



Pupil Premium Strategy Statement 2017-18

Headteacher : Mrs Claire Sierotko

Nominated Governor : Mrs Lorraine Maddocks

1. Summary information					
School	St Annes Catholic Primary School				
Academic Year	2017/2018	Total Pupil Premium budget	£55,440	Date of most recent PP Review	4/9/17
Total number of pupils	292	Number of pupils eligible for PP	34	Date for next PP Strategy Review	15/12/ 17

Pupil premium data Analysis Summer 2017

At the end of Key Stage 1, 3 children were Pupil Premium and 38 were not in receipt of this funding.

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

Pupil premium Attainment Each child is 25%	Below age related expectations	Within and above age related expectations.
Reading	2 (50%)	2 (50%)
Writing	2 (50%)	2 (50%)
Maths	3 (75%)	1 (25%)

Non Pupil premium Attainment Each child is 2.5%	Below age related expectations	Within and above age related expectations
Reading	20.5%	79.5%
Writing	20.5%	79.5%
Maths	12.8%	87.2%

For the Year 1 phonics test, 66.7% of the disadvantaged achieved the expected standard. This was below the national average.

At the end of Key Stage 2, 7 children were Pupil Premium and 26 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.

Pupil premium Attainment Each child is 14%	Below age related expectations	Within and above age related expectations.
Reading	7 (100%)	0 (0%)
Writing	6 (71.2%)	2 (29%)
Maths	7 (100%)	0 (0%)
EGPS	6 (86%)	1 (14%)
R, W, M	7 (100%)	0 (0%)

Non Pupil premium Attainment Each child is 2.4%	Below age related expectations	Within and above age related expectations
Reading	7 (19%)	29 (81%)
Writing	9 (25%)	27 (75%)
Maths	15 (42%)	21 (58%)
EGPS	4 (11%)	32 (80.5%)
R, W, M	8 (19.5%)	33 (48.8%)

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	The number of pupils who are in receipt of PP who are also identified as vulnerable children and work with outside agencies.
B.	Parental engagement with the school; attendance at information meetings/workshops and completion of homework, including reading.
C.	The number of pupils whose choice of behaviour impacts learning within the classroom environment.
D.	Children’s oral and spoken language impacts upon writing of well-structured sentences.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Vulnerable families accessing other agency support to support them with parenting skills and safeguarding the children.
F.	Social and emotional barriers affecting learning.
G.	Access to reading material, equipment and stationery at home
H.	Lack of rich diet of experiences at home which will aid learning at school.

3. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	The gap diminishes for the vulnerable children eligible for PP compared with the children who are not eligible for PP	Vulnerable children eligible for PP make rapid progress by the end of the year in Reading Writing and Maths so that they meet age related expectations. Measured by teacher assessments and SATs annually and by successful moderation practices across cluster schools.
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 eg Maths calculation, SATS.

C.	To reduce the amount of instances of children who display challenging behaviour within the classroom.	SSPs and MEPs target challenging behaviour. Class teachers use a range of strategies and action plans which target support for individual children. There is an effective partnership with parents. A new post has been created which will support pupils and eliminate any interruption to teaching and learning during the afternoon sessions.
D.	Improve oral language skills for pupils eligible for PP across the school, enabling them to write in full sentences, using a wider and more interesting vocabulary.	Pupils eligible for PP will make rapid progress by the end of the year so that the majority of pupils eligible for PP meet age related expectations in writing.
E.	Children's self-esteem raised and children are more confident within the classroom environment.	Individual and small group activities, Nurture group, Positive Play and PSHE/circle time activities all impact positively on pupil engagement in class.
F.	To reduce the number of instances of children who have unsettling experiences at lunchtime coming back into class after lunch unprepared for a positive teaching and learning session.	Additional activities arranged at lunchtime such as sport, lego and puzzle club will impact positively on pupils learning attitudes during the afternoon session.
G.	Vulnerable families to engage with outside agencies to gain support for home/family situations	Families identified via safeguarding procedures are supported at home which will improve the child's and family's well-being and in turn impact upon outcomes at school.
H.	Families and parents use the school website and Active Learn to enhance their child's learning experiences at home.	Cornerstones Curriculum supports parents with homework ideas and enables increased participation. Encouraging parents to continue to access reading, phonics and maths material at home to support learning.

4. Planned expenditure

Academic year

2017-2018

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?
Improve outcomes in Reading, Writing and Maths in order for children to meet ARE	Further develop children's independent learning through Learn to Learn strategies, specifically: Readiness, Resourcefulness, Resilience, Reflection. Responsibility, CPD for all staff in teaching Reading and Maths with JG from DCC. Introduce and implement the Cornerstones cross curricular scheme to improve outcomes for Writing and Busy Ants Maths Scheme to improve outcomes in Maths.	We want to develop a "Growth Mind Set philosophy "which will inspire the children's long term "I can do "attitude, building resilience and capacity within their learning. The 'Learning to Learn approach' enables children to have strategies to set goals, monitor and evaluate their own learning and development. Recommendations from LA adviser and observing good practise in other schools.	CPD selected using evidence of its wider effectiveness at other schools. Use staff meetings and Inset to deliver the training. Observations of the children's growth in self-confidence. Use the Monitoring and Evaluation schedule and SEND Provision Map to confirm implementation of additional strategies and appropriate interventions being used for those needing support. Ongoing assessment data is scrutinised to ensure that progress is good and if needed, additional strategies introduced.	SC, JW, PL	December 2017, April 2018, July 2018
Improve outcomes in writing so the majority meet ARE.	Cornerstones Curriculum provides a framework for stimulating Reading, Creative Writing and Speaking and Listening.	All staff trained with Cornerstones and research in to the Cornerstones Curriculum. Evidence from other schools demonstrates improved Writing results using Cornerstones.	Monitoring half termly- children's progress can be seen through dialogues, work in books and on the iTrack system.	SC JF JW	Review half-termly

<p>Increased attendance of families whose children are eligible for PP so that they are better placed to support their child in completing homework/ reading diary.</p>	<p>Information events held at different times of the day. Information events held at parents' evenings to engage families. 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. Children's raised self-esteem and parents' increased confidence in supporting and sharing time with their child. Developing dialogues between home and school places value parents have in education.</p>	<p>Whole school strategy and ethos. Planned events for families and parents.</p>	<p>CS</p>	<p>Review half-termly</p>
<p>To reduce the number of instances when children display challenging learning behaviours</p>	<p>SSPs and MEPs to target challenging behaviour. Consistent approach in classrooms. Appointment of a behaviour support assistant.</p>	<p>The children with behavioural difficulties do not attain/achieve as highly as other learners. Their disruptive behaviour has an adverse effect on their own and other children's learning.</p>	<p>Observations. The number of instances of challenging behaviour reduces. All children will make good progress.</p>	<p>CS, JW,PL</p>	<p>Review half-termly</p>
<p>Improve oral language skills, speaking in full sentences.</p>	<p>Speaking and Listening focused lessons planned into the curriculum. To develop collaborative learning approaches where children of mixed ability work together to focus on a shared task. Effective SALT support.</p>	<p>Children do not speak in full sentences missing pronouns and determiners and often use non-standard language. Through focused Reading comprehension and developing strategies children can understand the meaning of what is written and clearly articulate their response. This includes inference, summarising and identifying key points verbally in a spoken sentence and in written form. They also will develop their questioning strategies.</p>	<p>CPD for teaching staff in Reading comprehension strategies via staff meeting and Inset opportunities. CPD in supporting TAs in developing children's language skills and encouraging children to speak clearly in full sentences. Modelling Speaking and Listening with the children. Opportunities for collaborative learning through the topic based curriculum.</p>	<p>SC, JF, CB, JW</p>	<p>Review half-termly</p>

Total budgeted cost £22,661

ii. Targeted support

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?
<p>Vulnerable children eligible for PP make rapid progress by the end of the year in Reading, Writing and Maths so that they meet ARE. This will be measured by assessments throughout the year and by confirmation of judgements at internal and cluster moderation activities.</p>	<p>1:1 and small group specific interventions planned to cater for individual needs based on early identification of need. These interventions are: Read, Write Inc speed sounds & word time Motor skills United Action words Teach your monster to read Starspell Success at arithmetic Sound discovery Beat Dyslexia Positive Play Nurture Group</p> <p>Partnership with parents who contribute to children's SEN support plans and reviews.</p>	<p>Consolidation of learning completed in class time for practice and application of skills. Improved confidence for pupils in specified areas. Pupils feel equipped to tackle higher level work. Improved learning outcomes for children.</p> <p>Greater parental involvement in children's learning and higher percentage of children attending meetings.</p>	<p>Monitoring via observation and work scrutiny and triangulation</p> <p>Regular review of interventions ensuring that support is adapted according to progress made towards children's individual targets and next steps.</p> <p>Regular communication between all teachers and TAs.</p>	<p>SC, JW, SCI</p>	<p>Review half-termly.</p>

	TA support within lessons to improve understanding of learning in Writing and Maths.	Learning tasks tailored and differentiated to specific needs of pupils - closing gaps in understanding. Improved learning outcomes for Writing and Maths. Improved confidence for pupils in specified areas. Learning tasks tailored for specific needs of pupils- narrowing the gap in understanding. Pupils feel more confident and equipped to tackle higher level work. Improved learning outcomes for children Busy Ants Maths scheme promotes mastery approach.	Monitoring via observation, work scrutiny and pupil interviews. Regular review of interventions. Regular communication between all teachers and TAs.	Class teachers	Review half-termly.
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Total budgeted cost £33,365

iii. Other approaches

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?
Vulnerable families to engage with outside agencies to gain support for home/family situations.	CS/JW to work with social workers and MAT team workers to support families in promoting children's well-being.	Raised self-confidence and self-esteem in the children. Children's safety and well-being supported so conducive to learning. Improved learning outcomes for children.	Monitoring alongside pastoral teams will result in improved engagement with families improves outcomes.	CS JW	Review half-termly
Whole school approach for selecting appropriate interventions will ensure consistency resulting in improved children's confidence and self-esteem which will positively impact learning upon learning.	Circle time, Positive play, Nurture Group, 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.	JW RT	Review half-termly

To engage with families through the use of the school website and the Active Learn Website	Termly overview to inform parents of current topics and learning objectives. Additional online books and activities to support and engage.	Family engagement in out of school learning. Enhanced supportive partnerships between home and school.	Improved engagement with whole families improves outcomes.	SC CS	Review termly
				Total budgeted cost	£23,234

B. Additional detail

The actions identified in this Pupil Premium Strategy were made giving consideration to ASP data, the Derbyshire data books, the Data Dashboard and assessment/tracking information from the school's assessment and monitoring procedures. This has provided a full picture of next steps required for individual children.

As a Catholic school, we continue to place a high priority on the well-being of our children to ensure that their mental health and emotional needs remain high profile. In addition, we will continue to facilitate a range of staff training opportunities to further support positive attitudes and a culture of growth mind-set. Consequently, pupils will complement the qualities they are already developing such as resilience and perseverance, ensuring that challenge is relished and ambition is fostered.

St Anne's School places high priority for pupils in receipt of the Pupil Premium Grant and as a result, provides additional funding from its budget to ensure appropriate support to all pupils in this group. The additional spending for the year 2017/18 is £23,820 which brings the total amount spent to £79,260.