



St Anne's C of E (A) Primary School: Pupil Premium Review

1. Summary Information					
Academic Year	2018/19	Total PP Budget (2018/19)	£50,680 (est)	Date of most recent internal PP review	2018
Total Number of Pupils	203	Number of pupils eligible for PP	33 (16%) 2018/19 38 (2017/18)	Date for next internal review of PP strategy	2019

Current attainment, attendance and behaviour of disadvantaged pupils based on 2017/18 outcomes		
2a. Current attainment	% achieved by disadvantaged pupils at Yr 6	Other pupils nationally
% achieving the expected standard in reading, writing and maths	38%	61%
% achieving the expected standard in reading	62.5%	71%
% achieving the expected standard in writing	38%	83%
% achieving the expected standard in maths	50%	75%
% achieving a GLD	93%	71.5%
2b. Current attendance	PP attendance	Persistent Absence
Whole School (Autumn Term) 97%	PP children 95%	Below 90% x3 Below 80% x1



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2c. Brief summary of key aspects of Pupil Premium spending for 2017/18 and impact headlines (informed by use of Appendix A)

TA support - £35,841 (TA), £8,865 (Teacher), dedicated 1-2-1 reading support £350, individual and group play therapy £4,996, Breakfast Club £606, residential to Kingswood, free access to After School Clubs £429, free access to trips £1,707. Purchase of school uniform bundle £1,240

Total spend - £56,077

Pupil Premium 2017/18 – (Financial Year)

Pupil Premium - £43,560

Service Children—£900

LAC - £10,130

Currently Purchased	Amount	% of the above (£54,590)
Literacy Volunteers	£350	0.64%
Play Therapist	£4,996	10.72%
Uniform	£1,240	2.27%
Trips	£1,707	3.13%
Clubs	£429	0.79%
Breakfast Club	£606	1.11%
Residential	£2,043	3.74%
TA Support	£35,841	65.65%
Teacher Support	£8,865	16.24%
TOTALS	£56,077	104.29%



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2d. Impact headlines

- Breakfast Club – attendance has improved for those children attending
- Residential – all children were able to attend the residential
- Clubs – Increased participation (34.2% access)
- Trips – No child was unable to attend a trip due to financial constraints
- Uniform – Only 7 children did not access

3. 2018/19

3a Number of disadvantaged pupils currently in the school in each year group in 2018/19

Year Group	Number in Year Group	Number of disadvantaged pupils in year group	% of year group who are eligible for PP
Year 6	27	5	19
Year 5	30	3	10
Year 4	30	6	20
Year 3	31	5	16
Year 2	30	6	20
Year 1	30	5	17
R	25	3	12

3b. Any additional contextual commentary in terms of 'multiple risk' factors for the cohort of disadvantaged pupils in the school in each year group in 2018-19

Year 6	EAL – significant language barrier, SEN and family circumstances (bereavement)
Year 5	SEN and family circumstances
Year 4	Family support (including bereavement), EAL - significant language barrier and SEN
Year 3	Family support (including bereavement), EAL – significant language barrier and SEN



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Year 2	SEN
Year 1	Family support and SEN
R	Attendance and family circumstances
3c. Barriers to future attainment (2018/19) (for pupils eligible for PP, including high-ability)	
Barriers and Strategies	
A.	<u>Attainment</u> <ul style="list-style-type: none">- The 2017-18 data shows that the following % of PP children gained ARE or above Maths (40%) Reading (40%) Writing (40%)- The data shows that 89% of PP children achieved at least expected progress.- A small proportion of PP children are working at 'Greater Depth' (11%)
	<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)- 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 school booster sessions.



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	<ul style="list-style-type: none">- Classroom strategies: Close sitting/Every lesson questioning/First for marking & feedback.
B.	<p><u>Progress of higher attainers</u></p> <ul style="list-style-type: none">- 4 out of our 38 children are 'greater depth' in one or more core subject. <p><u>Strategies</u></p> <ul style="list-style-type: none">- To employ additional teacher to provide targeted small group work in upper KS2 to complement 'quality first' teaching on a weekly basis with a focus on higher order skills in English and Maths.- All HA PP children to be targeted through Class Provision Maps so that progress is monitored closely. Small group teaching to be focussed and challenging.- Participation in challenging workshops such as the Author's Abroad Writing Initiative.- To Award a TLR to monitor HA PP provision provided by class teachers ensuring progress is in line with expectations.
C.	<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.



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	<ul style="list-style-type: none">- 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.	<p><u>Engaging parents</u></p> <p>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.</p> <p><u>Strategies</u></p> <ul style="list-style-type: none">- 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.	<p><u>Language and Communication</u></p> <p>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.</p>



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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.
- 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)
- Speech and language interventions.

F. Attendance and readiness to learn

Whole school attendance was 96.75% 2017-18. Our PP children's attendance was slightly lower at 94%. 4 children were below 90% (significant health issues & bereavement being the main factors)

Strategies:

- 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.



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3d Desired outcomes 2018/19	
A.	Pupils eligible for PP will make at least sufficient progress in reading, writing and maths.
B.	Increased proportion of the PP children achieve ARE in RWM in 2018/19 in years 1 and 2.
C.	All children at St Anne's have the opportunity to participate in a varied, rich curriculum.
D.	Whole school attendance remains above 96% in line with 17/18 at 96.5%. Children have an appropriate start to the school day.
E.	School meets the social and emotional needs of the pupils.

3e. Brief summary of key aspects of Pupil Premium intended spending for 2018/19.		
Total Grant (To be confirmed): £50,680		
Provision	Cost	Intended Impact
TA Support – in the classroom, small group work and/or intervention programmes	£36,500	To improve KS1/2 results.
Teacher Support - Booster	£6,000	To improve KS1/2 results
Dedicated Reading Support 1:1	£350	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	£500	Provides opportunities for social interactions and breakfast



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Residential to Kingswood Learning Centre Y6	£1,150	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	£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
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
Purchase of a school uniform 'bundle'	£2,000	To ensure pupils feel part of the team and are appropriately dressed for school & weather
Total	£58,350	