



## Pupil premium strategy statement 2017-2018

1. Summary information					
<b>School</b>	St Anne's CE (Aided) Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£67,320	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	304	<b>Number of pupils eligible for PP</b>	51	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment									
Attainment for: 2016-2017 (11 pupils)									
Pupils				Attainment			Progress		
				Average Scaled Score (Re, GPS, Ma)			Average Scaled Score (Re, GPS, Ma)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	11	27	98.2	104.8	-6.6	-1	-1.1 ↓	0.1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Communication and language skills on entry to school are below typical.
<b>B.</b>	Personal, social and emotional skills on entry to school are below typical.
<b>C.</b>	Rising number of children needing SEN support.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Persistent absence
<b>E.</b>	Punctuality

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Strong social and emotional support is provided dependent on specific need.	Children's social and emotional skills are improved and impact is made on positive well-being.
<b>B.</b>	PP children's attainment in core subjects (including phonics) improves in line with non-pp children.	PP children make better progress in reading, writing and maths. PP children can achieve well in in core subjects. Children enjoy reading and can talk enthusiastically about a book they are enjoying. PP children achieve in line with non-PP children and differences are diminished.
<b>C.</b>	Attainment for PP children who also require SEN support will improve in line with non-PP children.	PP/SEN children will make better progress in reading, writing and maths. PP children can achieve well in in core subjects.
<b>D.</b>	Attainment for PP children who also have EAL will improve in line with non-PP children.	PP/EAL children will make better progress in reading, writing and maths. PP children can achieve well in in core subjects.
<b>E.</b>	The attendance and punctuality of PP children improves and is maintained.	Reduce the number of persistent absentees among pupils eligible for PP. Attendance for the children is in line with national at 96%.

## 5. Planned expenditure

Academic year

2017/18

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?
Improved provision for communication and language through the EYs.	Specific interventions such as I can early talk. Continuous provision adapted to allow time for quality modelling of communication and language.	EYs staff to be aware of the PP children in their classes and identify these children for intervention. Early intervention will reduce the risk of these children not making progress in line with their peers.	SENCO to monitor interventions. PPG surgery meetings to discuss individual children and their needs. Progress meetings half termly will continue to have a specific focus on PPG children.	LW LM	January 2018
Improved provision for PSED through the EYS	Circle time and time to resources to be used to enhance the children's ability to discuss their needs. Continuous provision adapted to address this.	EYs staff to be aware of the PP children in their classes and identify these children for intervention. Early intervention will reduce the risk of these children not making progress in line with their peers. Time to talk and clear modelling of expressing needs has been proven effective in other year groups.	SENCO to monitor interventions. PPG surgery meetings to discuss individual children and their needs. Progress meetings half termly will continue to have a specific focus on PPG children.	LW LM LB	January 2018

The attendance of PP children improves	Topics will interest all children and especially PP children. They will include PASSION days to begin the topic and Elixir days to reflect and review their learning. School Attendance Clerk to continue to rigorously monitor and address poor attendance. Forest Schools will continue.	When a child cares about the topics learned and their purpose this can be a hook to make them want to come to school. PASSION days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic webs will be shared with parents and be interesting. PASSION days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Regular meetings with the attendance officer	SH DB LB	January 2018
<b>Planned Expenditure:</b>			<b>Cost:</b>		
<ol style="list-style-type: none"> <li>1. School Attendance Clerk</li> <li>2. Forest Schools</li> <li>3. Interventions</li> <li>4. Curriculum Investment</li> <li>5. Incentive &amp; Reward Scheme for attendance</li> </ol>			<ol style="list-style-type: none"> <li>1. £4116</li> <li>2. £2000</li> <li>3. £1000</li> <li>4. £5000</li> <li>5. £750</li> </ol> <p><b>Total: £12866</b></p>		
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Interventions will have measurable and quantifiable impact on outcomes.	Review the rigor of current interventions and their impact. Work with Educational Psychologist to source quality interventions.	Work with the Educational Psychologist will provide support in sourcing purposeful interventions.	SENCO and SLT to monitor the impact of interventions in their phases.	LM SLT	January 2018

<p>PP children's reading (including phonics), writing and maths improves in line with non-pp children.</p>	<p>Children will receive extra daily reading. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Phonics provision to be reviewed to ensure sessions are engaging and purposeful. Books will be celebrated and enjoyed in school. The English curriculum will be enhanced to ensure engagement and structure. Whole school curriculum will become core text driven. The Maths curriculum to be developed further to ensure that children have access to practical resources so that they can work through CPA.</p>	<p>When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when appropriate. Books will be on display in the classrooms and work on the walls will show the children's interest in books. An author will be celebrated in medium term planning. Bringing the English curriculum to the heart of the whole school curriculum will raise the profile of reading and writing. Development of the maths curriculum and investing in quality resources and CPD will enable all children to access age appropriate lessons.</p>	<p>Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about the author they are celebrating and learning about. MTP and STP monitoring and surgery days will give the opportunity to support staff development.</p>	<p>LB SH All Staff</p>	<p>January 2018</p>
<p>Children who fall into both PP, SEN and EAL will be clearly identified and will make improvements in attainment and progress</p>	<p>Children clearly identified and specific interventions. Work with Educational Psychologist to improve provision. Improved work on vocabulary will raise attainment for children with EAL.</p>	<p>Work with Educational Psychologist will improve provision and identify provision and interventions to address specific needs. Work with English consultants will improve provision for EAL children.</p>	<p>SENCO to review PP/SEN/EAL pupils. Records on interventions kept and monitored. Progress meetings to focus on vulnerable groups</p>	<p>LM Ed Psych</p>	<p>January 2018</p>
<p><b>Planned Expenditure:</b></p>			<p><b>Cost:</b></p>		

<ol style="list-style-type: none"> <li>1. Investment in a wider range of reading texts.</li> <li>2. Consultancy for improving outcomes in maths.</li> <li>3. Development of the Maths curriculum and resources.</li> <li>4. Development of the English curriculum.</li> <li>5. Consultancy for improving outcomes in writing.</li> <li>6. Development of phonics provision.</li> <li>7. Teaching Assistant support directed to PPG (equivalent of 1.5 days per week for every class) including HLTA for Y6 Support Sessions.</li> <li>8. Investment in quality interventions and SEN consultancy.</li> </ol>	<ol style="list-style-type: none"> <li>1. £5000</li> <li>2. £2000</li> <li>3. £5000</li> <li>4. £1000</li> <li>5. £2000</li> <li>6. £1000</li> <li>7. £71868</li> <li>8. £4000</li> </ol> <p><b>Total: £91868</b></p>
--	---

**iii. Other approaches**

<b>Desired Outcomes</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>
Subsidising trips, residential, clubs, uniforms etc	Cultural enrichment accessible as part of the curriculum for all children.	Ensuring all children have equal opportunities will enhance their confidence and it will also ensure they have experiences in order to apply this into their work.	Office to manage and report to SLT.	LB SH DB	January 2018
Strong social and emotional support provided to children to improve attendance, confidence and emotional wellbeing.	Use of a trained TA to provide counselling and time to talk.	Providing children with the time they need to discuss worries and issues from both inside and outside of school will enable them to concentrate on classwork and therefore make good progress and achieve in line with their peers.	Reviews with SE to track their progress in the sessions.	LB SE	January 2018

<b>Planned Expenditure:</b>	<b>Cost:</b>
-----------------------------	--------------

<ol style="list-style-type: none"> <li>1. Subsidising extracurricular activities.</li> <li>2. Purchasing uniform items for curriculum activities (Forest Schools, PE)</li> <li>3. Teaching Assistant support directed to PPG who need social and emotional support.</li> <li>4. CPD for SENCO and TA in mental health and emotional wellbeing.</li> </ol>	<ol style="list-style-type: none"> <li>1. £4200</li> <li>2. £500</li> <li>3. £5100</li> <li>4. £1000</li> </ol> <p><b>Total: £9900</b></p> <p><b>Total Planned Spend: £114634</b></p>
---	---

## 9. Review of expenditure 2017-18

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved provision for communication and language through the EYs.	Specific interventions such as I can early talk. Continuous provision adapted to allow time for quality modelling of communication and language.	Early intervention helped to reduce the risk of children not making progress in line with their peers. 'I can talk' was successfully implemented and as a result, children spoke with more confidence. Progress meetings evidenced that the Early Talk intervention had an impact and all children involved made pleasing progress. Other opportunities were offered such as: The Real Project, Easy Peasy Project and Early Talkers. It was evident that these all had a positive impact on children's PSED and CLL progress.	Early intervention is vital to ensure rapid progress. Exposing the children to a variety of experiences such as visits and visitors has a positive impact on their vocabulary development. Engaging parents through a variety of projects impacts positively on the progress and attainment children make.	£4116 £2000 £1000 £5000 £750
Improved provision for PSED through the EYFS	Circle time and time to talk resources to be used to enhance the children's ability to discuss their needs. Continuous provision adapted to address this.	Early intervention reduced the risk of children not making progress in line with their peers. Time to talk and clear modelling of expressing needs has been proven effective. Data shows good progress in self-confidence and self-awareness in the EYs.	Time to talk is beneficial for all groups of children and must continue. Early intervention and being proactive with continuous provision is vital to raise the attainment in self-confidence and self-awareness.	

<p>The attendance of PP children improves</p>	<p>Topics will interest all children and especially PP children. They will include PASSION days to begin the topic and Elixir days to reflect and review their learning. School Attendance Clerk to continue to rigorously monitor and address poor attendance. Forest Schools will continue.</p>	<p>Work was carried out on engaging hooks at the start and throughout topic cycles. Children stated that they enjoyed the PASSION days, school trips and visitors coming to school. They enjoy coming to school. The school clerk continues to rigorously monitor attendance and works in close partnership with the school attendance officer and other external agencies to ensure children attend school.</p>	<p>If children are excited about learning then they will be excited about coming to school. School trips, visitors and PASSION days must continue to be planned and delivered to ensure children are engaged and attendance remains high.</p>	
---	---	--	---	--

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Interventions will have measurable and quantifiable impact on outcomes.</p>	<p>Review the rigor of current interventions and their impact. Work with Educational Psychologist to source quality interventions.</p>	<p>Work with the Educational Psychologist provided support in sourcing purposeful interventions. Other work with external consultants provided support for staff to develop and enhance the provision for PP children. Rigorously monitored interventions evidenced that progress was made and accurate records kept.</p>	<p>Bespoke, timely and purposeful interventions are key to ensuring that gaps are narrowed between all groups of children. Continuous evaluation and monitoring of classroom interventions, teaching/learning strategies and the learning environment is important to provide the children with the opportunities to attain highly.</p>	<p>£5000 £2000 £5000 £1000 £2000 £1000 £71868 £4000</p>

<p>PP children's reading (including phonics), writing and maths improves in line with non-pp children.</p>	<p>Children will receive extra daily reading. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Phonics provision to be reviewed to ensure sessions are engaging and purposeful. Books will be celebrated and enjoyed in school. The English curriculum will be enhanced to ensure engagement and structure. Whole school curriculum will become core text driven. The Maths curriculum to be developed further to ensure that children have access to practical resources so that they can work through CPA.</p>	<p>The English Curriculum has been purposefully designed to engage children in a variety of texts and authors. Children are engaged with the new English topics and texts. Children speak confidently about authors and can compare texts they have been exposed to. Staff attended Phonics CPD and as a result of this, practice in school was adapted. This brought consistency to the teaching of phonics and ultimately raised standards. Work with external consultants in English evidenced that the teaching of reading is successful and children are engaged, making good progress. Work with the maths consultant developed the teaching of maths in school. Teachers plan and deliver lessons using a CPA approach with problem solving and reasoning being a high priority. Quality resources enabled the children to access all areas of maths.</p>	<p>Regular monitoring and consistency in all subject areas provides SLT and subject leaders with a clear picture of practice within school and ultimately leads to good progress and attainment.</p> <p>Surgery days and monitoring are purposeful and usual in supporting staff development.</p>	
--	---	--	---	--

Children who fall into both PP, SEN and EAL will be clearly identified and will make improvements in attainment and progress	Children clearly identified and specific interventions. Work with Educational Psychologist to improve provision. Improved work on vocabulary will raise attainment for children with EAL.	Work with Educational Psychologist improved provision and identified interventions to address specific needs. Children were clearly identified in pupil progress meetings and their attainment was closely monitored. Work with external consultants helped to raise the status of vocabulary and its impact on the text and the reader. OPP meetings were child centred and focussed on the progress and the needs of the child.	Records on interventions kept and continue to be regularly monitored. Progress meetings will continue to focus on vulnerable groups.	
--	---	--	---	--

### iii. Other approaches

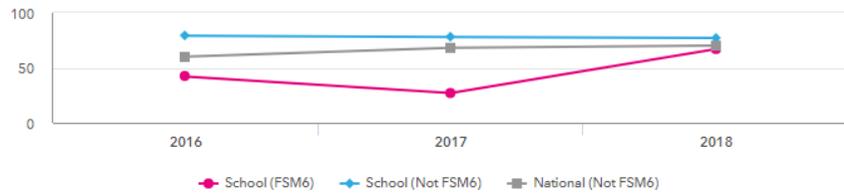
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Subsidising trips, residential, clubs, uniforms etc	Cultural enrichment accessible as part of the curriculum for all children.	Waterproofs were purchased for all Nursery children which enabled them to take part in Forest School Activities. These opportunities led to language and social development. A large proportion of school trips and residential places were funded which again provided the children with opportunities which they would not have otherwise experienced. These visits enhanced the development of vocabulary and enriched the children's experience of SMSC opportunities.	Visits and visitors play an integral part in the children's social, moral, spiritual and cultural development. These experiences also lead to enhancing the children's vocabulary development.	£4200 £500 £5100 £1000

<p>Strong social and emotional support provided to children to improve attendance, confidence and emotional wellbeing.</p>	<p>Use of a trained TA to provide counselling and time to talk.</p>	<p>TA support was provided to children and dedicated time to talk was offered. These sessions ensured that the children could discuss their worries from both inside and outside school with a trusted adult. This opportunity to have the time to talk meant that the children were able to access learning in the classroom.</p>	<p>Time to talk is beneficial and vital to ensure that children are in a positive frame of mind to access learning and this must continue.</p>	
--	---	--	--	--

**10. Additional detail**

KS2 attainment for disadvantaged pupils 2018

% Expected standard+ (Re, Wr, Ma) ✓



KS2 progress for disadvantaged pupils 2018

% Expected standard+ (Re, Wr, Ma) ✓

