

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Standish Lower Ground St Anne's CE Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£67,160	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	134	<b>Number of pupils eligible for PP</b>	48	<b>Date for next internal review of this strategy</b>	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	38%	67%
<b>% making progress in reading</b>	54%	77%
<b>% making progress in writing</b>	62%	81%
<b>% making progress in maths</b>	38%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
	Low levels of speech and language
	Difficult family and social circumstances
<b>C.</b>	Lower than National average baselines for on entry to our school.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Some attendance issues

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Increased levels in speech and language that then lead to improved achievement in reading and writing.	Raised attainment in speech and language and also writing and reading across the school.
	Families given support for wider issues affecting the children learning and general wellbeing.	Improved attainment in Reading, writing and maths

	Good progress in the core subjects from low baseline data.	Good progress in Reading, writing and Maths in end of year data.
	Good work on attendance undertaken recently in school to be continued.	Continued improved attendance figures for attendance.

5. Planned expenditure					
Academic year	2017-18				
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.					
<b>i. Quality of teaching for all</b>					
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?
Children struggling to make progress can make better good and excellent progress.	Additional teaching support to targeted children during the school day.	Tracking highlights specific children to support in short intervention programs. Previously helped children in school.	Continued tracking of pupil progress.	Miss France	Ongoing throughout the year.
Children struggling to make progress can make better good and excellent progress.	Additional teaching support to targeted children after the end of the school day.	Tracking highlights specific children to support in short intervention programs, booster groups. Previously helped children in school.	Continued tracking of pupil progress.	Miss France	Ongoing throughout the year.
<b>Total budgeted cost</b>					Included in <i>ii</i> Total budgeted cost.
<b>ii. Targeted support</b>					
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?
Good progress in Reading, Writing and Maths.	Maintain good levels of TA and HLTA support in all classes.	Focussed support for Pupil Premium Children has proven to be advantageous in raising attainment in previous years.	Ongoing monitoring of teaching and support throughout the school and half termly tracking of Pupil Premium children's progress.	Miss France	Half termly
<b>Total budgeted cost</b>					£62,518
<b>iii. Other approaches</b>					
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?

Families supported through school as teaching and learning has a greater impact.	Learning mentor and Counselling service to support children with additional social and emotional needs.	Previous years children have shown this high level of support for children and families enable these children to improved access to learning.	Learning Mentor to monitor the progress of these children, in school progress and social and emotional needs.	Miss Moran	Termly
Continued improved attendance.	Learning Mentor to support families with issues involving attendance.	Recent improved attendance in school.	Attendance closely monitored and measured put in place to address absence.	Miss Moran	Half termly
Pupil premium children to be able to access all trips, specialist visits, after school clubs and other otherwise paid for activities.	Financial support for pupil premium families for trips, visitors to school, after school clubs and other parental contribution activities.	Involvement by all children in school events supports their wellbeing and promotes life experiences.	Ongoing monitoring of need by the Headteacher.	Miss France	Annually
<b>Total budgeted cost</b>				Above plus £2,125 (Counselling) £517 (Teaching resources) £2,000 (Trips including residential trip)	

**6. Additional detail**

Results for the year 2017-18 not published yet.