

# Pupil premium strategy statement- SLG St Anne's CE Primary School

| 1. Summary information        |   |   |                                 |   |           |
|-------------------------------|---|---|---------------------------------|---|-----------|
| <b>School</b>                 | Standish Lower Ground St Anne's CE Primary School |   |                                 |   |           |
| <b>Academic Year</b>          | 2018-19   | <b>Total PP budget</b>                  | £44,840                         | <b>Date of most recent PP Review</b>                  | July 2018 |
| <b>Total number of pupils</b> | 130   | <b>Number of pupils eligible for PP</b> | FSM 30%<br>Pupil Premium no. 43 | <b>Date for next internal review of this strategy</b> | July 2019 |

| 2. Current attainment   |   |  |
|---|---|--|
| <b>Key Stage 2 (2018)</b>   |   |  |
| 5 pupils from cohort of 18, each PPG pupil 20%                            | <i>Pupils eligible for PP (your school)</i> | <i>National other (national average)</i> |
| <b>% achieving Expected in reading, writing and maths</b>                 | 20%   | 70%( 64%)                                |
| <b>% achieving Expected in reading</b>                                    | 40%   | 80%(75%)                                 |
| <b>% achieving Expected in writing</b>                                    | 40%   | 83%(78%)                                 |
| <b>% achieving Expected in maths</b>                                      | 20%   | 81%(76%)                                 |
| <b>Key Stage 1 (2018)</b>   |   |  |
| 8 pupils from cohort of 20, each PPG pupil 12.5%                          |   |  |
| <b>% achieving in reading, writing and maths</b>                          |   |  |
| <b>% achieving Expected in reading</b>                                    | 63%   | (75%)                                    |
| <b>% achieving Expected in writing</b>                                    | 63%   | (70%)                                    |
| <b>% achieving Expected in maths</b>                                      | 75%   | (76%)                                    |
| <b>Key Stage 2 Higher standard</b>  |   |  |
| <b>% achieving Higher Standard in Reading, Writing and Maths combined</b> | 20%   | 12%(10%)                                 |
| <b>Progress score for KS1-2</b>   |   |  |
|   | Disadvantaged (confidence interval)         | (All Y6 school) Nat non PPG other        |
| <b>Reading</b>  | -1.06 (-6.4-4.2)                            | (0.46 all Y6 school) 0.31                |

|                |                  |                            |
|----------------|------------------|----------------------------|
| <b>Writing</b> | -1.43 (-6.4-3.6) | (-0.02 all Y6 school) 0.24 |
| <b>Maths</b>   | -3.53 (-8.3-1.3) | (-1.16 all Y6 school) 0.31 |

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

|           |   |
|-----------|---|
|           | Low levels of speech and language throughout EYFS, limited vocabulary knowledge, resistance to reading (especially at home), lack of love for books, reading and writing. |
|           | Low levels of support for homework and understanding of skills needed to complete maths work at home and in school.   |
| <b>C.</b> | Lower than National average baselines for on entry to our school in key areas.  |

#### External barriers (issues which also require action outside school, such as low attendance rates)

|           |  |
|-----------|--|
| <b>D.</b> | Some attendance issues (have been improved recently, but still a few families needing support), IDACI Ranking higher than LA and National average (0.24) |
|-----------|--|

### 4. Desired outcomes

|  | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
|--|--|---|
|  | Increased levels in speech and language and raised vocabulary understanding and use that will then lead to improved achievement in reading and writing. Measured by reading and writing assessments.   | Raised attainment in speech and language, and also in use and understanding of vocabulary, and also writing and reading across the school.        |
|  | Increase in "love for reading", children reading and being immersed in, and enjoying, more challenging literature. Measured by pupil questionnaires and reading and writing assessments.   | Children enjoying reading and writing, especially reading more challenging literature and this improving their writing.                           |
|  | Children gaining increased maths skills that can be applied to mathematical problems. Increased support from home for maths homework. Parental feedback and pupils assessments in maths.   | Raised attainment in maths. Parents/carers attending maths workshops and increased support/ understanding for children completing maths homework. |
|  | Families given support for wider issues affecting the children learning and general wellbeing. Attendance continues to improve. Measured through attendance figures including persistent absence, numbers of early help meetings the impact of family support on individual pupils learning. | Children's attendance improved, and concentration improved therefore increased learning in school.  |
|  | Good progress in the core subjects from low baseline data. Measured in end of EYFS data then in subsequent Pupil progress meetings tracking attainment and progress.   | Good progress in Reading, writing and Maths in end of year data.  |

## 5. Planned expenditure

**Academic year**

**2018-19**

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? |
|--|--|--|--|-----------------------------------|--------------------------------------|
| Increased levels in speech and language and raised vocabulary and increased "Love of reading" See A and B above. | Specific action plans in place for English (and reading) including challenging pupils with above age related texts, staff sharing enthusiasm for books and reading, reading workshops, additional reading time before and during the school day. Teachers and support staff committed to improved teaching and learning. | Challenging texts enable pupils to learn challenging vocabulary, increased opportunities to read increase reading time/ practice. Staff enthusiasm effects pupils attitudes. | Closely monitored action plans by Subject leaders and SLT. (Pupil progress monitored through Pupil Progress meetings – identifying PPG pupils) | Mrs Wright and Mr Roughly and SLT | Half termly                          |
| Increased understanding and use of mathematical skills and application See C above.                              | Increased use of concrete and practical learning. Increased opportunities to apply problem solving and reasoning through White Rose Hub methods of teaching. Workshops for parents. Teachers and support staff committed to improved teaching and learning.  | Proven White Rose Hub strategies for teaching and learning in Maths. Signs of improvement in Maths learning in other year groups following this method.                      | Closely monitored teaching and learning through learning walks, pupil progress meetings (identifying PPG pupils)                               | Mrs Corkhill and SLT              | Half termly                          |
| Good progress in the core subjects from low baseline data. See E above.  | Through child centered learning, exciting topics and 'in the moment' opportunities created within continuous provision, the children will make good to excellent progress in the following identified Prime and Specific Areas of learning. Teachers and support staff committed to improved teaching and learning.      | Proven child centred learning raising levels of progress.  | Closely monitored action plan by EYFS teacher and Headteacher.   | Mrs Dunn and Miss France          | Half termly                          |
| <b>Total budgeted cost</b>   |  |  |  |                                   | £14,920                              |

### 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? |
|---|---|--|---|-------------|--------------------------------------|
| Excellent 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                          |
| Excellent progress in Reading, Writing and Maths. | Provide additional resources to support Teaching and Learning for these pupils. | Identified resources to support Pupil Premium children in English and Maths.                                       | 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>                        |   |  |   |             | £14,920                              |

### 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? |
|---|--|---|---|-------------|--------------------------------------|
| 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 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>  |  |   |   |             | £15,000                              |

## 6. Additional detail

Please note that within last year's Year 6 cohort 5 pupils were eligible for PPG. Of these 5 some had significant family and home issues impacting on all areas of their lives. We are very proud of the progress these children made in spite of these difficulties.

