

St Anne's C of E Primary School



Pupil Premium Strategy Document 2018-2019

Summary Information					
School	St Anne's C of E Primary School				
Academic Year	2018-2019	Total PP budget	59,320	Date of most recent PP review	July 2018
Total number of pupils	215	Number of pupils eligible for PP	42	Date for next internal review of this strategy	July 2019

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. For the academic year of 2018-19, this remains at £1320 per pupil. A provision is also made for children who have a parent in the armed services (£300). Looked after children, as defined in the Children Act 1989, attract £2,300; whilst children who have ceased to be looked after by the Local Authority also attract £2,300.

Pupil Premium at St Anne's

St Anne's Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps.

At St Anne's Primary School we strive to create a learning environment where all can succeed. To this end, the Pupil Premium lead worked with an Independent Educational Consultant/School Adviser to evaluate current practices in school and to streamline documentation during 2017-2018. The school now has a wide range of comprehensive documentation relating to pupil premium funding, the spending plan and the monitoring of this. Data shows that the outcomes for PP pupils at the school are at least good or better in relation to national and school data.

The PP lead and the consultant worked specifically on:

- Redefining the barriers to learning in relation to PP children
- Clarifying funding and eligible pupils across school

- Redefining key aspects of provision mapping, intervention spending and related success criteria
- Mapping out the school PP strategy more effectively
- Evidencing the delivery, evaluation and impact of interventions more effectively
- Raising the expectations and implications of PP governance
- Signposting to good practice elsewhere

In order to build on this work the PP lead has:

- Considered further strategies to ensure that pupil eligibility is correct
- Developed individual pupil premium profiles
- Reinstated the whole school pupil premium provision map
- Revised the intervention progress tracking proforma
- Re-evaluated how the progress of PP pupils is tracked, monitored and followed up.
- Evaluated the impact of last year's spending and the strategies used.
- Re-evaluated how PP information is shared with governors

St Anne's now has a clearer, more strategic approach to the use of specific Pupil Premium funding and plans are now integrated into wider school support and improvement systems. These will be monitored and evaluated regularly according to a planned cycle and in depth data analysis will ensure that the correct support and strategies are identified in order to maximize progress for all of our pupil premium children.

Leading on from this work, the PP lead is now working to more closely link Pupil Premium eligibility with Intervention strategies and SENd procedures as there is often cross-over in these areas. The aim is to provide an even more comprehensive and cohesive strategy to further enhance the provision on offer to pupils who are in receipt of the Pupil Premium funding. The PP lead will also look at school documentation in these areas to streamline wherever possible to avoid replication of the same information.

Barriers to future attainment (for pupils eligible for PP)

- A rising percentage of our school population live in local areas of deprivation
- Language and Communication skills on entry to school are increasingly lower than would be regarded as typical for many children of a similar age. This impacts upon every area of learning.
- The growing number of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success.
- Pupils who do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
- Children who have the potential to reach Greater Depth may not have families who promote high aspirations or have the capacity to support children with increasing levels of challenge.

- Lack of access to a good morning routine and healthy breakfast for some pupils. This impacts upon their ability to focus and concentrate during morning lessons.

Pupil Premium Spending 2018-2019

Money will be allocated to provide:

- Additional teaching staff for Y6
- Targeted Intervention Programmes- before school and during school hours. Use of Teaching Assistants and additional specialist support teachers.
- Leading Practitioner to run Forest Schools Programme
- E-learning subscriptions- Accelerated Reader and Mathletics
- Speech and Language support from a trained therapist
- Provision of Talk Boost programme to develop listening skills, vocabulary and sentence production
- Support from Educational Psychiatrist
- Pastoral support from the school chaplain.
- Educational visits at a greatly reduced cost
- Free specialist music tuition
- Provision of enrichment activities
- Free Breakfast Club
- After School Clubs at a reduced cost
- Emotional support Via Drawing and Talking Therapy
- Half price school uniform from Emblematic

The reasons for this are:

- Reducing class size in Y6 allows children to have more “teacher time”. Reducing class sizes has been shown to have moderate impact upon learning- Education Endowment Foundation Toolkit evidence.
- Interventions may support children in many areas of learning, both those children who need support to access learning and those who need challenge to reach Greater Depth. Interventions will be based around the English and Maths curricula and may cover reading, including reading comprehension strategies which the EEF Toolkit evidences as having an impact, writing, oracy, spelling and all aspects of maths.
- Oral Language intervention has been shown to have a moderate impact upon children (EEF Toolkit evidence). Talk Boost and working with a trained therapist will support children to be able to access all areas of learning more easily.
- Vulnerable children may benefit from the support offered by an Educational Psychologist or Drawing and Talking Therapy led by school staff, including the school chaplain. The school chaplain is also available to support children who may need time and support to deal with personal or family issues.
- After school clubs at a reduced cost/ free specialist music tuition/educational visits at a greatly reduced cost/enrichment activities will allow children to have a more rounded education and support them to aim high and be aspirational.

- Free Breakfast Club will help pupils to be ready for the school day, being ready to focus and concentrate.
- Half Price uniform supports disadvantaged families to access clothing with the school logo

Measuring the impact

The impact of pupil premium will be measured in many ways:

- Class teachers will pay close attention to PP children, tracking them closely and planning interventions as necessary
- Interventions will be monitored for impact and adjusted as necessary
- Progress and attainment data to be documented termly and action taken as necessary.
- Evidence will be gathered and documented by all staff who work with PP children
- Pupil Voice will provide an insight into the impact of strategies which may be difficult to measure e.g. the provision of breakfast

Data from all of the above will be compared to National Other and also to non-disadvantaged children in school.

Next review of pupil premium strategy

This will take place in July 2019.

