



**St. Anne's
Catholic
Primary School**



Pupil Premium Spend for 2017-2018

(Plus an analysis of previous spend)

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	St Anne's Catholic Primary			Headteacher: Keri Baylis	
Academic Year	2017/18	Total PP budget	£128,040.	Date of most recent PP Review	None
Total number of pupils	194	Number of pupils eligible for PP	79 41%	Date for next internal review of this strategy	To be arranged

2. Current attainment		
KS2 results - 2017	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (nat. av)</i>
% achieving expected standard in reading, writing and maths	72% (47%)	75% (68%)
% achieving expected standard in reading	72% (60%)	60% (77%)
% achieving expected standard in writing	83% (66%)	100% (81%)
% achieving expected standard in maths	89% (63%)	100% (81%)
% achieving expected standard in spag	83% (66%)	100% (82%)
3. Barriers to future attainment (for pupils eligible for PP)		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
A.	On-entry level is well below age-related developmental milestones	
B.	Low level of basic skills on entry, particularly with reference to PSED	
C.	Speech, communication and language	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
D.	Low parental skill level	
	A large number of EAL parents with a wide range of different languages	

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	No. of PP children achieving the ELG in reading is at least as high as non-pp children	60% of PP children will reach the expected standard.
B.	All PP children who reached the ELG in R in YR pass the phonics screening test (100% in Y2)	90% of children who reach ELG will pass the screening
C.	The same number of PP children are at age related expectations at the end of each year in reading as their non-pp peers (internal data as well as end of key stage data)	80% of PP are at age-related at the end of each year in R, W and M
D.	The attendance of PP children is in line with other pupils nationally.	PP attendance at or above 96.5%
E.	The identified G&T pp children achieve the higher standard at the end of KS2	Approximately 25% of PP children achieve the higher standard at the end of KS2.

5. 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?
90% of PP children achieving ELG pass phonics screening	<ul style="list-style-type: none"> •Additional TA deployment to support small phonics groups •Release of Lead practitioner to monitor, coach and model high quality phonics sessions •Additional adult employed in YR to support small key 	Early years intervention +5 months Reducing class size +3 months		Anne-Marie Wear	Continuously and always at the end of each half term to ensure fluidity of groupings
80% of PP are at age-related at the end of each year	<ul style="list-style-type: none"> •Overt and direct planned opportunities to promote 1:1 reading with PP children 				
				Total budgeted cost	£41, 395

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?
Reading recovery	Retain and fully fund school reading recovery teacher CONTINUED STRATEGY	Reading outcomes below those in Maths and writing across school. Reading ELG is the least likely to be achieved in school. She will co-ordinate and lead on BRP throughout school. PP achieve even less well than their non-pp peers.		Bernie McGovern	Continuously, but always at the end of each RR cycle (20 weeks) and BRP cycle (14 weeks)
More able PP children to achieve higher standard at end of KS2	●1:1 weekly tuition during afternoons	We want to ensure our G&T children are identified early, particularly those in receipt of pupil premium.	Usual monitoring process at school as well as tracking the data for this group of pupils.		
Total budgeted cost					£39,149
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?
To close the attendance gap between PP and non-pp children	<ul style="list-style-type: none"> ●Deploy two FSWs to identify and support vulnerable families ●Provide walking bus for targeted families ●Provide breakfast club for vulnerable families. 	Parental involvement +3 months		KB	We monitor it on a weekly basis and this is shared on Newsletters, but not the PP aspect.

Enrichment activities	<p>WOW days to launch new topics to engage learners Support for extra- curricular clubs so that all PP attend at least one PP G&T science after school clubs (Madsience – external provider)</p> <p>Resources to support trips/residential Funds to support the '11 by 11' programme in school e.g theatre trip for all, visit to the seaside, learn an instrument etc. (see policy)</p>	Outdoor learning +3 months Arts participation +2 months				
					Total budgeted cost	£47,496
					Total spend	£132,300

Previous Academic Year									
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.							Lessons learned (and whether you will continue with this approach)
90% pass the phonics screening test	Deployment of additional TAs	100% achieved the expected standard							We will continue with this approach next year.
80% of PP are at ARE at the end of the year	Overt and direct planned opportunities to promote 1:1 reading with PP children		Y1	Y2	Y3	Y4	Y5	Y6	The vast majority of classes hit, or exceeded, their challenging targets of 80% being at ARE. Where it was not achieved, it was only one child who did not hit the intended level. We will continue with the strategy next year.
		R	87.5	81.5	81.5	75	100	76	
		W	83.3	81.5	77.8	75	100	90	
		M	83.3	85.2	81.5	75	100	93	
Reading recovery	Retain and fully fund school reading recovery teacher	We have now closed the gap between standards in reading compared to maths. However, there is still a gap and so we will continue with this intervention next year. (See results above)							We will be continuing with this next year.
More able PP children to achieve higher standard at end of KS2	1:1 weekly tuition during afternoons								We will be continuing with this intervention next year, although not to the same level as funds are less than they were this year and we cannot afford the high level of intervention. As you can see from the screenshot of our arbour report, we nearly doubled the national average at KS2 of disadvantaged children achieving the greater depth standard and we slightly exceeded the national average for non-disadvantaged.
To close the attendance gap between PP children and non-PP children	<ul style="list-style-type: none"> Walking bus FSWs Free breakfast club 	Whole school attendance – 96.6 Attendance of PP children – 95.28							There were still some children who were classed as being persistently absent. There are a host of additional issues with these particular families. Two of the boys whose attendance was below 50% have now left the school, meaning we should have a much better % next year.

<p>Enrichment activities</p>	<ul style="list-style-type: none"> • WOW days to launch new topics to engage learners • Support for extra-curricular clubs so that all PP attend at least one PP G&T science after school clubs (Madsience – external provider) • Resources to support trips/residential • Funds to support the '11 by 11' programme in school e.g theatre trip for all, visit to the seaside, learn an instrument etc. (see policy) 	<p>All of those PP children invited (G&T) attended the maths G&T science sessions, with the exception of one child who was our PP persistent absentees.</p> <p>Children in years 2 and 4 now learn the recorder.</p> <p>Children who might otherwise not be able to attend school trips or residential trips, are supported financially in order to enable them to do so.</p>	<p>We will be continuing with this next year.</p>
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