

St Anne's C of E Primary School



St Anne's C of E Primary School

At St Anne's we believe the targeted and strategic use of the Pupil Premium Grant will support us in achieving our vision.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged, by working within groups of pupils who are entitled to Pupil Premium.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals may be in receipt of pupil premium interventions at any one time.

PROVISION

- The range of provision the Governors may consider making for this group of pupils could include:
 - Maintaining class sizes, thus maximizing opportunities for effective AfL and accelerating progress.
 - Providing small group work with an experienced teacher, focussed on overcoming gaps in learning.
 - 1:1 support.
 - Additional teaching and learning opportunities provided through trained TAs or personnel from external agencies.
 - Access to commercially produced programmes to develop basic literacy and numeracy.
 - Providing social, emotional and spiritual support through the school chaplain or trained TAs.
 - Effective CPD for staff.
- All our work with Pupil Premium children will be aimed at accelerating progress; moving children to *at least* age related expectations. Initially this will be in English and Maths.
- Pupil Premium resources may also be used to target eligible able children to achieve greater depth by the end of KS1 and greater depth or a high SATs score by the end of KS2.

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- Provision will take into account the findings of the Sutton report and guidelines from OfSTED on the most effective strategies for improving pupil progress.

REPORTING

- It will be the responsibility of the Head Teacher, or a delegated member of staff, to produce regular reports for the Governors on:
 - the progress made towards narrowing the gap, by year group, children in receipt of PPG
 - comparison of their progress with their peers, in school and nationally.
 - an outline of the provision that was made since the last meeting.
 - an outline of spending of the PP funding received
- It will be the responsibility of the Chairperson or Headteacher to ensure this information is made known to the full governing body
- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and published on the schools website

APPEALS

Any appeals against this policy will be through the school's complaints procedure.

Pupil Premium grant expenditure 2015-16

To support disadvantaged pupils at St Anne's C of E Primary School Pupil Premium funding was targeted at:

- The main areas of the curriculum- Reading, Writing and Maths- to raise attainment and improve rates of progress.
- Narrowing the gap in attainment in reading, writing and maths between disadvantaged and non-disadvantaged children
- Increased access to a greater range of experiences and support

Percentage of disadvantaged children in each year group (2015)

| YrR | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
|-----|-----|-----|-----|-----|-----|-----|
| 9% | 3% | 13% | 16% | 28% | 10% | 31% |

The school received a Pupil Premium grant of £39,600 which was spent in a variety of ways to meet the needs of eligible children:

- small group or 1:1 support
- purchase of resources
- additional staffing
- enrichment activities
- social, emotional and spiritual support

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Summary of Spending 2015 - 2016

Human resources and Professional Development:

| Provision | Description | Cost | Impact |
|--|---|---------|--|
| Funding directed at provision of additional teachers | 0.4 Year 6 additional teacher in Writing and Maths; 0.6 Year 1 additional teacher- Writing and Maths; targeted support for Maths one afternoon per week from a specialist support teacher and for Writing, three morning sessions per week <i>(HT)</i> | £21,784 | Small groups allowing children to benefit from individualised learning support. Leading to increased levels of confidence and achievement. |
| Support for English and Maths coordinators | LA support in monitoring quality of T and L, Marking and Feedback, with a particular focus on progress of PP children in a given cohort <i>(HT, Maths and English Coordinators)</i> | £1,500 | Maths and English co-ordinators have accurate picture of current progress of children and support staff in subsequent planning to meet needs more accurately. Increased levels of support and challenge. |
| LA support and bespoke training for all in Maths | 'Approaches to Problem Solving and Reasoning within the new curriculum'. - four bespoke twilight sessions- group and 1:1 sessions <i>(HT, Maths Coordinator)</i> | £150 | Increased levels of support and challenge for all cohorts. |
| Speech and Language support and resourcing | Brokering Speech and Language external support via bespoke Service Level agreement, to include staff support and resourcing advice. <i>(HT, SENCO)</i> | £4500 | Speech and language support for all children who need this. Improved communication to lead to increase in self esteem. |
| School Chaplain | Funding to support newly-created role of Chaplain: SMSC and PSHE coordinator; attendance and punctuality; Child Protection; pastoral care; Parent Support Adviser; PTA liaison, coordination of nine pupil voice groups including the Junior Management Team to raise self-esteem, enhance leadership and teamwork skills and support awards - Investing in Children, Eco Schools Green Flag, Rights Respecting Level 2, Enhanced Healthy Schools, Gold Award of Sustainable Travel, BIG Anti Bullying. <i>(HT, Chaplain)</i> | £11,250 | Improve standards Support for vulnerable children and their families Enrichment and self-esteem building type group memberships |

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| | | | |
|--|---|---------|---|
| Booster Sessions and Targeted TA support | Staffing and resources for booster sessions at all levels (HT, DH, AH) Redeployment of TAs to ensure maximum impact, including provision of an additional hour before school to support one to one reading programme. (AH) | £2, 500 | Literacy and Numeracy booster activities to narrow gaps. Support pupils entitled to PPG to achieve at least age related expectations. 1:1 reading activities to provide improved reading and comprehension skills and promote success and, therefore, a love of reading. |
| CPD for TAs | Source appropriate training for TAs via membership of Prince Bishops Teaching Schools Alliance (HT, AH) | £300 | Upskilling of TAs in provision of challenge in maths and speech and language support. Improve support to children to achieve at all levels. |
| Assessment and Monitoring | | | |
| New Tracking and Assessment System PD in this for staff and Governors PP children closely monitored by class teachers | Provision of new tracking and assessment system for core subjects, to inform class action plans and cohort files. Externally-sourced bespoke PD for both staff and Governors on the implementation of the new system (Data Liaison Manager) and associated training and support delivered by external data analyst. | £1500 | Accurate tracking and assessment of pupils leading to teachers having in depth knowledge of their cohorts, and in particular PP children, enabling targeted planning and interventions to be used. Work matched closely to needs of children leading to increased levels of performance. |
| Curriculum Resources | | | |
| Maths intervention | Change approach to intervention in Maths through implementation of the Pre- and Post- Learning Challenges and Approach to Learning Programme-cost of PD and resources (HT, DH, AH) | £500 | Pre learning challenges allow teachers to have an accurate picture of where pupils are before beginning a unit of work. Planning can therefore be tailored to needs of pupils. |
| Online maths resource | Mathletics Programme | £1000 | To engage and motivate children in basic maths skills. |
| Extra-Curricular, Enrichment and Enhancement. | | | |
| Experience Mapping | Map enrichment and enhancement so all children have opportunity to benefit | | To ensure a fair distribution of curriculum enrichment and enhancement (HT) |
| Extra-curricular projects in a range of curricular areas: | Sainsbury's School Sports Programme, Global Learning Programme, Choir competition, We are Ten Arts Mark with Auckland Castle, DT Project with local entrepreneur, Heritage Hunters Auckland Castle project, Riverfly Project, STEM Robotics Programme, Citizenship 10 week programme, British History Folk programme, Choir and Durham Choristers Programme, Bike It Bikeability, Thrills | £2000 | Provide access to a wide variety of enrichment activities to increase self confidence/ self esteem, build team working skills, physical skills, arts experiences, computing skills, faith and spiritual events. Increased self confidence and self esteem to lead to improved attitude to work and self belief, leading to improved outcomes. |

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| | | | |
|-------------------------------------|--|-------|---|
| | and Skills, Geocaching, Multi-Faith Event (HT)+ | | |
| Funding for enrichment | Free after-school activities, clubs, LA music tuition and the annual residential for Y5 and 6. | £2000 | Ensure disadvantaged children have opportunities to access all enrichment school can provide. |
| | All children eligible for PP funding offered a substantial breakfast. | £100 | Ensuring a good start to the day. Children prepared for learning. |
| Outside links | Links with local business and universities (HT) | £300 | To broaden horizons of children to wider world of education and opportunities beyond this. |
| Programme of aspirational visitors: | parents, artists, authors and sportsmen, pantomime, theatre groups (HT) | £500 | Ensure disadvantaged children have opportunities to access all enrichment school can provide. |
| | | | |

Proposed Spending 2016-2017

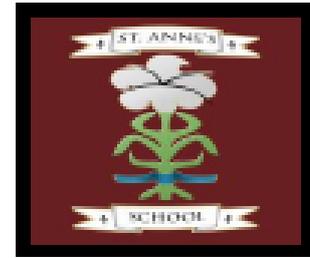
Spending will be focussed in the areas of reading and writing in response to the outcomes from the previous year for PP children. Children need to be supported in these subjects in Y4, Y5 and Y6 in particular.

Outcomes End of KS1 and KS2

The following documents report on the outcomes of pupil premium children at the end of Key Stage 1 and Key Stage 2.

KEY STAGE 1 2016

St Annes CE Primary



School Disadvantage vs National

Percentage of pupils working at expected standard or greater depth

Pupil Premium Analysis

| PERFORMANCE DATA | | 2016 | | |
|-----------------------------|-------------------------------|--------|-------|--------|
| | | Boys | Girls | Total |
| No. of pupils | All | 16 | 14 | 30 |
| School Pupil Premium Cohort | PP | 2 | 0 | 2 |
| | SEN | 0 | 0 | 0 |
| | EAL | 0 | 0 | 0 |
| | LAC | 0 | 0 | 0 |
| READING TA | School PP | 100.0% | | 100.0% |
| | National All Pupils | 70.0% | 78.0% | 74.0% |
| | GAP School PP vs National All | 30.0% | | 26.0% |
| | National Non PP | 73.0% | 81.0% | 77.0% |
| | National PP | 54.0% | 65.0% | 60.0% |
| WRITING TA | School PP | 100.0% | | 100.0% |
| | National All Pupils | 59.0% | 73.0% | 65.0% |
| | GAP School PP vs National All | 41.0% | | 35.0% |
| | National Non PP | 61.0% | 75.0% | 68.0% |
| | National PP | 42.0% | 58.0% | 50.0% |
| MATHS TA | School PP | 100.0% | | 100.0% |
| | National All Pupils | 72.0% | 74.0% | 73.0% |
| | GAP School PP vs National All | 28.0% | | 27.0% |
| | National Non PP | 74.0% | 76.0% | 75.0% |
| | National PP | 56.0% | 59.0% | 58.0% |

The graphs below show how disadvantaged pupils in school (School PP) compare against all pupils nationally (National All), disadvantaged pupils nationally (National PP) and non-disadvantaged nationally (National Non PP)

| Category | Percentage |
|-----------------|------------|
| School PP | 100% |
| National All | 74% |
| National Non PP | 77% |
| National PP | 60% |

| Category | Percentage |
|-----------------|------------|
| School PP | 100% |
| National All | 65% |
| National Non PP | 68% |
| National PP | 50% |

| Category | Percentage |
|-----------------|------------|
| School PP | 100% |
| National All | 73% |
| National Non PP | 75% |
| National PP | 58% |

The data shows that, by the end of KS1, PP children out-performed All Pupils nationally, Non PP children nationally and PP children nationally, in Reading, Writing and Maths.

KEY STAGE 1 2016

St Annes CE Primary



School Gap Analysis

Percentage of pupils working at expected standard or greater depth

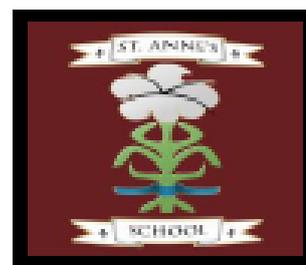
Pupil Premium Analysis

| PERFORMANCE DATA | | 2016 | | | KEY: The graphs below show the difference between Pupil Premium and Non Pupil Premium Pupils ■ Non Pupil Premium ■ Pupil Premium |
|-------------------|--------|--------|-------|--------|---|
| | | Boys | Girls | Total | |
| No. of pupils All | | 16 | 14 | 30 | |
| Pupil Premium | PP | 2 | 0 | 2 | <p>Number of pupils</p> |
| | SEN | 0 | 0 | 0 | |
| | EAL | 0 | 0 | 0 | |
| | LAC | 0 | 0 | 0 | |
| Non Pupil Premium | Non PP | 14 | 14 | 28 | |
| | SEN | 0 | 0 | 0 | |
| | EAL | 0 | 0 | 0 | |
| | LAC | 0 | 0 | 0 | |
| READING TA | ALL | 81.3% | 92.9% | 86.7% | <p>% expected standard or greater depth</p> |
| | PP | 100.0% | | 100.0% | |
| | Non PP | 78.6% | 92.9% | 85.7% | |
| | GAP | 21.4% | | 14.3% | |
| WRITING TA | ALL | 75.0% | 85.7% | 80.0% | <p>% expected standard or greater depth</p> |
| | PP | 100.0% | | 100.0% | |
| | Non PP | 71.4% | 85.7% | 78.6% | |
| | GAP | 28.6% | | 21.4% | |
| MATHS TA | ALL | 87.5% | 85.7% | 86.7% | <p>% expected standard or greater depth</p> |
| | PP | 100.0% | | 100.0% | |
| | Non PP | 85.7% | 85.7% | 85.7% | |
| | GAP | 14.3% | | 14.3% | |
| RWM* TA | ALL | 75.0% | 85.7% | 80.0% | <p>% expected standard or greater depth</p> |
| | PP | 100.0% | | 100.0% | |
| | Non PP | 71.4% | 85.7% | 78.6% | |
| | GAP | 28.6% | | 21.4% | |

The data shows that PP children out-performed non PP children in reading, writing and maths.

KEY STAGE 1 2016

St Annes CE Primary



Pupil Characteristics Analysis

Percentage of pupils working at expected standard or greater depth

| PERFORMANCE DATA | SCHOOL 2016 | | | | | National 2016 |
|-------------------|---------------|---------|---------|--------|--------|---------------|
| | No. of Pupils | Reading | Writing | Maths | RWM* | RWM* |
| ALL | 30 | 86.7% | 80.0% | 86.7% | 80.0% | *** |
| Boys | 16 | 81.3% | 75.0% | 87.5% | 75.0% | *** |
| Girls | 14 | 92.9% | 85.7% | 85.7% | 85.7% | *** |
| Pupil Premium | 2 | 100.0% | 100.0% | 100.0% | 100.0% | *** |
| Non Pupil Premium | 28 | 85.7% | 78.6% | 85.7% | 78.6% | *** |
| SEN | 0 | | | | | *** |
| No SEN | 30 | 86.7% | 80.0% | 86.7% | 80.0% | *** |
| EAL | 0 | | | | | *** |
| Non EAL | 30 | 86.7% | 80.0% | 86.7% | 80.0% | *** |

*RWM - Reading, writing & maths combined

Percentage of pupils working at greater depth

| SCHOOL PERFORMANCE DATA | SCHOOL 2016 | | | | | National 2016 |
|-------------------------|---------------|---------|---------|-------|-------|---------------|
| | No. of Pupils | Reading | Writing | Maths | RWM* | RWM* |
| ALL | 30 | 33.3% | 30.0% | 33.3% | 20.0% | *** |
| Boys | 16 | 18.8% | 25.0% | 31.3% | 18.8% | *** |
| Girls | 14 | 50.0% | 35.7% | 35.7% | 21.4% | *** |
| Pupil Premium | 2 | 0.0% | 0.0% | 50.0% | 0.0% | *** |
| Non Pupil Premium | 28 | 35.7% | 32.1% | 32.1% | 21.4% | *** |
| SEN | 0 | | | | | *** |
| No SEN | 30 | 33.3% | 30.0% | 33.3% | 20.0% | *** |
| EAL | 0 | | | | | *** |
| Non EAL | 30 | 33.3% | 30.0% | 33.3% | 20.0% | *** |

*RWM - Reading, writing & maths combined

Comparison to national data will be added as it becomes available.

KEY STAGE 2 2016

St Annes CE Primary



Pupil Premium Analysis

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

| PERFORMANCE DATA Expected Standard | | 2016 | | | KEY: The graphs below show the difference between Pupil Premium and Non Pupil Premium Pupils ■ Pupil Premium ■ Non Pupil Premium | |
|--|--------|-------|--------|-------|---|--|
| | | Boys | Girls | Total | | |
| No. of pupils | | 19 | 10 | 29 | | |
| Pupil Premium Pupil Premium pupils characteristics: | PP | 3 | 4 | 7 | | |
| | SEN | 1 | 1 | 2 | | |
| | EAL | 0 | 1 | 1 | | |
| | LAC | 0 | 0 | 0 | | |
| Non Pupil Premium Non Pupil Premium pupils characteristics: | Non PP | 16 | 6 | 22 | | |
| | SEN | 1 | 0 | 1 | | |
| | EAL | 0 | 0 | 0 | | |
| | LAC | 0 | 0 | 0 | | |
| SPaG* TEST | ALL | 84.2% | 80.0% | 82.8% | | |
| | PP | 66.7% | 50.0% | 57.1% | | |
| | Non PP | 87.5% | 100.0% | 90.9% | | |
| | GAP | 20.8% | 50.0% | 33.8% | | |
| READING TEST | ALL | 89.5% | 90.0% | 89.7% | | |
| | PP | 66.7% | 75.0% | 71.4% | | |
| | Non PP | 93.8% | 100.0% | 95.5% | | |
| | GAP | 27.1% | 25.0% | 24.0% | | |
| MATHS TEST | ALL | 89.5% | 100.0% | 93.1% | | |
| | PP | 66.7% | 100.0% | 85.7% | | |
| | Non PP | 93.8% | 100.0% | 95.5% | | |
| | GAP | 27.1% | 0.0% | 9.7% | | |
| WRITING TA | ALL | 89.5% | 100.0% | 93.1% | | |
| | PP | 66.7% | 100.0% | 85.7% | | |
| | Non PP | 93.8% | 100.0% | 95.5% | | |
| | GAP | 27.1% | 0.0% | 9.7% | | |
| RWM** TEST (Reading / Maths) TA (Writing) | ALL | 84.2% | 90.0% | 86.2% | | |
| | PP | 66.7% | 75.0% | 71.4% | | |
| | Non PP | 87.5% | 100.0% | 90.9% | | |
| | GAP | 20.8% | 25.0% | 19.5% | | |

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

The data shows that PP children did not perform as well as non PP children in SPAG, reading, writing or maths at the expected standard.

KEY STAGE 2 2016

St Annes CE Primary



Pupil Premium Analysis

Percentage of pupils achieving high standard (high score SATs or GDS Writing TA)

| PERFORMANCE DATA High Standard | | 2016 | | | KEY: The graphs below show the difference between Pupil Premium and Non Pupil Premium Pupils ■ Pupil Premium ■ Non Pupil Premium |
|--|--------|-------|-------|-------|---|
| | | Boys | Girls | Total | |
| No. of pupils | | 19 | 10 | 29 | |
| Pupil Premium Pupil Premium pupils characteristics: | PP | 3 | 4 | 7 | |
| | SEN | 1 | 1 | 2 | |
| | EAL | 0 | 1 | 1 | |
| | LAC | 0 | 0 | 0 | |
| Non Pupil Premium Non Pupil Premium pupils characteristics: | Non PP | 16 | 6 | 22 | |
| | SEN | 1 | 0 | 1 | |
| | EAL | 0 | 0 | 0 | |
| | LAC | 0 | 0 | 0 | |
| SPaG* TEST | ALL | 31.6% | 40.0% | 34.5% | |
| | PP | 33.3% | 25.0% | 28.6% | |
| | Non PP | 31.3% | 50.0% | 36.4% | |
| | GAP | 2.1% | 25.0% | 7.8% | |
| READING TEST | ALL | 26.3% | 50.0% | 34.5% | |
| | PP | 0.0% | 50.0% | 28.6% | |
| | Non PP | 31.3% | 50.0% | 36.4% | |
| | GAP | 31.3% | 0.0% | 7.8% | |
| MATHS TEST | ALL | 63.2% | 50.0% | 58.6% | |
| | PP | 33.3% | 25.0% | 28.6% | |
| | Non PP | 68.8% | 66.7% | 68.2% | |
| | GAP | 35.4% | 41.7% | 39.6% | |
| WRITING TA | ALL | 31.6% | 60.0% | 41.4% | |
| | PP | 33.3% | 50.0% | 42.9% | |
| | Non PP | 31.3% | 66.7% | 40.9% | |
| | GAP | 2.1% | 16.7% | 1.9% | |
| RWM** TEST (Reading / Maths) TA (Writing) | ALL | 21.1% | 30.0% | 24.1% | |
| | PP | 0.0% | 25.0% | 14.3% | |
| | Non PP | 25.0% | 33.3% | 27.3% | |
| | GAP | 25.0% | 8.3% | 13.0% | |

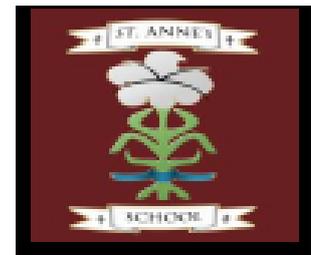
* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

The data shows that whilst PP children did not perform as well as non PP children in SPAG, reading or maths, they did out-perform them in writing at high standard.

KEY STAGE 2 2016

St Annes CE Primary



Pupil Premium Analysis

Average scaled score

| PERFORMANCE DATA Avg. scaled score | | 2016 | | | KEY: The graphs below show the difference between Pupil Premium and Non Pupil Premium Pupils ■ Pupil Premium ■ Non Pupil Premium |
|--|--------|-------|-------|-------|---|
| | | Boys | Girls | Total | |
| No. of pupils | | 19 | 10 | 29 | |
| Pupil Premium Pupil Premium pupils characteristics: | PP | 3 | 4 | 7 | |
| | SEN | 1 | 1 | 2 | |
| | EAL | 0 | 1 | 1 | |
| | LAC | 0 | 0 | 0 | |
| Non Pupil Premium Non Pupil Premium pupils characteristics: | Non PP | 16 | 6 | 22 | |
| | SEN | 1 | 0 | 1 | |
| | EAL | 0 | 0 | 0 | |
| | LAC | 0 | 0 | 0 | |
| SPaG eligible pupil | | 19 | 10 | 29 | |
| SPaG* TEST | ALL | 106.9 | 108.5 | 107.4 | |
| | PP | 104.0 | 106.0 | 105.1 | |
| | Non PP | 107.4 | 110.2 | 108.2 | |
| | GAP | 3.4 | 4.2 | 3.0 | |
| Reading eligible pup | | 19 | 10 | 29 | |
| READING TEST | ALL | 106.8 | 109.2 | 107.7 | |
| | PP | 100.7 | 106.3 | 103.9 | |
| | Non PP | 108.0 | 111.2 | 108.9 | |
| | GAP | 7.3 | 4.9 | 5.0 | |
| Maths eligible pup | | 19 | 10 | 29 | |
| MATHS TEST | ALL | 109.9 | 111.3 | 110.4 | |
| | PP | 105.0 | 110.0 | 107.9 | |
| | Non PP | 110.9 | 112.2 | 111.2 | |
| | GAP | 5.9 | 2.2 | 3.4 | |

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Average scaled scores for PP children were lower than non PP children in SPAG, reading and maths.

KEY STAGE 2 2016

St Annes CE Primary



Pupil Characteristics Analysis

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

| PERFORMANCE DATA Expected Standard | SCHOOL 2016 | | | | | | NAT 2016 |
|---------------------------------------|---------------|------------|--------------|------------|------------|--------|----------|
| | No. of Pupils | SPaG* TEST | Reading TEST | Writing TA | Maths TEST | RWM** | RWM** |
| ALL | 29 | 82.8% | 89.7% | 93.1% | 93.1% | 86.2% | 53% |
| Boys | 19 | 84.2% | 89.5% | 89.5% | 89.5% | 84.2% | 50% |
| Girls | 10 | 80.0% | 90.0% | 100.0% | 100.0% | 90.0% | 57% |
| Pupil Premium | 7 | 57.1% | 71.4% | 85.7% | 85.7% | 71.4% | *** |
| Non Pupil Premium | 22 | 90.9% | 95.5% | 95.5% | 95.5% | 90.9% | *** |
| SEN | 3 | 33.3% | 66.7% | 66.7% | 66.7% | 66.7% | *** |
| No SEN | 26 | 88.5% | 92.3% | 96.2% | 96.2% | 88.5% | *** |
| EAL | 1 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | *** |
| Non EAL | 28 | 82.1% | 89.3% | 92.9% | 92.9% | 85.7% | *** |

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Percentage of pupils achieving high standard (high score SATs or GDS Writing TA)

| PERFORMANCE DATA High Standard | SCHOOL 2016 | | | | | | NAT 2016 |
|-----------------------------------|---------------|------------|--------------|------------|------------|--------|----------|
| | No. of Pupils | SPaG* TEST | Reading TEST | Writing TA | Maths TEST | RWM** | RWM** |
| ALL | 29 | 34.5% | 34.5% | 41.4% | 58.6% | 24.1% | 5% |
| Boys | 19 | 31.6% | 26.3% | 31.6% | 63.2% | 21.1% | 5% |
| Girls | 10 | 40.0% | 50.0% | 60.0% | 50.0% | 30.0% | 6% |
| Pupil Premium | 7 | 28.6% | 28.6% | 42.9% | 28.6% | 14.3% | *** |
| Non Pupil Premium | 22 | 36.4% | 36.4% | 40.9% | 68.2% | 27.3% | *** |
| SEN | 3 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | *** |
| No SEN | 26 | 38.5% | 38.5% | 46.2% | 65.4% | 26.9% | *** |
| EAL | 1 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | *** |
| Non EAL | 28 | 32.1% | 32.1% | 39.3% | 57.1% | 21.4% | *** |

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Average scaled score

| PERFORMANCE DATA Avg. scaled score | SCHOOL 2016 | | | | National 2016 | | |
|---------------------------------------|---------------|------------|--------------|------------|---------------|--------------|------------|
| | No. of Pupils | SPaG* TEST | Reading TEST | Maths TEST | SPaG TEST | Reading TEST | Maths TEST |
| ALL | 29 | 107.4 | 107.7 | 110.4 | 104 | 103 | 103 |
| Boys | 19 | 106.9 | 106.8 | 109.9 | 103 | 102 | 103 |
| Girls | 10 | 108.5 | 109.2 | 111.3 | 105 | 103 | 103 |
| Pupil Premium | 7 | 105.1 | 103.9 | 107.9 | *** | *** | *** |
| Non Pupil Premium | 22 | 108.2 | 108.9 | 111.2 | *** | *** | *** |
| SEN | 3 | 96.7 | 98.0 | 102.7 | *** | *** | *** |
| No SEN | 26 | 108.7 | 108.8 | 111.3 | *** | *** | *** |
| EAL | 1 | 119.0 | 112.0 | 120.0 | *** | *** | *** |
| Non EAL | 28 | 107.0 | 107.5 | 110.1 | *** | *** | *** |

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Comparison to national data will be added as it becomes available.

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| Intervention Impact - other cohorts | | | | |
|--|---------------------|-------------------------|---|---|
| <u>Year group</u> | <u>Intervention</u> | <u>Number of pupils</u> | <u>Progress</u> | <u>Impact</u> |
| Reception | Reading | 4 | 75% of PP children made at least expected progress compared with 81.5% of non PP children National data not yet available (gap of 6.5%) | Successful intervention leading to most PP children (75%) making at least expected progress |
| | Writing | 4 | 75% of PP children made at least expected progress compared with 77.8% of non PP children National data not yet available (gap of 2.8%) | Successful intervention leading to most PP children (75%) making at least expected progress |
| | Maths | 4 | 100% of PP children made at least expected progress compared with 77.8% of non PP children (gap of 22.2%) National data not yet available | Successful intervention leading to all PP children making at least expected progress |

The gap between PP and Non PP children making the GLD has narrowed significantly since the previous year, falling from 81.5% (2014-2015) to 2.8% (20015-2016). This year 77.8% of non PP children made the GLD, compared to 75% of PP children. This small gap is as a result of accurate ongoing assessment, followed up by focussed intervention, to enable children to make the necessary progress to reach the GLD. Accelerating the progress of PP children in reading and writing will form areas of focus in Y1.

| <u>Year group</u> | <u>Intervention</u> | <u>Number of pupils</u> | <u>Progress</u> | <u>Impact</u> |
|-------------------|---------------------|-------------------------|---|--|
| Y1 | Reading | 4 | The gap between PP and non PP children initially increased in Autumn term (to 0.84pts). Intervention was used to narrow this gap to 0.5pts in Spring and to -0.02 by Summer term. 100% of PP children are on track or better in comparison to 92% of non PP children. | Intervention has been successfully targeted to accelerate the progress of PP children and, therefore, narrow the gap between them and non PP children. |
| | Writing | 4 | The gap between PP and non PP children has narrowed from 0.69pts (Autumn baseline) to 0.15pts (Summer term). 100% of PP children are on track or better in comparison to 88% of non PP children. | Intervention has been successfully targeted to accelerate the progress of PP children and, therefore, narrow the gap between them and non PP children. |
| | Maths | 4 | The gap between PP and non PP children has continued to | Intervention has been successfully targeted to accelerate the progress |

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| | | | narrow across the year, ending at 0.23pts in Summer term. 100% of PP children are on track or better in comparison to 92% of non PP children. | of PP children and, therefore, narrow the gap between them and non PP children. |
| Intervention has been used well to narrow the gaps in RWM for Y1 PP children. These children will continue to be monitored in Y2. | | | | |
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| <u>Year group</u> | <u>Intervention</u> | <u>Number of pupils</u> | <u>Progress</u> | <u>Impact</u> |
| Year 3 | Reading | 3 | The gap between PP and non PP children has decreased over the year to 2.4pts in Summer term, from a starting gap of 2.72pts. Only 40% of PP children were on track or better at the end of Summer term in comparison to 100% of non PP children. | Whilst intervention has narrowed the gap between PP and non pp children, it has not narrowed it sufficiently. Reading intervention will be a focus for these children as they enter Y4. |
| | Writing | 3 | The gap between PP and non PP children increased in Autumn term (2.04pts to 2.32pts. Intervention decreased this to 1.96pts in Spring term but the gap increased to 2.52pts (more than at the start of the year)by Summer term. Only 40% of PP children were on track or better at the end of Summer term in comparison to 100% of non PP children. | Intervention has not been successful at narrowing the gap and maintaining the improvement in achievement. Writing intervention will be a focus for these children as they enter Y4. |
| | Maths | 3 | The gap between PP and non PP children narrowed from 2.32 pts to 1.12 pts over the year. 80% of PP children are on track or better compared with 96% of non PP children. | Intervention has been successful in narrowing the gap between PP and non PP children. |
| Reading and writing interventions will be a focus for PP children as they move into Y4, as intervention has not been successful in narrowing the gap. Maths will also be a target area to maintain the progress made and try to further narrow the gap. | | | | |
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| <u>Year group</u> | <u>Intervention</u> | <u>Number of pupils</u> | <u>Progress</u> | <u>Impact</u> |

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| Year 4 | Reading | 5 | Whilst the gap between PP and non PP children has decreased from the start of the year (0.28pts to 0.20), progress has not been steady. The gap decreased to 0.00pts in Autumn term, rose to 0.12pts in Spring term and then increased again to 0.2pts. 80 % of PP children are on track or better in comparison to 84% of non PP children. | Whilst intervention has narrowed the gap between PP and non pp children across the year, it has not narrowed it steadily, with gains made being lost again. Reading intervention will be a focus for these children as they enter Y5. |
| | Writing | 5 | The gap between PP and non PP children has increased from 0.16pts at the start of the year, to 0.28pts by the end of Summer term. Decreases were made in Autumn and Spring terms but this narrowing was not maintained for Summer term. 60% of Pp children are on track or better, compared to 76% of non PP children. | The gap between PP and non PP children in writing has not been successfully addressed by intervention. Whilst the gap is relatively small, it is larger by the end of the year. Writing intervention will be a focus for these children as they enter Y5. |
| | Maths | 5 | The gap between PP and non PP children has been maintained at – 0.20pts over the year. The gap did decrease in Autumn and Spring terms (-0.32 for both terms), but decreased in Summer term. 80% of PP children are on track or better in comparison to 72% of non PP children. | Intervention was more successful in Autumn and Spring terms than in Summer term. Despite this, PP children are outperforming non PP children. |

Reading and writing interventions will be a focus for PP children as they move into Y5, as intervention has not been successful in narrowing the gap consistently.

| <u>Year group</u> | <u>Intervention</u> | <u>Number of pupils</u> | <u>Progress</u> | <u>Impact</u> |
|-------------------|---------------------|-------------------------|---|--|
| Year 5 | Reading | 5 | The gap between PP and non PP children has steadily decreased over the year to 1.14pts at the end of Summer term. Despite this, only 40% of PP children are on track or better, | Whilst intervention has narrowed the gap slightly, further intervention is needed to bring a larger percentage of PP children to on track or better. |

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| | | | compared to 88% of non PP children. | |
| | Writing | 5 | The gap between PP and non PP children decreased in Autumn term, rose again in Spring term and decreased again in Summer term. Overall, the gap narrowed from 1.43pts to 1.18pts. Despite this, only 40% of PP children are on track or better, compare to 85% of non PP children. | Whilst intervention has narrowed the gap slightly, further intervention is needed to bring a larger percentage of PP children to on track or better. |
| | Maths | 5 | The gap between PP and non PP children has steadily narrowed across the year, from 1.18pts to 0.69 pts. Despite this, only 60% of PP children are on track or better, compared with 92% of non PP children. | Whilst intervention has narrowed the gap slightly, further intervention is needed to bring a larger percentage of PP children to on track or better. |
| Intervention in reading and writing will be focus areas for PP children as they enter Y6. Maths intervention is also needed, although to a lesser degree to increase the percentage of PP children who are on track or better. | | | | |
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