

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

1. Summary information					
School	Standish Lower Ground St Anne's CE Primary School				
Academic Year	2020-21	Total PP budget	£64,870	Date of most recent PP Review	July 2020
Total number of pupils	142	Number of pupils eligible for PP	FSM Pupil Premium no.	Date for next internal review of this strategy	July 2021

2. Current attainment		
Key Stage 2 (2019) No results for Summer 2020 due to Covid -19 restrictions		
4 pupils from cohort of 17, each PPG pupil 25%	<i>Pupils eligible for PP (your school)</i>	<i>National other (national average)</i>
% achieving Expected in reading, writing and maths	25%	(65%)
% achieving Expected in reading	25%	(73%)
% achieving Expected in writing	50%	(78%)
% achieving Expected in maths	50%	(79%)
Key Stage 1 (2019) No results for Summer 2020 due to Covid -19 restrictions		
5 pupils from cohort of 20, each PPG pupil 20%		
% achieving in reading, writing and maths	40%	(65%)
% achieving Expected in reading	60%	(75%)
% achieving Expected in writing	40%	(69%)
% achieving Expected in maths	60%	(75%)
Key Stage 2 Higher standard (2019) No results for Summer 2020 due to Covid -19 restrictions		
% achieving Higher Standard in Reading, Writing and Maths combined	0%	(11%)
Progress score for KS1-2 (2019) No results for Summer 2020 due to Covid -19 restrictions		
	Disadvantaged (confidence interval)	(All Y6 school) Nat non PPG other
Reading	-7.4	-3.7

Writing	-4.0	-1.9
Maths	-3.8	-3.9

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)

	Missed in-school education March – September 2020 for the majority of children.
	Low levels of speech and language throughout EYFS, limited vocabulary knowledge, resistance to reading , low phonics skills at start of Y1, narrow vocabulary knowledge and usage.
	Low levels of support for homework and understanding of skills needed to complete maths work at home and in school.
C.	Lower than National Average Baselines for on entry to our school in key areas. High levels of SEN children (especially Speech and language, moderate and specific learning difficulties.)

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

D.	45% of our children are in the lowest 30% deprivation Nationally. 68% of children's families are within the Financially stretched or Urban adversity categories.(2020 Profile data)
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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”, reading skills and phonic skills, 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, higher levels of phonic and reading skills.
	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

2020-21

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 phonic and reading skills	Specific reading program in place including widening phonic teaching materials and skills amongst the staff team. This will then increase pupil skills in phonics and reading.	Previous low phonics and reading attainment.	Closely monitor throughout the school by Subject Leader and SLT. Continue to identify PPG children during pupil progress meetings.	Mrs Wright 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

Total budgeted cost					£19,935
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
Total budgeted cost					£19,935
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?
Support for Mental health across the school PPG population.	All staff to be training in identifying mental health issues and how to support these children.	Growing number of children (and their families) struggling with mental health issues , especially during and since the Lockdown.	Headteacher to monitor impact and implementation of mental health awareness and training.	Miss France	Termly
Increased Safeguarding support available in school.	All teachers to receive DSL training and all staff to have training on SPOMS.	Growing number of safeguarding cases since the Lockdown. For teachers and support staff to be more confident in their roles and improve communication over safeguarding issues.	Headteacher to monitor impact and implementation of increased knowledge of Safeguarding and use of CPOMS.	Miss France	Termly
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
Total budgeted cost					£25,000

6. Additional detail

Please note that within 2019's Year 6 cohort 4 pupils were eligible for PPG. A significant number of these children had mental health issues impacting on all areas of their lives. We are very proud of the progress these children made in spite of these difficulties.