



# Pupil premium strategy statement

| 1. Summary information |                                     |                                  |          |  |          |
|------------------------|-------------------------------------|----------------------------------|----------|--|----------|
| School                 | Our Lady & St Anne's Primary school |                                  |          |  |          |
| Academic Year          | 2016/17                             | Total PP budget                  | £108,240 | Date of most recent PP Review                  | Nov 2016 |
| Total number of pupils | 235                                 | Number of pupils eligible for PP | 82       | Date for next internal review of this strategy | Jan 2017 |

| 2. Current attainment                     |   |  |
|---|---|--|
|   | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)<br/>KS2 SATS 2016</i> |
| % achieving in reading, writing and maths |   | %  |
| % at age related expectation in reading   | 77%   | 71%  |
| % at age related expectation in writing   | 49%   | 79%  |
| % at age related expectation in maths     | 76%   | 75%  |

| 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> )          |  |
| <b>A.</b>   | Lack of English/ oral language on entry into EYFS. Children in the EYFS often come in with speech and language issues or little or no English; this therefore influences early Literacy Skills and language development. |
| <b>B.</b>   | Limited knowledge of the outside world and access to life experiences. Impacts on imagination, creativity and understanding from which to draw upon.   |
| <b>C.</b>   | High levels of PP children in current Y3 (53%), within this high levels of SEN/Low Ability/EAL/WB  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| <b>D.</b>   | Parental support- Help with homework, support with out of school interventions, use of internet programmes. Poor attendance to parental workshops in the past, offered by EAL co-ordinator.                              |

| 4. Desired outcomes |  |  |
|---------------------|--|--|
|                     | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
| <b>A.</b>           | Improve oral language skills in the Early Years Foundation stage.  | Staff trained in assessment and boosting early language. Children leave EYFS with a higher level of English and language skills. |
| <b>B.</b>           | Increased opportunities for PP children. Children offered as many extra curricular opportunities within school (clubs, external agencies) and trips out of school. | All PP children have accessed at least one after school club and school outing.  |

|           |  |   |
|-----------|--|---|
| <b>C.</b> | Targeted intervention for current Year 3 class. Specific training for support assistant and teacher.                     | Children will make progress so that they are not less than 2 pupils from the national.  |
| <b>D.</b> | Curriculum workshops offered on a termly basis to explain approaches to teaching and demonstrate how to support at home. | Parental attendance, key adults more engaged in children's learning.<br>Parental awareness of their responsibilities and requirements for home learning |

| 5. Planned expenditure   |   |  |  |                         |                                      |
|--|---|--|--|-------------------------|--------------------------------------|
| April 2016/2017  |   |  |  |                         |                                      |
| 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 oral language skills in the Early Years Foundation stage.  | Ensure the children are surrounded by language and language prompts. Ensure staff are confident in boosting early language skills. Talk for writing introduced to the children as soon as possible.                 | 68% of our EYFS children are EAL, of which 1 in 5 are PP.  | Children's language skills are assessed on a regular basis. Children who show some issues are referred to Sp& L team for further investigation as quickly as possible. Staff attend training on boosting language development. EAL support in small groups or 1:1.   | KM/SH                   | Autumn 2 (Dec 2016)                  |
| Accelerate progress and improve attainment of PP children  | Whole school target to raise attainment of PP children. Specific training for support assistant and teacher if needed. TA's and HLTA's used more effectively to provide targeted intervention an classroom support. | High levels of PP children in current KS2 classes and also within this high levels of SEN/Low Ability/EAL/WB.  | STAT online purchased, staff trained, access and manipulation of data to track PP closer. Intervention provided before, during and after school to ensure accessible to all groups. Teachers to provide 1:1 after school tuition during Spring 2 in preparation for KS2 assessment. Programme of whole school teaching observations . External moderating opportunities. | EB/MOB                  | Half termly pupil progress meetings. |
| Whole school assessment and tracking used to monitor PP progress more efficiently. Vulnerable groups highlighted and rapid intervention ensured  | STAT online purchased, staff trained, access and manipulation of data to track PP closer.   | Assessment without levels has proved challenging in providing consistency throughout school. More efficient tracking and identification of vulnerable groups required. | 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.  | EB/MOB<br>Class focused | Half termly pupil progress meetings. |
| Total budgeted cost  |   |  |  |                         | £31655                               |
| ii. Targeted support   |   |  |  |                         |                                      |
| Desired outcome  | Chosen  | What is the evidence and rationale   | How will you ensure it is  | Staff lead              | When will you                        |

|   | action/approach  | for this choice?   | implemented well?   |        | review implementation?               |
|---|--|--|---|--------|--------------------------------------|
| Improve attainment in Year 3 Maths            | <ul style="list-style-type: none"> <li>Intervention</li> <li>Abacus</li> </ul>   | There was a dip in Year 2 Maths results last year with only 56% of the Pupil Premium children achieving the expected standard. | Increased adult support within the classroom and increased intervention opportunities.<br>Programme of whole school teaching observations<br>Regular staff training and update.<br>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.   | SJH/EB | Half termly pupil progress meetings. |
| Improve attainment I Year 6 Writing and Maths | <ul style="list-style-type: none"> <li>Full class maths intervention after school (EB, MOB, JHM, SJH)</li> <li>Abacus</li> <li>Intervention for writing</li> </ul> | Last year's writing results in Y6<br>3 year downward trend in Y6 math for PP   | Increased adult support within the classroom and increased intervention opportunities.<br>Programme of whole school teaching observations.<br>Teachers to provide 1:1 after school tuition during Spring 2 in preparation for KS2 assessment.<br>Regular staff training and update.<br>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. | EB/MOB | Half termly pupil progress meetings. |
| <b>Total budgeted cost</b>                    |  |  |   |        | £54000                               |

### 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? |
|--|---|---|---|-----------------|--------------------------------------|
| 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. | All PP children will access at least one extra-curricular club.<br>PP children provided with trip subsidy.<br>External agencies will visit school regularly across the year.<br>Provision of school jumper, t-shirt and book bag once a year. | PP Coordinators | Termly pupil premium review meeting. |

|  |  |   |   |       |                |
|--|--|---|---|-------|----------------|
| Maintain current levels of attendance for PP children. | Continue with improvements and accessibility to breakfast club provision.<br>Office to carry out daily first response provision.   | We can't improve attainment for children if they aren't actually attending school.  | Free breakfast club for PP children.<br>Parents contacted within first 30minutes of school day to follow up absence.<br>EWO carries out home visits to parents of children whose attendance falls below school target of 97%.   | SBM   | Fortnightly    |
| Improve parental support and engagement.               | Curriculum workshops will be offered throughout the year.<br><br>Opportunities for translation at key meetings/forms<br><br>Opportunities for engagement and regular involvement in school life. | Parents unable to help with homework, lack of support for out of school interventions, poor use of internet homework programmes. Poor attendance to parental workshops offered in the past.<br>Parents with little or no English struggle to understand important information and are unable to provide children with correct equipment.<br><br>Parents will support their children more if they feel part of the school community. | Parents invited into class to explain approaches to teaching and demonstrate how to support at home. Ensure plenty of notice is given and parents are aware.<br><br>Work closely with EAL co-ordinator to ensure parental information is correct and that in school communication is in an accessible format. | SH/AT | Termly         |
| <b>Total budgeted cost</b>                             |  |   |   |       | £22585         |
| <b>Total budgeted cost</b>                             |  |   |   |       | <b>£108240</b> |