

## St Anne's RC Primary School

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

## Pupil Premium Strategy Statement: Academic Year 2017-2018

### 1. Summary Information

<b>Academic Year:</b> 2017 -2018	<b>Total PP Budget:</b> £128,627 <i>(7/12 of £133820 + 5/12 of 121360)</i>	<b>Most Recent PP Review:</b> July 2017
<b>Total number of Pupils:</b> 241	<b>Number of Pupils Eligible for PP:</b> 101 (42%) Includes 3 LAC	<b>Date For next internal review:</b> April 2018

### 2. Current Attainment

<b>End of Key Stage 1 - 2016</b>	<b>School</b>	<b>National (GDS NA)</b>	<b>School Disadvantaged</b>	<b>National Other (Non-disadvantaged)</b>
Reading	69%	74% (24%)	54%	78%
Writing	72%	65% (13%)	62%	70%
Maths	75%	73% (18%)	62%	77%
<b>Phonics</b>	<b>84%</b>	<b>81%</b>	<b>92%</b>	<b>70%</b>
<b>End of Key Stage 1-2017</b>	<b>School</b>	<b>National</b>	<b>School Disadvantaged</b>	<b>National Other (Non-disadvantaged)</b>
Reading	71%	<b>74%</b>	77%	<b>78%</b>
Writing	68%	<b>65%</b>	69%	<b>70%</b>
Maths	74%	<b>73%</b>	92%	<b>72%</b>
Read, writing, maths combined	61%		69%	
<b>Phonics</b>	<b>58%</b>	<b>81%</b>	<b>67%</b>	<b>70%</b>

Year 2 resit phonics	100%	<b>91%</b>	100%	
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<b>End Key Stage 2-2016</b>	<b>School</b>	<b>National</b>	<b>School Disadvantaged</b>	<b>National Other (Non-disadvantaged)</b>
Reading	53%	66%	36%	71%
Writing	70%	74%	64%	79%
Maths	90%	70%	86%	75%
SPAG	83%	72%	86%	78%
Combined Read/Write/Maths	50%	53%	36%	60%
<b>End Key Stage 2-2017</b>	<b>School</b>	<b>National</b>	<b>School Disadvantaged</b>	<b>National Other (Non-disadvantaged)</b>
Reading	75%	<b>71%</b>	82%	71%
Writing	82%	<b>76%</b>	82%	79%
Maths	86%	<b>75%</b>	88%	75%
SPAG	93%	<b>77%</b>	94%	78%
Combined Read/Write/Maths	68%	<b>61%</b>	71%	60%

### 3. Barriers to Future Attainment (Internal)

- Significant numbers of pupil premium funded children also have identified SEN linked to language and cognition.
- Significant numbers of pupil premium funding children also have social and emotional difficulties which affect behaviour for learning, in particular poor resilience, low confidence and self esteem and concentration difficulties.
- Internal data identifies aspects where the gap between pupil premium and non pupil premium children is wider than national, especially on entry to nursery and reception classes and in attainment and progress in literacy across Key Stage 2.

### 4. Barriers to Future Attainment (External)

- Access to books and rich literacy environments at home
- Families experiencing difficulties in supporting children's education – in particular supporting reading homework and attending parent workshops, eg phonics.

- Families experiencing social difficulties which impact on parenting abilities.
- Lack of access to cultural and sporting experiences. Also limited experience of travel and knowledge and understanding of the world. This impacts particularly on vocabulary for learning, especially in reading.

## 5. Desired Outcomes

- School provides rich cultural, musical and sporting curriculum and extra curricular activities, school trips and residential etc. and ensure access and engagement for pp funded children.
- School provides social and emotional support for PP funded children and their families.
- Well trained support staff as well as teachers provide pre and post tutoring and other bespoke interventions in reading, writing and maths to improve progress rates in maths and literacy, in particular reading.
- Deputy Head Teacher released to provide interventions and coach staff to improve teaching and learning
- PP funded children with SEN are well supported in class to improve progress and attainment.
- Improved quality of books and rich literacy environment to engage PP funded children in reading.
- Improved teacher expertise in teaching reading.

## 6. Planned Expenditure

Desired Outcome	Chosen Action	Rationale for Choice	Quality Control Review and staff lead	Planned Expenditure	
PP children have access to rich cultural, musical and sporting curriculum as well as extra curricular activities, school trips and residential etc.	Music service to provide whole class musical instrument tuition	Rich cultural, music, sport curriculum raises self esteem, confidence and contributes to developing healthy minds and bodies – ultimately impacting on learning..	SLT to monitor and evaluate termly  Pastoral team and Deputy Headteacher to monitor attendance of PP children.	Music Service	£3, 000
	Pay for individual musical tuition for PP children who can not afford this.			Class trips and Residential subsidy	£3,000
	Subsidise class trips and residential (Y6) to ensure affordable for PP children.	Widening experiences improves vocabulary and contributes to developing	Pupil progress meetings four times across the year to identify progress of PP children.	Extra drama, theatre etc.after school clubs	<b>£1,500</b>

	Buy in drama, sport, literacy expertise extra activities.	reading comprehension skills.  Enjoyable, stimulating opportunities develops engagement in school life, contributing to good attendance.	Stakeholder surveys annually		
PP children and their families receive social and emotional support	Pastoral Worker full time and Family Support Worker 1 day per week. Support children in school with specific social and emotional interventions, including Mind, Yoga, social stories etc. Support families with parenting and attendance. Including safeguarding.	Improved social and emotional well being improves attitudes to learning, ability to concentrate, growth mind set etc. leading to improved achievement.	Regular reviews with HT. Feedback to governors and challenge and support from governors Monitoring of action plans by SLT.	Salary for pastoral worker and Family support worker	£34,000
Well trained support staff as well as teachers provide pre and post tutoring and other bespoke interventions in reading, writing and maths to improve progress rates in maths and literacy, in particular reading.	Trained support staff lead interventions in reading comprehension, spelling, grammar, number and maths reasoning.  Pre and post tutoring to be further developed to ensure children can access whole class teaching and make good progress.	PP children are set challenging targets to accelerate progress and in order to achieve these, need extra support .	Pupil progress meetings each half term. Progress reviewed and new targets set by class teacher and Deputy Head Teacher.  Governors curriculum and standards committee receive reports and challenge leaders on attainment and progress.	Support Staff  Teaching staff	£23,000  £23,000

PP funded children with SEN are well supported in class to improve progress and attainment.	PP children with SEND monitored closely and given further support as needed individually and in small groups.  Maths intervention teacher 2 days per week develops maths skills with a particular focus on high more able children.				
Deputy Head Teacher released to provide interventions and coach staff to improve teaching and learning	Deputy head Teacher: leads staff training to improve teaching of reading. Undertakes coaching sessions with identified staff members to improve teaching. Teaches small groups and individuals to accelerate progress	Providing quality training, monitoring, evaluation, coaching etc. ensures focus on improving teaching and raising standards, leading to improved attainment for PP children.	HT monitors quality and impact of coaching through shared lesson observations; discussion etc.  Deputy Headteacher monitors progress of intervention groups.  Governors curriculum committee monitors progress and standards of PP children.		£31,000
Improved quality of books and rich literacy environment to engage PP funded children in reading.  Improve teacher	Re furnish and re-organise both Key Stage libraries. Plan activities across the year to foster a love of reading. Literacy lead to attend CLPE training and disseminate to staff.	To improve standards, children need to engage regularly with high quality literature. Teachers need to engage with children in discussing and recommending authors, books etc.	SLT and Governors curriculum Committee to monitor and evaluate.	Purchase of new books  Training for Curriculum Leaders and all staff in developing	£2,000  £2,000

expertise in teaching reading.				reading skills	
Review of provision in early years provides improved percentage of PP funded children achieving GLD	Re furnish Reception classroom to provide improved continuous provision, including provision of good quality literacy resources	To improve standards, children need to engage regularly with high quality literature. To meet early learning goals, provision needs to be high quality, supporting independent learning and better opportunities for developing communication and language skills	Reception class teacher lead with monitoring and evaluation by HT and DHT.	Contribution to refurbishing and resources	£5,000
PP children have access to resources to support learning	Purchase of specific resources (eg lap top/l pad, uniform, homework bags etc.	PP children feel secure and included and have individual needs met to support learning	Pastoral worker, family worker with SENCO, monitored by Headteacher.	Resources identified as required across year according to need	£1500
<b>Total Planned Spend:</b>					<b>£129,000</b>
<b>Impact of Pupil premium Spend 2016-17</b> <i>(Data based on percentage of non disadvantaged nationally at 2016 figure, as 2017 fig not available at time of writing – will be updated. Following publication of validated data)</i> <ul style="list-style-type: none"> <li>At the end of KS 1 and KS 2, disadvantaged children performed in line or better than non disadvantaged children nationally at ARE indicating good achievement and good impact of school pupil premium strategy.</li> <li>In the Year 1 phonics check, the gap between disadvantaged children and non disadvantaged children nationally was - 3%, falling from a positive gap of 12% in 2016. However, school phonics scores for all children lower this year and action put in place to rectify by end of Year 2. End of year 2 catch up check 2016 100%, indicating good achievement for disadvantaged children and good impact of school pupil premium strategy.</li> </ul>					

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| <ul style="list-style-type: none"><li>• Disadvantaged children attended clubs, cultural experiences etc. in same numbers as non disadvantaged children. All children attended the Year 6 residential. Impact seen in children gaining confidence, and achieving well in extra curricular activities.</li><li>• Impact of work undertaken by pastoral worker can be seen in improved mental health for disadvantaged children. School gave a presentation at the launch of a new borough initiative for promoting well being in children. Presentation included video made by the children outlining initiatives we have undertaken and the positive impact these have had on the children's lives.</li><li>• Governor and senior leader monitoring identifies children's engagement with reading improving. Quality of books available improved and children's library areas now encourage reading . Lesson observations identify improved teaching of reading skills and progress in reading across the school is accelerating.</li></ul> |  |
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