

Pupil premium strategy statement – St Anne’s Catholic Primary School 2018

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1. Summary information					
School	St Anne’s Catholic Primary School				
Academic Year	2018/2019	Total PP budget	£51,740	Date of most recent PP Review	n/a
Total number of pupils	322	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Jan 2019

2. KS2 attainment 2018			
	<i>Pupils eligible for PP - 5 out of 40 pupils</i>		<i>Pupils not eligible for PP (average for non-disadvantaged)</i>
Met the Expected Standard 2018 in Reading Year 6	40.0%	2/5 pupils	80.0%
Met the Expected Standard 2018 in Writing Year 6	40.0%	2/5 pupils	74.3%
Met the Expected Standard 2018 in Maths Year 6	0.0%	0/5 pupils	85.7%
% achieving in reading, writing and maths 2018 Year 6	0.0%	0/5 pupils	71.4%
Current attainment	<i>Pupils eligible for PP – 38 pupils out of 322</i>		<i>Pupils not eligible for PP (average for non-disadvantaged)</i>
% making progress in reading (as measured by the school)	76.0 %		Awaiting ASP info %
% making progress in writing (as measured by the school)	68.0 %		Awaiting ASP info %
% making progress in maths (as measured by the school)	76.0 %		Awaiting ASP info %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school)</i>	
A.	Pupils who are eligible for PP who also have a SEND barrier. (At least 37% of PP children are on the SEND Register.)
B.	Behaviour issues/attitude for learning for some PP pupils is having detrimental effect on their academic progress and that of their peers.
C.	Oral language skills, particularly for Summer birthday children
<i>External barriers (issues which also require action outside school)</i>	

D.	Attendance and punctuality rates for PP pupils, in FS. This reduces their school hours and their learning time.	
E.	Lack of engagement from parents of PP children compared to parental support/ involvement for non-PP and how this impacts on early learning and pupil progress.	
4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	To identify whether some PP children who make slow progress across FS are SEND by Year 1 through investigation and assessment.	Understand and identify pupils barriers and allocate and target resources to effect more rapid progress and more effective intervention.
B.	Behaviour issues/attitude for learning of small groups of some PP pupils is having detrimental effect on their academic progress and that of their peers.	Fewer behaviour incidents recorded for these pupils and an improvement in their overall attitude towards their behaviour/behaviour for learning.
C.	To improve the oral language skills of children in Foundation Stage and Key Stage 1 and increase the attainment for PP pupils within Key Stage One for Phonics results and for end of Key Stage One.	Understand and identify pupils barriers to speech and language and allocate and target resources to effect more rapid progress and more effective intervention.
D.	Attendance rates for PP pupils in Foundation Stage have been historically the lowest in school. The total sessions missed for 2017-18 were 6.3%; this reduces the children's school hours and their learning time.	Reduce the number of persistent absentees amongst pupils eligible for PP and increase the overall percentage of PP pupils across school enabling them better life changes and an increase in their attainment.
E.	Increase parental engagement through programmes and workshops focused of school improvement priorities of writing, reading and maths. Measured by participation of parents of PP children.	Parents to work in partnership with the school. To increase the % of PP pupils achieving Expected in all areas and diminish the difference between them as a group when compared to Non PP.

5. Planned expenditure

Academic year

2018 / 2019

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?
<p>To screen pupils in Foundation Stage and Key Stage One who have been identified as presenting with speech and language difficulties by staff.</p> <p>To correctly identify children's individual speech and language barriers through a speech therapy assessment, so that the appropriate intervention strategies can be put in place.</p> <p>To put in place an effective and sustainable early intervention programme that will be implemented by trained teaching assistants. To remove barriers for learning, diminish the difference between children and bring about improved achievement for targeted pupils.</p>	<p>We aim to source a Speech therapist and use their expertise to screen and assess identified children across FS/KS1. A TA or class TA's will shadow the intervention activities, led by a qualified speech therapist, enabling the intervention programme to be rolled out for other children.</p> <p>There will be small targeted groups, of between four and six children, over a period of approximately nine weeks for each programme.</p>	<p>Speech and language interventions have consistently high levels of impact, with pupils making an average of nine months additional progress. The evidence indicates that these teaching these strategies can be particularly effective for all pupils, including our disadvantaged pupils.</p>	<p>The Service will be commissioned from 'Chatty Therapies' and a Service Level Agreement will be put in place.</p> <p>A meeting to set up the bespoke programme will take place between Chatty Therapies, Headteacher, Foundation Stage Lead and the SENCo.</p> <p>Staff meetings planned for January 7th 2019. The programme will be launched at the staff meeting and the materials, resources and rationale can be shared with all staff. This is so that everyone will have an understanding of the programme and can offer their full support.</p> <p>Each child assessed by the speech therapist, will have a speech therapy report written which will be shared with the family as well as school. This will form a measureable baseline for the bespoke intervention.</p>	<p>Headteacher Foundation Stage Lead SENCo SEND TA Lead</p>	<p>March 2019 May 2019 July 2019</p>

<p>At St Anne's we are targeting all pupils with additional computer based resources that can support children in the classroom and as well as at home. These resources will benefit PP children.</p>	<p>Reading Plus and Mathletics support learners with their reading/maths skills, knowledge and there application for improved outcomes for pupils. Online activities engage a range of different learners with a range of attainment and enable progress from child's starting point. The activities can be monitored by teaching staff.</p>	<ul style="list-style-type: none"> • Reading Plus aims to support children's engagement, fluency and speed. Diminishing the difference in English between disadvantaged and non-disadvantaged pupils will give children increased access to the whole curriculum. (Sutton Trust +9 months) • We will aim to teach a range of techniques that enable pupils to comprehend the meaning of maths, such as understanding calculation, reasoning and problem solving, summarising or identifying key points, using graphic or semantic charts and diagrams, developing questioning strategies, and monitoring their own work and identifying difficulties themselves 	<p>Through tracking the use of activities via class teacher and through pupil engagement and increase in fluency and knowledge and conceptual understanding in class.</p> <p>The purchase of additional resources, will ensure that all classes are accessing the programmes. The increase in use of resources within all classrooms will have an impact on the learning and attainment, increasing fluency and understanding of skills of Pupil Premium children.</p> <p>Acton plans in place for maths and Reading Plus will ensure that the monitoring of the programmes is in place.</p>	<p>Maths Lead and Reading Plus Lead</p>	<p>December 2018</p> <p>January 2019</p> <p>February 2019</p> <p>March 2019</p> <p>April 2019</p> <p>May 2019</p> <p>July 2019</p>
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Total budgeted cost £10,000

ii. Targeted support

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?
<p>To increase the use of appropriate resources to raise attainment for high attaining PP pupils through effective use and deployment of specialist interventions by Teacher/TAs.</p>	<p>TAs to work with targeted groups of pupils, supported by the Curriculum Lead and Key Stage Leaders. After school lunch time booster clubs led by Teachers/TAs</p>	<p>We use our TAs as effectively as possible, using skilled TAs within the progress of our disadvantaged pupils to increase attainment. Evidence suggests that teaching assistants (TAs) can have a positive impact on academic achievement, where TAs support individual pupils or small groups, which on average show positive benefits. (Sutton Trust +9 months)</p>	<p>All TAs are performance managed and have support from class teachers and the SLT. All PP pupils work is tracked to measure progress against all interventions and support given.</p> <p>Bespoke interventions and personalised plans with specialist support teaching</p>	<p>Deputy Head</p> <p>Key Stage Leaders</p>	<p>December 2019</p> <p>January 2019</p> <p>February 2019</p> <p>March 2019</p> <p>April 2019</p> <p>May 2019</p> <p>July 2019</p>

<p>To give all PP pupils the best start to their education when commencing Reception by increasing attainment, attendance and opportunities.</p>	<p>Enabling all pupils to start their new school with a rich and vibrant learning experience by ensuring equality for all pupils e.g being able to wear the appropriate school uniform, have the appropriate resources required and access to educational activities / experiences.</p>	<p>Providing funding to support our PP pupils to be able to participate within these experiences aids their academic achievement and their social, moral, spiritual and cultural wellbeing. This also ensures that all pupils are equal are being given the same starting opportunities and have a positive self esteem.</p>	<p>Through engaging with parents to ensure all pupils have a PE kit to set high expectations from the offset of the PP pupils learning journey.</p> <p>Monitored by Foundation Stage Lead pupil progress meetings</p>	<p>Early Years Lead</p>	<p>September 2018 January 2019</p>
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<p>Improving overall opportunities for PP pupils through targeted support to improve their outcomes through strong progress in bespoke targeted areas, with a focus on pupils working towards meeting their end of year expectations.</p>	<ul style="list-style-type: none"> - Personalised learning resources. - Priority marking - Meetings to discuss progress and barriers to learning. - Individual PP plans - Learning Mentor to support pastoral, behavioural needs and give family support - Attendance Panel - Early Intervention - SLA with Knowsley Central for SEN for SPLD places; assessments by SEN outreach teacher/SENCo and Educational Psychologist. 	<p>Pupil Premium children face unique challenges at school and often struggle to keep up with their peers at both primary and secondary level. The additional funding that St Anne's receives for these pupils is spent in accordance with each individual pupil's needs and through supportive discussion with their parents/carers as how to best support their needs. We believe that it is important to build in some flexibility into our spending to make funding available during the year if a strategy is not proving effective for a pupil and needs to be changed quickly to accelerate progress. Support measures for individual children will be reviewed in response to the pupil progress meetings by the Senior Leadership Team (SLT) with teachers, progress data and in discussion with parents/carers.</p>	<p>Thorough planning personal educational plans are put in place for all PP pupils, where parents/ carers and other multi agencies contribute towards the most effective spending of the funding to ensure strong progress for each pupil.</p>	<p>Headteacher Key Stage Leaders Class teachers</p>	<p>December 2019 January 2019 February 2019 March 2019 April 2019 May 2019 July 2019</p>
Total budgeted cost					£18,090
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	When will you review implementation?
To improve attendance and punctuality barriers	- First day phone call for non-attendance.	Poor attendance and punctuality reduces a child's opportunity for learning due to less	Learning Mentor to monitor attendance weekly and report to the	Headteacher Learning	Termly reporting to Governors

<p>for children so that they have improved access to the curriculum and learning opportunities in school.</p> <p>To improve attendance rates for PP/PP+ pupils, especially in Foundation Stage, as they have been historically the lowest attendance in the school.</p> <p>To reduce the number of persistent absentees amongst pupils eligible for PP and PP+</p>	<ul style="list-style-type: none"> - Assembly highlighting attendance - Whole class rewards for half termly attendance SLA with Knowsley Attendance Service. - Attendance Officer home visiting for Level 3 - Parents invited to Attendance Panel meetings with headteacher for poor punctuality/attendance - Free breakfast club - Attendance/punctuality book with rewards 	<p>time in school.</p> <p>By increasing the overall percentage of PP pupils across school they will have better life chances and an increase in their attainment.</p>	<p>Headteacher half termly.</p>	<p>Mentor</p>	<p>January 2019</p> <p>May 2019</p> <p>July 2019</p>
<p>To promote and enhance behaviour interventions for our PP pupils in order to improve attainment and their self worth.</p>	<p>To support the reduction of challenging behaviour, including aggression, violence, bullying and general anti-social activities.</p>	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours; Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on all pupils' learning. To provide bespoke collaborative and cooperative learning, which can be defined as learning tasks or activities where pupils work together in a group, small enough for everyone to participate, on a collective task that has been clearly assigned.</p>	<p>Monitoring and tracking of PP pupils from a starting point to see how their practical problem-solving, their explicit reflection and discussion of thinking (thus relating to support provided by the Learning Mentor, Class teacher and SENCo) may also be involved when improving their behaviour and their attitude towards learning and within the playground.</p>	<p>Key Stage Leaders</p> <p>Headteacher</p> <p>SENCo</p>	<p>October 2018</p> <p>December 2018</p> <p>May 2019</p> <p>July 2019</p>

<p>To provide workshops that follow the schools priorities, to help parents support their children's learning and progress.</p> <p>To focus on basic skills so as to diminish the differences between groups of pupils.</p>	<p>Family Learning SLA</p>	<p>Develop early and effective parental involvement/school partnerships to support the improvement of children's attainment and progress. (Sutton Trust +2months)</p> <p>Parents are helped to understand the importance of oral language interventions such as - targeted reading aloud; using structured questions to develop reading comprehension; discussing books and explicitly extending children's vocabulary across all subject areas.</p> <p>Oral language interventions (Sutton Trust +5 months)</p>	<p>Events will be well publicised through the school website, the School App, flyers. A register will be kept to monitor attendance. The Headteacher will phone parents and personally invite them to attend.</p>	<p>Headteacher</p>	<p>October 2018 December 2018 May 2019 July 2019</p>
Total budgeted cost					£23,650

