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1. Summary Information					
Academic Year	2019-2020	Total PP Budget (2019/20)	£45,740-	Date of most recent internal PP review	September 2018
Total Number of Pupils	205	Number of pupils eligible for PP	30	% of NoR who are eligible for PP	12%

2. Summary Information for previous years					
Academic Year	2018-19	Total PP Budget	£56,077	% of NoR who are eligible for PP	16%

3. Current attainment, attendance and behaviour of disadvantaged pupils (DPs)		
3a. Current attainment (% on track to achieve...)	DPs in our school	Other pupils nationally 2019 (provisional)
EY - GLD	100%	71.8%
Y1 - Phonics	60%	82%
KS1 – ARE reading	67%	75%
KS1 - ARE writing	33%	69%
KS1 – ARE maths	33%	76%
KS1 - GD in reading	17%	25%
KS1 - GD in writing	17%	15%
KS1 - GD in maths	17%	22%
KS2 - EX+ in reading	33%	73%
KS2 - EX+ in writing	33%	78%
KS2 - EX+ in maths	33%	79%
KS2 - EX+ in reading, writing and maths	33%	65%
3b. Current attendance (absence and persistent absence rates)	DPs in our school	Non-DPs in our school
96.32% (4/9/18 – 24/7/19)	93.55%	
3c. Current fixed term exclusions	DPs in our school	Non-DPs in our school
None		

4a. Summary of key aspects of Pupil Premium spend for 2018-19 and impact headlines

Pupil Premium – Intended Spending Compared to Actual 2018/19

Total Grant: £50,680
Pupil Premium - £38,280
Service Children-£900
LAC - £11,500

Provision	Intended Cost	Intended Impact	Actual Cost
TA Support – in the classroom, small group work and/or intervention programmes	£36,500	To improve KS1/2 results.	£38,065
Teacher Support - Booster	£6,000	To Improve KS1/2 Results	£976
Dedicated Reading Support 1:1	£350	To improve KS1/2 results by promoting a love of reading	£350
Individual & Group sessions with a Child Play Therapist	£5,850	To provide additional nurturing support for vulnerable groups	£5,400
Breakfast Club	£500	Provides opportunities for social interactions and breakfast	£395.50
Residential to Kingswood Learning Centre Y6 PGL Y3/4	£1,150	To enable all pupils to participate in school trips. Raising pupil self-esteem has a positive impact on	£2200.60

		pupil progress & attainment	
Free Access to After School Clubs	£4,000	Provides opportunities for social interactions and opportunities to try new activities. Raising pupil self-esteem has a positive impact on pupil progress & attainment	£854
Free Access to class trips	£2,000	To enable all pupils to participate in school trips. Raising pupil self-esteem has a positive impact on pupil progress & attainment	£1431
Purchase of a school uniform 'bundle'	£2,000	To ensure pupils feel part of the team and are appropriately dressed for school & weather	£1008.20
Total	£58,350		£50,680

4b. Impact headlines

- Breakfast Club – attendance has improved for those children attending
- Residential – all children were able to attend the residential
- Clubs – Increased participation. No child unable to attend a club due to financial constraints.
- Trips – No child was unable to attend a trip due to financial constraints.

5. Number of disadvantaged pupils currently in the school in each year group in 2019-2020

Year Group	Number in Year Group	Number of disadvantaged pupils in year group	% of year group who are eligible for PP
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Year 6	30	3	10%
Year 5	30	6	20%
Year 4	31	5	16%
Year 3	29	5	17%
Year 2	29	5	17%
Year 1	27	3	10%
R	29	1(no funding allocated)	3%

6. Any additional contextual commentary in terms of 'multiple risk' factors for the cohort of disadvantaged pupils in the school in each year group in 2019-2020

Year 6	SEN and family circumstances
Year 5	Family support (including bereavement), EAL – significant language barrier and SEN
Year 4	Family support (including bereavement), EAL – significant language barrier and SEN
Year 3	SEN
Year 2	Family Support and SEN
Year 1	Medical and Family circumstances
R	Recent significant changes to family circumstances

7. Barriers to future attainment - 2019 (for pupils eligible for PP, including high-ability)

In-school barriers

A.	<ul style="list-style-type: none"> • Low starting points/entry attainment • Poor oracy and vocabulary • Limited wider cultural experiences • <u>Strategies</u> <p>The school is employing the following strategies to improve attainment and achievement:</p> <ul style="list-style-type: none"> - Recognition that 'quality first teaching' along with a targeted 'pre-teach' is the greatest driver of attainment and achievement. - Quality feedback, as recognised by the Education Endowment Fund, is low cost and high impact. - It is important to closely monitor the attainment data of PP children (SLT half-termly) - The children's books are monitored on a half-termly basis (SLT)
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	<ul style="list-style-type: none"> - We train a literacy volunteer with a focus on PP children. - Extra reading and visits to the library for all year groups. - Through 'Reciprocal Reading', the 'Write Stuff' approach to teaching writing and 'Wow word' awards we are raising the profile of exciting vocabulary. This is because we recognise that our materially disadvantaged children are also 'word impoverished'. - Before and after school booster sessions. - Speech therapist employed directly by the school <p>Classroom strategies: Close sitting/Every lesson questioning/First for marking & feedback.</p>
<p>B.</p>	<p><u>Progress of higher attainers</u> 4 of PP children across school in 2018/19 were greater depth in the 3 core areas. <u>Strategies</u> To continue to provide additional learning opportunities as they arise For named staff member to monitor provision in classes. Quality first teaching and challenge across subject areas.</p>
<p>C.</p>	<p><u>Social and emotional development</u></p> <ul style="list-style-type: none"> - Currently an increased proportion of our PP children have significant social and emotional issues. - The school has an increasing number of children with diagnosed conditions such as ASD and ADHD. - Several children come from a disrupted home environment. - A significant number of children have suffered loss through separation, divorce or bereavement. - A small proportion of pupils live with family members rather than their biological parents. - Some children have arrived in school each morning already anxious and stressed. <p><u>Strategies</u></p> <ul style="list-style-type: none"> - We employ a play therapist to support our vulnerable children. - We recognise that sport is a valuable way of increasing children's self-esteem and invest in ensuring that our children experience a range of competitive and non-competitive sports outside of school. - TA focus on behaviour and pastoral intervention. - We provide nurture provision for identified children as a result of Boxall profiling. - Effective arrangements developed to support transition within and beyond school in order to reduce anxiety and develop positive relationships – at KS level, outside nursery to F2, Y6-7.

- We have developed effective communication systems to ensure staff are aware of significant trauma in children's lives – web-based technology.
- We fund residential trips to ensure that no child misses out on these valuable social experiences.
- We offer free places to any of our clubs to ensure that children have an enriched school day.

Children can attend school trips free of charge.

D Engaging parents

Our teachers often find that some of our more disadvantaged children have parents who are harder to engage. We therefore need to find pupil focussed, non-threatening ways to engage with parents.

Strategies

- An 'open door' policy where parents are encouraged to approach staff about their concerns.
- We were a pilot school for 'Achievement for All', 2009 and we continue to use the 'structured conversation approach' with our parents.
- Continue to invest in the 'Marvellous Me' app to ensure we celebrate the children's good news regularly.
- Questionnaires to gain feedback from parents.
- We hold celebration events such as assemblies for parents and open the classrooms up for parents to share their children's learning.

Each year group holds parent meetings to give information about teaching methods i.e. phonics, maths and reading workshops. The aim is to help parents support their children at home more effectively.

E. Language and Communication

Year on year entry to Foundation Stage is variable but there are increasing numbers of children working below the expected level of development in communication and language.

Strategies:

- Ensure staffing levels in FS are sufficient to support increased interaction with children. This will support the development of key skills including communication and language.
- Provide high quality training for all FS staff eg: communication/language/next steps
- Release staff to carry out F1 visits to the nursery settings and home visits to enable early interventions to be made if needed and strengthen home/school relationships.

	<ul style="list-style-type: none"> - Release staff to run workshops to support parents when working with children at home i.e. phonics workshop. - Afore mentioned strategies in terms of development of vocabulary ('Reciprocal Reading and the 'Write Stuff') are important in KS1/2. - Talk4Writing is an explicit strategy used to develop and extend children's vocabulary (FS and KS1) <p>Speech and language interventions.</p>
F.	<p><u>Relationships:</u></p> <p>All children are encouraged to form positive relationships and follow the five golden rules in school. A small proportion of pupils have recognised behavioural challenges and are supported through in a nurturing environment.</p>
G.	<p><u>Attendance and readiness to learn</u></p> <p>Whole school attendance was 96.32% 2018-19. Our PP children's attendance was slightly lower at 94%.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> - Support parents individually to overcome barriers specific to them. - Continue to encourage access to 'Breakfast Club' to support punctuality and readiness to learn. - Continue to celebrate good attendance in school and raise awareness of its importance.

	Desired outcomes and how they will be measured
1.	Pupils eligible for PP will make at least sufficient progress in reading, writing and maths from their starting point with accelerated outcomes for identified individuals.
2.	Increased proportion of the PP children achieve ARE in RWM in Years 1 & 2
3.	All children at St Anne's have the opportunity to participate in a varied, rich curriculum.
4.	Whole school attendance remains above 96% in line with 17/18 at 96.5%. and 96.32 % 18/19 Children have an appropriate start to the school day.
5.	School meets the social and emotional needs of the pupils.

9. Summary of key aspects of Pupil Premium intended spend for 2019-2020 (informed by identified barriers)

Pupil Premium – Intended Spending Compared to Actual 2019/20

Est Total Grant: £45,740

Pupil Premium - £35,640

Service Children-£900

LAC - £9,200

Provision	Intended Cost	Intended Impact	Actual Cost	Actual Impact
TA Support – in the classroom, small group work and/or intervention programmes	£28,288 Working on £22.19 TA per hour = 1275 hours LAC 73 hours PP/FE6 36.5 hours	To improve KS1/2 results.	£	
Teacher Support - Booster	£1092	To Improve KS1/2 Results	£	
Dedicated Reading Support 1:1	£360	To improve KS1/2 results by promoting a love of reading	£	
Individual & Group sessions with a Child Play Therapist	£5,850	To provide additional nurturing support for vulnerable groups	£	
Breakfast Club	£400	Provides opportunities for social interactions and breakfast	£	
Speech & Language Therapy	£2860	To provide support for vulnerable groups	£	

Residential to Kingswood Learning Centre Y6	£690	To enable all pupils to participate in school trips. Raising pupil self-esteem has a positive impact on pupil progress & attainment	£	
Free Access to After School Clubs	£2,325	Provides opportunities for social interactions and opportunities to try new activities. Raising pupil self-esteem has a positive impact on pupil progress & attainment	£	
Free Access to class trips	£2,325	To enable all pupils to participate in school trips. Raising pupil self-esteem has a positive impact on pupil progress & attainment	£	
Purchase of a school uniform 'bundle'	£1,550	To ensure pupils feel part of the team and are appropriately dressed for school & weather	£	
Total	£45,740		£	