

## St Anne's Primary Pupil Premium Strategy Review

Review of expenditure for 2017 – 2018 (Allocation for year - £51,042)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To teach pupils specific strategies to set goals, and monitor and evaluate their own academic development.</p> <p>To enable the Senior Leadership Team, teachers and teaching assistants to promote change and bring about good to outstanding achievement for all pupils; and drive focused and bespoke change for all PP pupils at St Anne's, with a strong focus on attainment in Year 6 initially.</p>	<p>We sourced and implemented the use of meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) with an aim to help learners think about their own learning more explicitly, and through focused and targeted tuition and small group learning.</p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress.</p>	<p>CPD for two teachers, including the Deputy was led by Will Ord and cascaded to teachers at staff meetings. Further work is needed to embed within the curriculum. In Key Stage One and Two, where metacognitive strategies have been used there has been an increase in the majority of results; seeing the biggest PP improvements within Key Stage One and Year Six Reading . All strategies are monitored and tracked by the Deputy Head and the Key Stage One Leader.</p> <p>The evidence indicates that teaching these strategies has been particularly effective for all pupils including our disadvantaged pupils, however it has been difficult to judge whether improvements in pupil data were solely due to meta-cognition or just a contributing factor.</p> <p>Pupils have been given a repertoire of strategies to choose from during learning activities, by developing a bespoke metacognitive strategy that encourages all learners to think about their learning and how they are actually learning.</p>	<p>We intend to continue to use metacognitive strategies that encourage all learners to think about their learning and how they are actually learning. Our metacognitive strategies are found within teachers planning and the Leadership Team need to ensure that this is now consistent across the school. Where these approaches are consistent, learning has been much improved with positive outcomes.</p> <p>The strategies are outlined within our school curriculum, and referred to at our 'Meet the Teacher' meetings, where teachers are able to talk confidently about the strategies and how they use them within their teaching. This approach will continue through the work on the whole school curriculum.</p> <p><b>Meta-cognition be a continued school focus. However this will now be in-house and be led by the Deputy who has received the CPD; it will take place during staff meeting and Inset time with team teaching if required.</b></p>	<p><b>£1,500</b></p>

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		Metacognitive strategies are to be found within teachers planning.		
Assessment tracking to improve outcomes for high attaining PP pupils in all year groups with a focus on end of Key Stage attainment.	On line tracking management system 'O-Track'.	Schools need to collate pupil data to monitor attainment and progress to track overall achievement. The Senior Leadership Team are able to successfully manage all school data and tracking more effectively and efficiently.	Class Track is the formative assessment tool that is used by all staff within school, this enables all staff to track their pupils individual progress (this is colour coded – red, amber, green and blue).  <b>We will continue with this approach as this is our daily tracking and planning tool for teachers.</b>	<b>£300</b>
To target all PP pupils with additional on-line resources for maths and spelling. Mathletics and Spellodrome are computer based programmes that can support learners in the classroom and at home to develop their skills, knowledge and their application.  To improve outcomes for Maths and spelling for Key Stage One PP pupils.	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. We aim to developing questioning strategies for both maths and spelling and encourage the children to monitor their own work and identify difficulties themselves. (See also <a href="#"><u>Meta-cognition and self-regulation</u></a> ).	The online maths activities have engaged a range of different learners with a range of attainment.  There has been improvement for maths outcomes for Key Stage One pupils.  Spellodrome has not been used consistently across the school. Spelling continues to be a focus and area for improvement.	The approach of using computer based resources that can be used by children at school or home will continue as it supports increased in fluency and knowledge in maths.  Some children have needed to be encouraged to use the programme at home, so we have found it to be important for teachers to keep encouraging the children and continue to reward/praise the children. Certificates will continue to be given at the Headteachers weekly Awards assembly.  Compensatory sessions will need to be put in place for children who do not have computers at home i.e. at breakfast club/lunchtime or after school.  <b>Spellodrome has not proved to be a sufficiently used programme for all children to be cost effective and will not be renewed. The school will source an alternative as soon as possible.</b>	<b>£500</b>

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<p>To support children's progress and attainment in reading, especially higher attaining boys through Reading Plus and the use of metacognitive reading Dogs</p>	<p>Whole school awareness raising for teachers and link governor of importance of reading speed, accuracy, fluency and comprehension of programme. CPD for teachers and demonstration. Classroom reading displays and competitive element; reader of the week highlighted at assembly.</p>	<p>Reading Plus has proved a successful school initiative but more higher attainers were expected from non PP children as not all met their expectations.</p> <p>Reading progress was excellent for PP/PP+ children and the school was congratulated by the Local Authority.</p>	<p>There have been timetabling issues due to the lack of resources; computers and iPads. Additional iPads will need to be purchase to ensure whole class and compensatory access.</p> <p><b>The school will continue to use this approach in 2018 -2019.</b></p>	<p><b>£1,000</b></p>
<p>SLA with Knowsley Central for SEN for SPLD places; assessments by SEN outreach teacher/SENCo and Educational Psychologist</p>	<p>Weekly specialist teaching sessions (1/2 day per week) for pupils. Consultation with class teachers, parents and SENCO and personalised assessments to develop bespoke teaching plan. Consultancy sessions working alongside SENCO and teaching staff to identify pupils for specialist diagnostic assessment, observations and supporting advice / reports. End of year report produced to summarise impact.</p>	<p>Overall progress for reading was 'Outstanding' (average monthly gain)</p> <p>Overall progress for spelling was 'Significant' (average monthly gain)</p> <p>Bespoke interventions and personalised plans with specialist support teaching (Sutton Trust + 9 months)</p>	<p>There was analysis of pupil progress data and spelling was identified to be the target area. Therefore we plan to change the groupings next academic year to focus more on spellings and enable more pupils to benefit from the sessions.</p> <p><b>This use of funding has proved effective for PP children who are SEND children and we intend to continue with this adaptive approach.</b></p>	<p><b>£5,000</b></p>

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<p>To use Learning Mentor support for pastoral and behavioural needs, emotional support, family support and early intervention.</p>	<p>Improved wellbeing and behaviour has shown to have an impact on pupil achievement as well as academic performance. (Sutton Trust + 6 months)</p>	<p>It has been important to build some flexibility into our plans, so as to respond to pupils needs. If one strategy is not proving effective, then there needs to be the option for change, which may also involve multi agency support. The Learning Mentor's support for children's behavioural and emotional needs is vital and she is also a key member of staff who works with the families and facilitates the required meetings.</p>	<p>This has proved an effective approach especially with hard to engage families. <b>This is an approach that we will continue to use in 2018 - 2019.</b></p>	<p><b>£15,000</b></p>
<p>To support parents through parent workshops focused on school priorities of basic skills using Family Learning Service Level Agreement. To diminish the difference between PP pupils and non PP pupils.</p>	<p>Developing early and effective parental involvement / school partnerships to support the improvement of children's attainment and progress. (Sutton trust +2 months) Oral language interventions such as reading aloud; using structured questions to develop reading comprehension, discussing books and explicitly extending children's vocabulary are examples of focused workshops.</p>	<p>The workshops have proved extremely successful with excellent attendance and there has been a good impact across the school of children who are not PP. However, less parents /carers of PP children attended than hoped.</p>	<p>There needs to be a way of engaging more parents /carers of PP children so that their children receive the benefit of the workshops and so that they can better support their child's learning.  <b>The school will continue with this SLA in 2018 – 2019 and the Headteacher will directly contact the PP families personally to encourage them to attend.</b></p>	<p><b>£2,350</b></p>

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<p>To raise attainment for PP children including higher attainers, through the effective use of resources and the deployment of specialist TAs.</p>	<p>TAs to work with targeted individuals/groups of PP pupils, supported by the SENCo and Key Stage Leaders</p>	<p>TAs have been used as effectively as possible. The evidence has suggested that teaching assistants can have a positive impact on academic achievement and there have been positive benefits. All TAs are performance managed and have support from SENCo and the SLT. All PP pupils work is tracked to measure progress against all interventions and support given.</p>	<p>There was an unexpected shortage of TA hours during the academic year. TAs timetables were also disrupted by support being needed elsewhere in times of absences or to work with other targeted groups. Consequently, TAs are no longer assigned to teachers or classes in the afternoons; they are now directed by the SENCo who timetables them and direct to the areas of need within school; this will then be reviewed half termly or if any pupil need change.</p> <p><b>This approach will continue to be used but additional teaching assistants will need to be appointed.</b></p>	<p><b>£23,392</b></p>
<p>To improve attendance and punctuality barriers 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 in the school.</p> <p>To reduce the number of persistent</p>	<p>First day phone call for non-attendance.</p> <p>SLA with Knowsley Attendance Service.</p> <p>Attendance Officer to home visit for Level 3 absentees.</p> <p>Parents invited to Attendance Panel meetings with Headteacher for poor punctuality.</p> <p>Free breakfast club place.</p> <p>Attendance/ punctuality book with awards for targets achieved.</p> <p>Weekly assembly highlighting attendance.</p>	<p>All pupils attending Breakfast Club have excellent punctuality and arrive in class well fed and ready to learn. PP pupils punctuality data has improved when free breakfast clubs places have been accepted.</p> <p>All strategies have supported an increase in pupils attendance data and even slight improvements have given children greater access to the curriculum.</p> <p>Improved attendance and punctuality has supported children's self-esteem and participation in class and within friendship groups.</p> <p>For some families a many pronged approach using all strategies to effect improvement has been</p>	<p>School will continue to prioritise the attendance and punctuality of all PP/PP+ children. There have been improvements after phone calls from the Learning Mentor, Panel meetings and home visits by the attendance officer.</p> <p><b>This approach will be continued to be prioritised as although we have one of the highest attendance rates for all pupils at 96.6%, PP children have the lowest attendance of all school groups.</b></p>	<p><b>£3,000</b></p>

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<p>absentees amongst pupils eligible for PP and PP+.</p>	<p>Whole class rewards for half termly attendance.</p>	<p>required. One to one approach by the Learning Mentor or Headteacher has proved to be effective.</p>		
<p>To enable full engagement for PP+ pupil.</p> <p>To identify any remove any barriers to learning and progress.</p>	<p>To offer funding towards school trips, residential visits and extra-curricular activities to support full access and active participation.</p> <p>To support learning through a personalised programme including extra- curricular 1-1 and group support and the required resources.</p> <p>A personal educational plans (PEP) is in place for, where parents/ carers and other multi agencies can contribute towards the most effective spending of the funding to ensure strong progress for a pupil.</p>	<p>The opportunity to engage in residential visits, extra-curricular sports/activities has provided equality of access and improved self –esteem.</p> <p>Accelerated progress was made during Upper key Stage 2 for PP+ child and Expected level was achieved in maths and reading.</p>	<p>All PP+ pupils and families are made aware of this offer when a trip/ residential is organised. We also aim to subsidise as many school trips and visits as we can to continue to provide outstanding opportunities for all PP+ pupils within our school.</p> <p>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. A personalised learning plan has proved effective and this approach was praised by Ofsted and will continue to be used.</p> <p><b>Children in care do not perform as well at school as their peers, often due to their pre-care experiences. We have found our personalised approach very effective and will continue to use this adaptive approach.</b></p>	<p>£1,900</p>

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## 1. Additional detail

Where reference is made to PP pupils this refers to pupils who are eligible for free school meals and meet the criteria as set out by the Government, see [www.gov.uk](http://www.gov.uk).

Where reference is made to PP+ pupils this refers to pupils who are in the Care of the Local Authority, see [www.gov.uk](http://www.gov.uk).