

# Pupil Premium Strategy Statement (Primary)

1. Summary information					
<b>School</b>	St. Anne's Catholic Primary School				
<b>Academic Year</b>	2018/98	<b>Total PP budget</b>	£48, 500	<b>Date of most recent PP Review</b>	29.6.18
<b>Total number of pupils</b>	264	<b>Number of pupils eligible for PP</b>	26	<b>Date for next PP Strategy Review</b>	17.12.18

## 2. Current attainment

At the end of Key Stage 1, 1 child was Pupil Premium and 40 were not in receipt of this funding.

ASP data shows that school Key Stage 1 Pupil Premium children are above national in all areas. As a result the school are continuing to embed different strategies to monitor the attainment and progress of children in receipt of the Pupil Premium Grant.

<b>Pupil premium Attainment</b> Each child is 25%	Below age related expectations	Within and above age related expectations.
Reading	0 (0%)	1 (100%)
Writing	0 (0%)	1 (100%)
Maths	0 (0%)	1 (100%)

<b>Non Pupil premium Attainment</b> Each child is 2.5%	Below age related expectations	Within and above age related expectations
Reading	8 (20%)	32 (80%)
Writing	9 (22%)	31 (78%)
Maths	8 (20%)	32 (80%)

For the Year 1 phonics test, 43% of the disadvantaged achieved the expected standard. This was below the national average.

At the end of Key Stage 2, 6 children were Pupil Premium and 34 were not in receipt of this funding.

Raise on Line data shows that school Key Stage 2 Pupil Premium children are below national in all areas. As a result the school are now developing a different strategy to monitor the attainment and progress of children in receipt of the Pupil Premium Grant.

<b>Pupil premium Attainment</b> Each child is 14%	<b>Below age related expectations</b>	<b>Within and above age related expectations.</b>
Reading	5 (71%)	2 (29%)
Writing	6 (86%)	1 (14%)
Maths	5 (71%)	2 (29%)
GPS	5 (71%)	2 (29%)

<b>Non Pupil premium Attainment</b> Each child is 3%	<b>Below age related expectations</b>	<b>Within and above age related expectations</b>
Reading	12 (36%)	21 (64%)
Writing	13 (39%)	20 (61%)
Maths	17 (52%)	16 (48%)
GPS	11 (33%)	22 (67%)

### 3. Barriers to future attainment (for pupils eligible for PP)

#### **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

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| <b>A.</b> | Children are coming in to school at all ages with a low understanding of language. |
| <b>B.</b> | A proportion of PP children are within the school's SEN category.                  |
| <b>C.</b> | Low levels of parental engagement for many year groups.                            |
| <b>D.</b> | Emotional and self-esteem issues need to be addressed.                             |

#### **External barriers** *(issues which also require action outside school, such as low attendance rates)*

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| <b>F.</b> | Current Year 5 and 6 groups must improve their overall attendance. |
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<b>4. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Increase the vocabulary bank of children through oral story telling. Improve reading skills of PP children at all ages	Children can tell and create stories. Children who are entitled to PP are confident readers..
<b>B.</b>	Clear progress for all PP children including those who are SEN.	Assessment materials clearly show the progress made from individual starting points.
<b>C.</b>	Increased attendance of families whose children are eligible for PP at information events. Increased parental engagement in order to support their child in completing homework/reading diary.	Information events/workshops organised for parents at different times of the day in order to support parents on how they can help their children at home in a range of areas e.g. Maths calculation, phonics, safety, SATS.
<b>D.</b>	Children's self-esteem raised and children are more confident within the classroom environment.	Individual and small group activities, Positive Play, Lego Therapy and PSHE/circle time activities all impact positively on pupil engagement in class.

5. Planned expenditure					
Academi		2018/19			
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?
A	<p>Complete training for new staff in the Talk for Writing process.</p> <p>Reading for pleasure time allocated for all year groups. Time allocated to improve reading skills 1 to 1 and small group.</p> <p>Secret Readers/Buddies set up to enable older, more confident readers to support younger children within KS2.</p> <p>Materials through Bug Club Independent provide quality reading material in the home to stimulate further reading.</p>	<p>Research shows that there is a large gap in known vocabulary between children when they start school.</p> <p>We feel that our children have always responded well to positive role models within school. This programme allows children to spend time together to both develop and enhance key skills and to enjoy the reading experience together.</p>	<p>Allocated training for all staff. Time for staff to work alongside colleagues.</p> <p>Monitoring cycle builds in time to observe sessions, interview children and support with the training and development of all adults in a supportive role.</p> <p>Highly skilled staff delivering daily phonics sessions.</p>	Assistant Head	<p><u>Start</u></p> <p>September 2018</p> <p><u>Review</u></p> <p>Week 1 of each term</p>

B	Personalised action plan system updated.	Creating a personalised approach ensures that every child who is entitled to PP is able to plug any gaps in their prior knowledge and understanding of core subjects.	Staff meeting time allocated to the completion of the specific spreadsheet system.	Assistant Head	<u>Start</u> September 2018  <u>Review</u> Week 3 of each term
<b>Total budgeted cost</b>					£27,105
					£1000
					£28,105
<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>

A	<p>Timetable daily storytelling in.</p> <p>Mastery reading group – deepening the reading experience.</p> <p>Purchasing reading material that can be used at home to encourage reluctant readers.</p>	<p>Research shows that Exposing children to high quality story language on a daily basis build up a bank of words that can be used in a range of circumstances.</p> <p>Providing the opportunity for children who are coping well with the Primary Curriculum to have a specific session, rarely happens. This year we have developed a support package that allows the children a quality slot with a teacher, use technology to support their reading interests and create a highly skilled club for the enjoyment of reading.</p> <p>Quality reading material within the home can be a stimulus for all children. Providing the correct material for each age is something we believe will also support each child develop their writing skills.</p>	<p>Interview children about the impact of daily story – ‘Can you tell me a story?’</p> <p>Quality supply will be provided to release a class teacher, trained in the expectations of Greater Depth.</p> <p>Teacher will feed back to Head regularly on the progress seen within the group.</p>	Assistant Head	<p><u>Start</u></p> <p>September 2018</p> <p><u>Review</u></p> <p>Week 1 of each term</p>
B	<p>Analysis of assessment to identify key gaps in knowledge.</p> <p>Allocated time for TAs / teachers to work in small groups and 1 to 1 with specific PP children.</p>	<p>Some pupils need targeted support to catch up. Focusing on key skills will enable teachers to prioritise where support is given to pupils. This will increase their rate of progress.</p>	<p>Pupil Progress meetings that are specific for PP children discuss how much impact the interventions are having. If evidence does not show significant impact, intervention will be changed.</p>	SLT	<p><u>Start</u></p> <p>September 2018</p> <p><u>Review</u></p> <p>Week 3 of each term</p>
<b>Total budgeted cost</b>					<p>£13,553</p> <p>£3,105</p> <hr/> <p>£16,658</p>

<b>iii. Other approaches</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>
C	<p>Weekly overview on Class Dojo to inform parents of current topics and learning objectives.</p> <p>Additional online books and activities to support and engage.</p>	<p>Family engagement in out of school learning.</p> <p>Enhanced supportive partnerships between home and school.</p>	<p>Improved engagement with whole families improves outcomes.</p>	SLT	<p><u>Start</u></p> <p>September 2018</p> <p><u>Review</u></p> <p>Week 3 of each term</p>
	<p>Information events held at different times of the day.</p> <p>Information events held at parents' evenings to engage families.</p> <p>Individual meetings held with parents to support in developing reading routine and homework routine at home.</p>	<p>More parents will engage at collection time and when attending parents' evenings. This enables information to be shared succinctly.</p> <p>Children's raised self-esteem and parents' increased confidence in supporting and sharing time with their child.</p> <p>Developing dialogues between home and school places value parents have in education.</p>	<p>Whole school strategy and ethos.</p> <p>Planned events for families and parents.</p>	Head of School	<p><u>Start</u></p> <p>September 2018</p> <p><u>Review</u></p> <p>Last week of every term.</p>

D	Circle time, Positive play, Lego Therapy, PSHE curriculum, small group work, 1:1 activities.	Children who are lacking in confidence and self-esteem are not attaining the greater depth levels. By addressing this through other activities they will make good progress.	Tracking of children's progress.  Monitoring children's approach and attitude to learning through dialogues with the children about their work and feelings.	SENDCO	<u>Start</u> September 2018  <u>Review</u> Week 3 of each term
<b>Total budgeted cost</b>					£1220