

**ST ANNE’S RATIONALE FOR PUPIL PREMIUM SPENDING**

Based on EEF (Sutton Trust) research and the approaches that are likely to have moderate or high impact.

Approach	Early Years Intervention	Objective	To increase the % of children achieving a GLD at the end of FS.
Research Shows:		St Anne’s Context:	Item/Project:
<p>To ensure at least good or better progress;</p> <ul style="list-style-type: none"> <li>• Staff need to be well trained and well qualified</li> <li>• High quality provision is likely to be characterised by the development of positive relationships between staff and children and the engagement of the children in activities which support pre reading, the development of early number concepts and non-verbal reasoning.</li> <li>• Disadvantaged children benefit from good quality programmes, especially where these include a mixture of children from different social backgrounds, and a strong educational component</li> </ul>		<ul style="list-style-type: none"> <li>• Year on year entry into reception is variable but with increasing numbers of children working below the expected level of development especially with regard to communication and language.</li> <li>• Many have poor social skills, limited concentration and a lack of experience of the world around them.</li> <li>• Increasingly, some parents are unaware of how to support their children at school.</li> <li>• There are families that require support with regard to toileting, speech, play are often limited.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staffing levels in FS to support increased interaction with children to foster positive relationships between staff and children that support the development of key skills including communication and language.</li> <li>• Provide high quality training for all FS staff e.g. communication/language/next steps</li> <li>• 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.</li> <li>• Release staff to develop workshops to support parents in supporting their child – e.g. phonics workshop</li> <li>• Release staff to carry out ‘structured conversations’ to support specific issues for individuals e.g. Toileting, routines.</li> </ul>
Approach	Behaviour Interventions	Objective	To improve progress and attainment through the provision of focused and timed interventions
Research shows		St Anne’s context	Item/Project
<ul style="list-style-type: none"> <li>• That behaviour intervention can produce large improvements in academic</li> </ul>		<ul style="list-style-type: none"> <li>• The school has an increasing number of children with diagnosed conditions such as ASD and ADHD.</li> </ul>	<ul style="list-style-type: none"> <li>• TA focus on behaviour and pastoral intervention over time.</li> </ul>

<p>performance along with a decrease in problematic behaviours</p> <ul style="list-style-type: none"> <li>• Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.</li> <li>• The greatest impact is seen with programmes that have a proven track record of impact delivered over two to six months.</li> </ul>		<ul style="list-style-type: none"> <li>• A number of children come from a disrupted home environment.</li> <li>• A significant number of children have suffered loss through separation, divorce or bereavement.</li> <li>• A small proportion of pupils live with family members rather than their biological parents.</li> <li>• Some children have arrived in school each morning already anxious and stressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Have provided nurture provision for identified children as a result of Boxall profile, involvement of other agencies.</li> <li>• Effective transition 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.</li> <li>• Develop effective communication systems to ensure staff are aware of significant trauma in children’s lives – web based technology.</li> <li>• Weekly sessions from external providers (8-16 Counselling) to support children who are struggling emotionally.</li> <li>• Provide a free breakfast club to ensure a positive start to the day.</li> <li>• Effectively monitor and act on identified issues within attendance.</li> </ul>
<b>Approach</b>	<b>Feedback</b>	<b>Objective</b>	<b>Improve progress and attainment through effective feedback strategies</b>
<b>Research shows</b>		<b>St Anne’s context</b>	<b>Item/Project</b>
<ul style="list-style-type: none"> <li>• Feedback studies have shown very high effects on learning as a result of effective feedback.</li> <li>• Positive impact when feedback relates to English and Maths</li> <li>• Researched based approaches tend to have a positive impact.</li> </ul>		<ul style="list-style-type: none"> <li>• Feedback, including marking, has improved over recent years.</li> <li>• Increased focus is being given to increasing the feedback give ‘at the point of teaching/learning’ rather than after the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater focus on pre teach/post teach model</li> <li>• Support a programme of peer observation in order to share good practice in relation to feedback.</li> <li>• Encourage learning behaviours that increase pupil’s resilience in learning enabling them to take greater responsibility for improving their learning.</li> </ul>

<b>Approach</b>	<b>Meta cognition and self -regulation</b>	<b>Objective</b>	<b>To develop resilience through positive learning behaviours</b>
<b>Research shows</b>		<b>St Anne’s context</b>	<b>Item/Project</b>
<ul style="list-style-type: none"> <li>• These approaches have consistently high impact</li> <li>• Evidence indicates that teaching these strategies can be effective for low-achieving children</li> <li>• The strategies are more effective when taught in collaborative groups so that children can support each other through discussion</li> </ul>		<ul style="list-style-type: none"> <li>• Some children have limited resilience when it comes to learning – relying too heavily on doing what the teacher says and looking for frequent guidance</li> <li>• Behaviour in school is good but for some children they would opt to be a passive learner.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding and practical approach to learning behaviours.</li> <li>• Staff and children to use explicit language with regard to positive learning behaviours.</li> <li>• Ensure that children are taught to plan, monitor and evaluate their learning.</li> <li>• Continue to provide an exciting and experience based curriculum to ensure children are motivated and engaged.</li> </ul>
<b>Approach</b>	<b>Oral Language Intervention</b>	<b>Objective</b>	<b>To increase reading skills and comprehension.</b>
<b>Research shows</b>		<b>St Anne’s context</b>	<b>Item/Project</b>
<ul style="list-style-type: none"> <li>• Oral language interventions consistently show positive benefits on learning including oral language skills and reading comprehension</li> <li>• All pupils benefit, but particularly those from disadvantaged backgrounds.</li> <li>• Interventions by trained staff have the greatest impact.</li> <li>• Spoken vocabulary work linked to the current context is more effective</li> </ul>		<ul style="list-style-type: none"> <li>• A larger proportion of children have limited vocabulary and limited access to books.</li> <li>• Reading for pleasure is variable out of school and is not modelled in all households.</li> <li>• Some parents are unsure of how to support their child beyond the ‘decoding of words’.</li> <li>• Children often read well technically but struggle to express opinions and ideas about what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Expectation that Talk4Writing is an explicit strategy to develop and extend children’s vocabulary within the current learning context.</li> <li>• Ensure reciprocal reading is used as a strategy to extend vocabulary and understanding.</li> <li>• Support reading for pleasure through book bands in KS1 and the introduction and implementation of accelerated reader programme to complement the comprehension work in school.</li> </ul>

			<ul style="list-style-type: none"> <li>Support children with S and L difficulties through regular interventions with school lead by TA.</li> </ul>
<b>Approach</b>	<b>Phonics</b>	<b>Objective</b>	<b>To implement an effective structured approach to the teaching of phonics</b>
<b>Research shows</b>		<b>St Anne's context</b>	<b>Item/Project</b>
<ul style="list-style-type: none"> <li>Phonics approaches have been found to be effective in supporting young children to master the basics of reading.</li> <li>Effective phonics are usually embedded in a literacy rich environment</li> </ul>		<ul style="list-style-type: none"> <li>The majority of children start school with variable knowledge of the basics of reading.</li> <li>Children need to be able to read on exit from KS1 in order to successfully access the KS2 curriculum.</li> <li>Due to low starting points children need to make accelerated progress in reading to be on track for ARE</li> </ul>	<ul style="list-style-type: none"> <li>To ensure effective delivery of letters and sounds by trained staff including regular tracking and assessment and staff development.</li> <li>Regular assessment to ensure all matched to children's needs.</li> </ul>
<b>Approach</b>	<b>Small group work</b>	<b>Objective</b>	<b>To ensure progress for identified groups of children</b>
<b>Research shows</b>		<b>St Anne's context</b>	<b>Item/Project</b>
<ul style="list-style-type: none"> <li>Small group size enables greater feedback from the teacher, impacting on progress.</li> <li>Smaller groups support greater engagement by children</li> <li>Teaching must be of high quality</li> <li>The make up of groups needs to be altered to match pupil's needs.</li> </ul>		<ul style="list-style-type: none"> <li>Many children have specific gaps in their learning which need to be addressed in order for them to make good progress overall.</li> <li>HA children are often very busy outside school to enable them to tackle subject at a deeper level.</li> <li>A number of children thrive from small group work.</li> </ul>	<ul style="list-style-type: none"> <li>Deploy TA's throughout the school to enable small group work to take place as needed.</li> <li>Employ a teacher to provided additional sessions in Year 6 to address identified needs.</li> <li>To develop the role of Assistant SENCO to support the quality of provision.</li> </ul>
<b>Approach</b>	<b>Social and Emotional learning</b>	<b>Objective</b>	<b>To support children's social and emotional needs to secure effective progress.</b>
<b>Research shows</b>		<b>St Anne's context</b>	<b>Item /Project</b>

<ul style="list-style-type: none"> <li>• S&amp;E interventions often have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself.</li> <li>• S&amp;E interventions almost always improve emotional /attitudinal outcomes</li> <li>• Improvements are more likely when approaches are embedded into educational practices.</li> <li>• Most effective when teachers are committed to the approach through effective training</li> </ul>	<ul style="list-style-type: none"> <li>• An increased number of children have identified social and emotional needs.</li> <li>• Lack of emotional support from the home environment can impact on a child's ability to learn.</li> <li>• Positive attitudes to learning and learning habits not always encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>• TA's employed to target work directly with individuals/small groups through the provision of nurture activities.</li> <li>• Trained staff to support with specific needs eg bereavement</li> <li>• Develop self-esteem and social /emotional skills and well- being through extra-curricular activities and curriculum enhanced trips</li> <li>• Create a sense of belonging to increase self-esteem through the provision of uniform bundle.</li> </ul>
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