.</p> <p>Put on parental workshops for RWI phonics to increase parental engagement of pp families and reading</p>		DHT to observe, feedback and deliver training for KS2 staff in guided reading		
PP funded children with SEN are well supported to improve attainment and progress.	<p>PP children with SEN are identified at pupil progress meetings and interventions are given.</p> <p>IEPs are regularly updated and adapted to ensure progress is made</p>	<p>All PP with SEN have access to high quality first teaching</p> <p>PP children with SEN will make progress in line with their IEP targets</p>	SENCO/ SLT To monitor and evaluate at Pupil progress meetings	SEND resources	£500

	TAs to deliver high quality social, communication, behavioural and speech and language interventions to close the gap between pp and non pp children with SEN				
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 and learning	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		As above
Gap is diminished between PP and non pp in EYFS	Restructure EYFS classroom to allow more continuous provision and	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	£200

	<p>targeted questioning for all children</p> <p>PP children are identified at pp meeting and number of children achieve GLD increased from previous year</p>				
<p>PP children have access to resources to support learning or EHWB</p>	<p>Purchase of specific resources ( Ipads, numicon etc)</p> <p>PP children are provided with uniform , PE equipment, book bags, homework dairies</p> <p>Families are provided with other essentials to ensure attendance, EHWB or learning needs are met</p> <p>Year 6- all children receive CGP SATS</p>	<p>PP children feel secure and included and have individual needs met to support learning</p> <p>Families feel supported and have access to funds if needed</p>	<p>Pastoral worker, SENCO Key stage leaders and SLT</p>	<p>Resources</p>	<p>£2000</p>

	textbook and work book				
<p>Total Planned Spend</p> <p>£46,963 other</p> <p>£140,084 support staff</p> <p>TOTAL: 187,047</p> <p>School Budget: 66,547</p>					

## Impact of Pupil Premium Spend 2018-2019

### Key stage 2: 15 ch

	<u>School disadvantaged</u>	<u>School other</u>	<u>National other</u>	<u>Comment</u> <u>NA Progress is 0</u>
<u>Reading EXS</u>	<u>73%</u>	<u>85%</u>	<u>78%</u>	PP ch preforming broadly in line with national but below non pp in school <b>PP ch made -10 progress score</b>
<u>Writing EXS</u>	<u>93%</u>	<u>69%</u>	<u>83%</u>	PP ch out performing NA and School other <i>PP ch made +2 progress</i>
<u>SPAG EXS</u>	<u>100%</u>	<u>85%</u>	<u>83%</u>	PP ch out performing NA and School other <i>Pp ch made +11 progress</i>
<u>Maths EXS</u>	<u>87%</u>	<u>77%</u>	<u>83%</u>	PP ch out performing NA and School other <i>PP Ch made -1 progress score</i>
<u>Combined EXS</u>	<u>67%</u>	<u>62%</u>	<u>70%</u>	Pp ch in line with National average and above School other <b>PP Ch made -8 progress</b>

	<u>School disadvantaged</u>	<u>School other</u>	<u>National other</u>	<u>Comment</u>
<u>Reading GDS</u>	<u>33%</u>	<u>13%</u>	<u>31%</u>	Pp ch in line with national and above School other <i>pp ch made +9 progress score</i>
<u>Writing GDS</u>	<u>20%</u>	<u>8%</u>	<u>24%</u>	Pp ch broadly in line with National and above School Other <i>Pp ch made + 2 progress</i>

<b><u>SPAG GDS</u></b>	<b><u>40%</u></b>	<b><u>15%</u></b>	<b><u>40%</u></b>	PP ch in line with National and above School other <i>Pp ch made -1 progress</i>
<b><u>Maths GDS</u></b>	<b><u>7%</u></b>	<b><u>15%</u></b>	<b><u>31%</u></b>	PP well below national and below school other <b><i>Pp ch made -16 progress</i></b>
<b><u>Combined GDS</u></b>	<b><u>7%</u></b>	<b><u>13%</u></b>	<b><u>13%</u></b>	PP below national and below school other <i>Pp ch made -2 progress</i>

**Key stage 1 -11 ch**

	<b><u>School disadvantaged</u></b>	<b><u>School other</u></b>	<b><u>National other</u></b>	<b><u>Comment</u></b>
<b><u>Reading EXS</u></b>	<b><u>82%</u></b>	<b><u>58%</u></b>	<b><u>79%</u></b>	PP Ch slightly above National other and above school other
<b><u>Writing EXS</u></b>	<b><u>64%</u></b>	<b><u>63%</u></b>	<b><u>73%</u></b>	PP below national average but in line with school other
<b><u>Maths EXS</u></b>	<b><u>64%</u></b>	<b><u>63%</u></b>	<b><u>79%</u></b>	PP below national average but in line with school other
<b><u>Combined EXS</u></b>	<b><u>55%</u></b>	<b><u>58%</u></b>	<b><u>69%</u></b>	PP below national but broadly in line with school other

	<b><u>School disadvantaged</u></b>	<b><u>School other</u></b>	<b><u>National other</u></b>	<b><u>Comment</u></b>
<b><u>Reading GDS</u></b>	<b><u>0%</u></b>	<b><u>21%</u></b>	<b><u>28%</u></b>	PP significantly below national and school other
<b><u>Writing GDS</u></b>	<b><u>0%</u></b>	<b><u>21%</u></b>	<b><u>17%</u></b>	PP significantly below national and school other
<b><u>Maths GDS</u></b>	<b><u>0%</u></b>	<b><u>21%</u></b>	<b><u>24%</u></b>	PP significantly below national and school other
<b><u>Combined GDS</u></b>	<b><u>0%</u></b>	<b><u>21%</u></b>	<b><u>13%</u></b>	PP significantly below national and school other

### Phonics -17

	<u>School disadvantaged</u>	<u>School other</u>	<u>National other</u>	<u>Comment</u>
<u>Phonics Year</u> <u>1</u>	<u>29%</u>	<u>100%</u>	<u>82%</u>	PP ch below national and school other children

- Improved quality of rich literacy resources showed in children's love of reading and both KS1 and KS2 reading attainment being the highest it has been in the last 3 years
- 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.

#### Next Step:

- Focus on diminishing the gap between pp and non pp children in maths in KS2
- To raise number of pp children achieve GDS in maths to be in line with School other and diminish difference between National average
- To diminish the difference between pp and their peers in Writing and maths in KS1
- To increase number of pp children achieving GDS in KS1
- To increase number of pp children passing phonic screening

## Appendix A

KS2 SATS RESULTS	Averages	School
The percentage of pupils achieving the expected standard in reading, writing and mathematics	Nat – 65% LA – 61%	60%
The percentage of pupils achieving the higher standard in reading, writing and mathematics	Nat – 10% LA – 7%	3
The percentage of pupils achieving the expected standard in reading	Nat – 73% LA – 69%	73%
The percentage of pupils achieving the higher standard in reading	Nat – 27% LA – 22%	17%
the percentage of pupils achieving the expected standard in writing	Nat – 78% LA – 75%	77%
The percentage of pupils achieving the higher standard in writing	Nat – 20% LA – 16%	13%
The percentage of pupils achieving the expected standard in mathematics	Nat – 79% LA – 77%	77%
The percentage of pupils achieving the higher standard in mathematics	Nat – 27% LA – 22%	10%
The percentage of pupils achieving the expected standard in grammar, punctuation and spelling	Nat – 78% LA – 77%	87%
The percentage of pupils achieving the higher standard in grammar, punctuation and spelling	Nat – 36% LA – 34%	27%
Average scaled score in reading	LA – 103.5	104.8
Average scaled score in mathematics	LA – 104.6	104.9
Average scaled score in grammar, punctuation and spelling	LA – 106.3	107.1
Progress Score from Key Stage 1 to Key Stage 2: Reading	Nat: 0	-0.9

Progress Score from Key Stage 1 to Key Stage 2: Writing	Nat: 0	-1.0
Progress Score from Key Stage 1 to Key Stage 2: Maths	Nat: 0	-1.1

<b>KS1 SATS RESULTS</b>	<b>National</b>	<b>School</b>
The percentage of pupils achieving the expected standard in reading	75	67
The percentage of pupils achieving the higher standard in reading	25	13
The percentage of pupils achieving the expected standard in writing	69	63
The percentage of pupils achieving the higher standard in writing	26	13
The percentage of pupils achieving the expected standard in mathematics	76	63
The percentage of pupils achieving the higher standard in mathematics	26	13

<b>Phonics RESULTS</b>	<b>Averages</b>	<b>School</b>
The percentage of pupils achieving the expected standard in phonics	LA – 79%	83%

<b>Early Years RESULTS</b>	<b>National</b>	<b>School</b>
The percentage of pupils achieving a Good Level of Development (GLD)	72%	72%