

IMPACT OF SPENDING FOR ACADEMIC YEAR 2015-2016

Number of Pupils and Pupil Premium Grant Received	
Total number of pupils on role (not including nursery)	354
Total Number of pupil eligible for pupil premium grant	117 x £1320
Total amount of pupil premium grant received	£154,440

Main Focus

To raise attainment in Maths and English for Pupil Premium children so that the gap is reduced between PP Pupils and Other and, PP Pupils become more in line with National Standard.

Rational

Previous standards (July 2015) in Maths showed PP Pupils below National Expectation and a significant in-school gap in attainment between PP Pupils & Other.

KS1: 16.3

PP: 14.1 Oth: 17.5

KS2: 28.6

PP 27.0 Oth: 29.6

PROGRESS: PP: 82% Oth: 91% made expected

Previous standards (July 2015) in Writing showed PP Pupils below National Expectation and in-school gap in attainment between PP Pupils & Other.

KS1: 16.1

PP: 14.2 Oth: 17.1

KS2: 28.4

PP 27.3 Oth: 29.1

PROGRESS: PP 100% Oth 100% made expected

Previous standards (July 2015) in Reading showed PP Pupils below National Expectation and a significant in-school gap in attainment between PP Pupils & Other

KS1: 16.6

PP: 15.2 Oth: 17.1

KS2: 29.8

PP 29.7 Oth: 29.6

PROGRESS: PP 91.0% Oth 88.0%

Rationale/Barriers	Action	Cost	Impact	Lesson Learnt /Next Steps
Further development of teacher questioning in Maths and more opportunities for children to engage in Mathematical problem solving.	<p>CPD for teachers to develop quality first teaching to improve questioning skills in Mathematics.</p> <p>Employment of part time additional mathematics specialist teacher in Years 5 and 6 for CPD purposes & sharing of good practice.</p>	<p>£2,000</p> <p>£5,000</p>	<p>Lesson observations showed an increase in the number of questions being asked to pupils and an increase in the level of challenge.</p> <p>KS2 Progress in Maths for PP Pupils was significantly above National Standard +4.5, with 50% of these pupils making accelerated progress. (76% of PP Pupils achieved National Standard in Maths, which was above – 102.1).</p> <p>There was a reduced gap between KS1 PP Pupils and Other Pupils in attainment. PP: 72.7% compared to Other: 78.9%.</p>	Continue to promote questioning and opportunities in Maths across the school.
Previous data (July 2015) in Year 1 & Early Years showed several pupils significantly below National in Maths and which would benefit from immediate intervention on entry to Year 1 & Year 2.	Continue to employ HLTA to deliver Mathematics intervention based on Every Child Counts programme.	Part Funded £6,000.00	Out of the 3 low attaining children in Year 2 who participated in this intervention and out of the 4 low attaining children in Year 1 who participated, 100% of these children increased their Maths score by more than 12 months within the year, making accelerated progress.	
From teacher transition meetings carried out in July 2015, 8 KS1 PP Pupils & 6 KS2 PP Pupils working at standard on entry to Year 2 & Year 6, were highlighted as being vulnerable and at risk of not maintaining standard due to emotional/behaviour or attendance needs.	Provide after school booster sessions for vulnerable PP Pupils in Mathematics & Writing in Years 2 & 6.	£2,500	<p>Out of the 8 PP Pupils in Year 2 Maths Booster, 100% made expected progress and achieved National Standard, with one pupil achieving Greater Depth.</p> <p>Out of the 6 Pupils in Year 6 Maths Booster (These were targeted as a result of them achieving 2c at KS1) Although none of these pupils achieved National Standard – 5 out of the 7 made progress above National.</p> <p>Out of the 4 PP Pupils in Year 6 targeted in Writing (due to being a 2c in KS1), only 1 pupil achieved progress above National and met Standard.</p> <p>Out of the 8 PP Pupils in Year 2 targeted in Writing, 7 pupils achieved National Standard.</p>	On analysis, the writing intervention was not as successful due to the children having significant gaps in basic EGPaS skills. This has been addressed as a whole school intervention in regards to the SPAG programme and scheme of work implemented by the English lead.

<p>5 SEN PP Pupils going into Year 6 (Sept 2015) were significantly below National and had specific needs linked to SMSC.</p>	<p>Employment of part time additional teacher in Year 6.</p>	<p>Part funded £15,000.00</p>	<p>The 5 SEN Pupils in Year 6 made good progress, with the exception of 2 pupils in Writing.</p> <table border="1" data-bbox="1102 146 1733 347"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Pupil 1:</td> <td>11.2</td> <td>1.9</td> <td>8.9</td> </tr> <tr> <td>Pupil 2:</td> <td>5.2</td> <td>-3.2</td> <td>3.3</td> </tr> <tr> <td>Pupil 3:</td> <td>13.2</td> <td>1.9</td> <td>13.9</td> </tr> <tr> <td>Pupil 4:</td> <td>6.7</td> <td>-5.7</td> <td>0.7</td> </tr> <tr> <td>Pupil 5:</td> <td>9.2</td> <td>1.9</td> <td>0.9</td> </tr> </tbody> </table>		Reading	Writing	Maths	Pupil 1:	11.2	1.9	8.9	Pupil 2:	5.2	-3.2	3.3	Pupil 3:	13.2	1.9	13.9	Pupil 4:	6.7	-5.7	0.7	Pupil 5:	9.2	1.9	0.9	
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<p>The Education Endowment Fund states that interventions such as First Class @ Writing, Read/Write Ink & Write A-Z would add +4 months progress if carried out effectively.</p>	<p>CPD for Lead teachers and teaching assistants to develop writing intervention programmes (First Class @ Writing, Read, Write A-Z – Reception / Year 1)</p>	<p>£3,000.00 £1,500.00</p>	<p>Due to training being delayed and only delivered late into the Summer Term, the impact of this element will be seen in the the intervention results at the end of Autumn 2016.</p>	<p>Delay in this training meant limited intervention could be delivered during 2015 – 2016, which may have supported an increase in results in Writing.</p>																								
<p>It was identified by teachers that the children were reluctant to be creative in their writing or be confident when writing stories. Teachers also expressed concern that children needed more confidence when speaking and listening out loud to a group and the class.</p>	<p>The Monkey Project – Altru Drama Years 3, 4, 5 & 6 Drama Workshops Years 3-6</p>	<p>£10,000.00 £5,400</p>	<p>Pupil Voice (98%) showed that children felt more confident in drama and understood how this helped their writing. Results in speaking & listening improved and teachers spoke positively about children having more confidence to write. Parental views were also positive about this intervention.</p>	<p>Although, the drama supported creativity and increased the children’s knowledge, the children were still missing key basic EGPaS skills in writing to support them in the technical aspect of writing.</p>																								
<p>The Education Endowment Fund states that children who have life experience/first hand experiences are able to write more confidently and with more depth.</p>	<p>Subsidising the cost of school visits and educational support groups in school to enrich learning experiences. Purchase of School Minibus (Part Fund).</p>	<p>£15,000</p>	<p>Evidence in books showed a significant improvement in pieces of writing that was linked to a first hand experience. This had more content and depth to it and included elements of writing which increased its level – such as author feelings and author opinion.</p>																									

<p>Too many children were absent from school and therefore missed key lessons and teaching sessions to enhance and further develop their learning.</p>	<p>Attendance – Tracking and Monitoring Initiatives/Rewards to encourage full attendance.</p> <p>Support families with attendance problems.</p>	<p>£5,000</p>	<p>Attendance overall improved from the year before and became more in line with National. Equally the number of PA pupils reduced as shown on Raise on Line.</p> <table border="1" data-bbox="1115 199 1758 354"> <thead> <tr> <th colspan="3">2014 - 2015</th> <th colspan="3">2015 - 2016</th> </tr> </thead> <tbody> <tr> <td>Aut 95.6%</td> <td>Spr 95.2%</td> <td>Sum 95.5%</td> <td>Aut 97.2%</td> <td>Spr 94.8%</td> <td>Sum 96.1%</td> </tr> <tr> <td colspan="3">95.43%</td> <td colspan="3">96.03%</td> </tr> </tbody> </table> <p>The school has evidence to show the work carried out with the families of St Anne's and the school EWO to increase individual pupils/families attendance.</p>	2014 - 2015			2015 - 2016			Aut 95.6%	Spr 95.2%	Sum 95.5%	Aut 97.2%	Spr 94.8%	Sum 96.1%	95.43%			96.03%			<p>Although attendance has increased, it is still below National with several children in each class being below 90%. In September 2017, the school will introduce a pick up service for its most vulnerable families and also look into employing a family engagement officer to work more closely with the families of individual pupils.</p>
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<p>In a pupil voice with PP Pupils, the children spoke about Reading and that they would like to read more for pleasure. They felt there was not a nice enough area in school for them to go and read/enjoy texts.</p>	<p>Purchase of furniture and high quality reading books to establish new reading library.</p>	<p>£1,5000</p>	<p>Pupil Voice (95.5%) of pupils said that they felt school supported their reading and encouraged them to read for pleasure by the increase of high quality literature and by having an area to carry out reading in.</p> <p>Progress of PP Pupils in Reading in KS2 was significantly above National Standard - +4.5. The APS for Reading in KS2 was also above National – 104.7.</p> <p>There were only 3 PP Pupils in KS1 who did not achieve National Standard. These 3 pupils were all SEN Pupils.</p>																			

<p>Although increased, 2015 results in Phonics was below National – 69.2% with a high percentage of PP Pupils not achieving this.</p>	<p>After school Phonic Booster Class and purchase of new phonic resources to use in class.</p>	<p>£5,000</p>	<p>Phonics, overall increased with the gap between PP Pupils and Other Pupils reducing from 31% in 2015 to 17.6%.</p> <p>The Year 2 Pupils who did not achieve Phonics Screening in Year 1, all (100%) passed the Phonic re-test in Year 2. As shown in the table below.</p> <table border="1" data-bbox="1016 316 1796 641"> <thead> <tr> <th>Key Stage 1 Data</th> <th>Y1 %</th> <th>Y2 %</th> </tr> </thead> <tbody> <tr> <td>National (2016)</td> <td>81</td> <td>91</td> </tr> <tr> <td>LA (2015)</td> <td>70.7</td> <td>64.4</td> </tr> <tr> <td>School (2016)</td> <td>82.7</td> <td>100</td> </tr> <tr> <td>PP (2016)</td> <td>71.0</td> <td>100</td> </tr> <tr> <td>Non PP (2016)</td> <td>88.6</td> <td>100</td> </tr> <tr> <td>School (2015)</td> <td>69.2</td> <td>90.4</td> </tr> <tr> <td>School (2014)</td> <td>57.7</td> <td>72.7</td> </tr> <tr> <td>School (2013)</td> <td>42.1</td> <td>-</td> </tr> </tbody> </table>	Key Stage 1 Data	Y1 %	Y2 %	National (2016)	81	91	LA (2015)	70.7	64.4	School (2016)	82.7	100	PP (2016)	71.0	100	Non PP (2016)	88.6	100	School (2015)	69.2	90.4	School (2014)	57.7	72.7	School (2013)	42.1	-	
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<p>The school recognised the need for pastoral support across the school for individual pupils requiring emotional/behaviour support.</p>	<p>Part fund additional teaching assistants to support vulnerable children in Early Years, Key Stage 1 and 2.</p>	<p>£20,000</p>	<p>The teaching assistant was successful in providing emotional support via 1:1 coaching and mentoring sessions adapted to suit and address the children’s own specific needs. This reduced anxiety and removed barriers to learning in class so that they could access the curriculum.</p> <p>For example, one pupil the assistant worked with was at risk of suspension/exclusion due to being unable to control his anger. Anger management strategies and discussions about staying calm then supported this pupil who successfully completed the year and made progress.</p> <p>Another pupil experienced loss in their family and required bereavement counselling from this LSA, which allowed this pupil to express their emotions in a friendly and supported environment so that they could remain focus on learning in the classroom. This pupil performed well during the year and achieved National Standard and made expected progress.</p>																												

<p>It was identified by the school that further work needed to be carried out to support children with their health and well-being so that this removed a barrier to their learning.</p>	<p>Employ Specialist P.E. teacher to provide after school sports clubs throughout the school and deliver a curriculum which supports the children leading a healthy lifestyle.</p>	<p>£8, 000.00 (Part Fund)</p>	<p>The increased extra- curricular sporting opportunities for all year groups enriched the curriculum by offering children a variety of different sporting experiences. This encouraged team work, increased fitness and also increased confidence and developed both social and team work skills.</p> <p>The end of 2015 – 2016 PE Curriculum data showed more pupils achieving National Standard than previous year. (85%+ of pupils in each class), with the majority of these pupils being PP Pupils. There were also 4 to 5 children in each class identified as working at greater depth.</p>	
<p>The Education Endowment Fund states that enriching wider curriculum experiences for pupils could add +3 months to their learning.</p>	<p>Employ Specialist Music teacher to provide after school music clubs throughout the school.</p>	<p>£8000.00 (Part Fund)</p>	<p>In lesson observations carried out, the majority of children were engage din their Music lesson and learning of the Music Curriculum. Pupil Voice (92.5%) said that they enjoyed Music and felt that it encouraged them to be more confident to perform and work a team to perform.</p> <p>The Music School Club was well attended each term with a waiting list throughout the year.</p> <p>The end of 2015 – 2016 PE Curriculum data showed more pupils achieving National Standard than previous year. (80%+ of pupils in each class), with the majority of these Pupils being PP Pupils.</p>	
<p>Teachers identified that they felt it important PP Pupils were offered a range of clubs to attend to enhance the Curriculum and develop social and emotional skills. This was in addition to the sports clubs already being offered.</p>	<p>To provide a range of extra-curricular opportunities for all children.</p> <p>Purchase resources for extra- curricular 'strategy games clubs'</p> <p>Improve extra-curricular provision for more able pupil <u>premium children.</u></p>	<p>£4, 500</p>	<p>All the clubs were well attended, especially by PP Pupils as shown below. These figures show the number of PP Pupils in attendance of at least one or more afterschool club.</p> <p>Year 1: 56% Year 2: 89% Year 3: 62% Year 4: 75% Year 5: 67% Year 6: 69%</p> <p>The strategy games club for the most able pupils allowed these pupils to be challenged and offered them opportunities to develop their reasoning skills and thought processes. This supported them in the KS2 Mathematical reasoning test.</p>	

<p>Some St Anne families are apprehensive to engage with school, often due to previous experiences.</p>	<p>Provide more opportunities for parental involvement.</p> <p>Provide a range of workshops and welcome events for parents.</p>	<p>£3000.00</p>	<p>A range of workshops ran throughout the year offered support to Parents/Carers in regards to Phonics, the Early Years Curriculum, Maths, Healthy Eating and Well Being. Also, how to support their children with the forthcoming SATs</p> <p>25% of parents in each cohort attended these workshops, with 10% of this being PP Pupil Parents.</p> <p>The feedback from workshops was positive and parents valued the support given to them and the explanation of strategies the school used to teach children certain methods and ways.</p>	<p>Listening to parent feedback, workshops in 2016 – 2017, will be ran at different times due to parents feeling that they would be better at the end of the day before they collected their children than in the morning when they are busy with morning routines.</p> <p>A crèche will also be provided to encourage more involvement and to provide childcare for parents with younger children.</p>
<p>Attendance and punctuality of 50%+ PP Pupils was below National Expectation and therefore hindering learning and progress.</p>	<p>Breakfast Club Initiative and payment support.</p>	<p>£8,000.00</p>	<p>Breakfast club has increased in capacity, which has supported school with its increase in attendance from 95% in July 2015 to 96.03% in July 2016.</p> <p>Out of the 45 - 50 pupils who attended breakfast club, by the end of the year, 55% of these pupils were PP Pupils.</p> <p>Teachers also reported that children attending breakfast club were more relaxed and ready for learning than previously.</p>	
<p>The school is aware that each and every family has needs specific to them and their situation. Also that this can sometimes not be predicted or calculated.</p>	<p>Headteacher discretion to support pupil premium children as need arises.</p>	<p>£10,000.00</p>	<p>By support individual families with attendance and family support problems helped them to continue sending their children to school each day, allowing them to access the curriculum and keep learning.</p>	
<p>TOTAL EXPENDITURE £154,400.00</p>				

