



Pupil premium strategy statement

1. Summary information					
School	Our Lady & St Anne's Primary school				
Academic Year	2017/18	Total PP budget	£108,240	Date of most recent PP Review	Sept 2017
Total number of pupils	235	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Feb 2018

2. Current attainment				
	<i>Pupils eligible for PP KS2 SATS (July 2017)</i>	<i>Non PP Pupils (national average) KS2 SATS</i>	<i>Pupils eligible for PP KS1 SATS</i>	<i>Non PP Pupils (national average) KS1 SATS</i>
% achieving in reading, writing and maths	80	61	67	64
% at age related expectation in reading	80	71	83	76
% at age related expectation in writing	80	76	67	68
% at age related expectation in maths	100	75	100	75

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Boys attainment in the current year 1 and Year 3 classes.
B.	The attainment of the white British PP children in KS2.
C.	Attainment and Progress of identified EAL PP in Y5
D.	The language development of EYFS pupils.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Persistent absences and punctuality issues for PP children.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raised attainment for current Year 1 (writing) and Year 3 boys who did not made sufficient progress last year. This will be through targeted intervention schemes and extra class room support given to these classes.	The gap between girls and boys attainment will be narrowed.

B.	Raise the attainment of the white British PP children in KS2. The WBPP children are on par with other PP children during KS1 however the EAL PP children over take them when it comes to KS2.	The gap between WB and EAL children narrows.
C.	Raise the progress and attainment of those Y5 EAL PP children who are underachieving.	Narrow the gap between their attainment and the rest of the class.
D.	Language development in the EYFS continues to be a barrier to learning. A high percentage of the current EYFS children have Sp&L issues or a general lack of language.	Children in the EYFS maintain the high GLD of previous class. Children identified as having Sp&L issues make the same progress as the rest of the class.
E.	Improved attendance in those PP pupils who have a persistent low attendance record.	Pupil premium children who's attendance drops below 90% are to be monitored and parents placed on parenting contracts if attendance does not improve.

5. Planned expenditure

Sept 2017/2018

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?
Improve the language development of those children within the Early Years.	<ul style="list-style-type: none"> Talk Boost Early language screen 	<p>75% of the current Nursery class are registered as EAL. 25% of the children have some Sp&L issues and have either been referred or flagged as a concern.</p> <p>67% of Reception class are registered EAL and 16% are registered with Sp&L issues.</p>	<p>Training for EYFS staff on Early Talk boost (3-4 years) and Talk boost (5-6 years)</p> <p>Children assessed using their guidance and then grouped accordingly.</p> <p>Repeated throughout the year.</p>	KM and SH	At the end of the initial talk boost group. Jan 2018
Whole school assessment and tracking used to monitor PP progress more efficiently. Vulnerable groups highlighted and rapid intervention ensured (This has rolled over from 16/17 strategy)	STAT online progress sheets used to support teacher judgement, in school assessment files developed to track ongoing formative assessment.	Whilst we have made progress in this area and half termly progress meetings and targeted intervention are embedded, this continues to be challenging for us as school. We have found that STAT online is inconsistent and difficult to extract accurate data from. We are continuing with STAT online until Summer 18 whilst building our own bespoke assessment tracking package through RM Integrus.	<p>Data manager developing bespoke assessment package to ensure access to and manipulation of data to track PP children more effectively.</p> <p>Regular staff training and update. Opportunities for moderation within school and externally. Half termly review of pupil progress. Revision of intervention and in-class support timetables on a half termly basis in line with results.</p>	Amc	Half termly pupil progress meetings.

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
Improve attainment for Year 1 boys in writing and Year 3 boys generally.	<ul style="list-style-type: none"> Extra classroom support. Intervention groups Accelerated reader? Talk for writing opportunities increased. BRP groups/ talk boost Extra support for guiding reading sessions. 	<p>Only 57% of the boys made GLD in writing last year compared to 81% of girls.</p> <p>Boys were also out performed by girls significantly in both Reading and Writing in the KS1 SATs.</p>	<p>Increased adult support within the classroom and increased intervention opportunities.</p> <p>Programme of whole school teaching observations.</p> <p>Regular staff training and update.</p> <p>Opportunities for moderation within school and externally. Half termly review of pupil progress. Revision of intervention and in-class support timetables on a half termly basis in line with results.</p>	SJH/EB	Half termly pupil progress meetings.
The attainment of the white British PP children raised in KS2.	<ul style="list-style-type: none"> Extra classroom support. Intervention groups Accelerated reader? BRP groups Extra support for guiding reading sessions. Parental engagement Homework help?? 	<p>The current data has shown that the WB PP children in EYFS and KS1 make similar/ better progress than other PP children. This trend is not continued in KS2 however we have found that EAL PP children outperform the WB PP group.</p>	<p>Increased adult support within the classroom and increased intervention opportunities.</p> <p>Programme of whole school teaching observations.</p> <p>Regular staff training and update.</p> <p>Opportunities for moderation within school and externally. Half termly review of pupil progress. Revision of intervention and in-class support timetables on a half termly basis in line with results.</p> <p>Drop in sessions and curriculum workshops offered regularly to parents.</p>	EB	Half termly pupil progress meetings.
Raise the progress and attainment of those Y5 EAL PP children who are underachieving.	<ul style="list-style-type: none"> Extra classroom support. Intervention groups Accelerated reader? BRP groups Extra support for guiding reading sessions. <p>Homework help??</p>	<p>50% (5 children) of the EAL PP children in y5 are underachieving. This goes against the trend in KS2 that EAL PP children outperform their peers.</p>	<p>Increased adult support within the classroom and increased intervention opportunities.</p> <p>Programme of whole school teaching observations.</p> <p>Regular staff training and update.</p> <p>Opportunities for moderation within school and externally. Half termly review of pupil progress. Revision of intervention and in-class support timetables on a half termly basis in line with results.</p>	EB/ML	
Total budgeted cost					82616
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?
Improved punctuality and attendance in those PP children who are persistently late or non attending.	<ul style="list-style-type: none"> • Whole school target 97% • Quick response, parents contacted by 9.30am each morning by school office. • Attendance reviews • Half termly letters to parents under attendance threshold 	Within the PP cohort persistent absence is 7.3% compared to 6.5% of all pupils. Since the withdrawal of the EWO the emphasis is now on School to act quickly.	Continue with initiatives such as weekly assemblies, 100% attendance rewards and parenting contracts. Free breakfast club provision for PP children. School staff to act quickly to ensure these children are identified and attendance contracts in place.	ZC, KM and AM	Attendance reviews every fortnight.
Increased opportunities for PP children.	Children offered as many extra curricular opportunities within school (clubs, external agencies) and trips out of school.	Our PP children have limited knowledge of the outside world and access to life experiences. This impacts on imagination, creativity and understanding from which to draw upon. Evidence shows that this is effective in raising standards, motivation and attendance.	A range of extra-curricular opportunities offered across the year. PP children provided with trip subsidy. External agencies will visit school regularly across the year. Provision of school jumper, t-shirt and book bag once a year.	PP Coordinators	Termly pupil premium review meeting.
Total budgeted cost					11765.45
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