

**St. Anne (Stanley) Primary School
Pupil Premium Report and Impact
September 2017- July 2018**



Planned Expenditure September 2017 – July 2018

Pupil Premium strategy statement

St Anne Stanley CE Primary School 2017-18

1. Summary information					
School	S Anne (Stanley) C of E Primary				
Academic Year	2017/18	Total PP budget	£158,610	Date of most recent PP Review	25.09.17
Total number of pupils	371 & 43 Nursery children	Number of pupils eligible for PP 1 pupil eligible for service child premium 1 pupil child eligible for post LAC Pupil Premium	115	Date for next internal review of this strategy	26.01.18

2. Current attainment E.Y.F.S. July 2017

Good Level of Development	Whole School 52 pupils	School 67.3% (pupils)	National – 70.7%
		<i>Pupils eligible for PP - 13 Achieved a good level of development 69.2%</i>	<i>Non PP school - 42 pupils Achieved a good level of development 66.7%</i>

Current attainment Key Stage 1 July 2017

	Whole School 52 pupils	Pupils eligible for PP in school - 17 pupils	Non PP school - 35 pupils	National All pupils
% achieving expected standard in reading, writing and maths	73% (38 pupils)	47% (8 pupils)	83% (30 pupils)	
% achieving expected standard in reading	85% (44 pupils)	70%(12 pupils)	91% (32 pupils)	76%
% achieving expected standard in writing	73% (38 pupils)	47% (8 pupils)	83% (30 pupils)	68%
% achieving expected standard in maths	81% (42 pupils)	64% (11 pupils)	89% (31 pupils)	75%

Current attainment Key Stage 2 July 2017

	Whole School 42 pupils	Pupils eligible for PP in school - 17 pupils	Non PP school - 35 pupils national average	national All pupils
% achieving expected standard in reading, writing and maths		52.6% (10 pupils)	83.3% (20 pupils)	61%
% achieving expected standard in reading		68.4% (13 pupils)	95.8% (23 pupils)	71%

% achieving expected standard in writing	68.4% (13 pupils)	87.5% (21 pupils)	76%
% achieving expected standard in maths	73.6% (14 pupils)	91.6% (22 pupils)	75%
% achieving expected standard in GPS	57.8% (11 pupils)	87.5% (21 pupils)	77%

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

In-school barriers

- | | |
|-----------|--|
| A. | Speech and language delay in EYFS |
| B. | Literacy, Numeracy and learning skills |
| C. | Low aspirations and reduced experience of wider opportunities. |

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

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|-----------|--------------------------|
| D. | Attendance & punctuality |
| E. | Learning in the home |

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils by the end of E.Y.F.S. achieve expected standard in speech and language measured by end of year assessments, including NFER baseline testing.	100% of pupils achieve expected standard in speech and language.
B.	Raising attainment of PP; closing gap between disadvantaged pupils and their peers in literacy and numeracy skills, measured through end of year assessments.	Closing gap between attainment of disadvantaged pupils and their peers across the school by a minimum of 10%.
C.	Increasing opportunities and broaden experiences for disadvantaged pupils, raising their aspirations and levels of confidence – measured through attendance of after school club/visits throughout the year and exit survey.	All disadvantaged pupils to participate in after school clubs and relevant visits.(minimum one per term) Through survey and observation to identify higher levels of aspirations and self-confidence.
D.	Further reduce the number of persistent absentees and lateness. Measured by attendance data on a weekly and ½ termly basis.	Close the gap in attendance by at least 2% between disadvantaged children and their peers.
E.	Further increase parental engagement across the school to enhance learning opportunities in the home and reinforce pupil progress. Measured by improved levels of attendance at parent events and by questionnaire and survey.	Increased attendance at parental events and learning workshops. Measureable improvements in pupils' learning outcomes.

3. Planned expenditure

Academic year

2017/18

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?
Improved skills in speech and language.	Further develop assessment of speech and Talk Boost resources in EYFS.	Previous year data demonstrated 50% improvement in children's speech and language skills as a result of early intervention and Talk Boost. Target:	Ensure training for new staff. Monitor progress and analyse data on a termly basis including entry and exit data of NFER tests.	C.Riley	January, 18
Improve children's thinking and learning skills.	Develop lesson study across all year groups. Use strategies learnt through Philosophy for Children training.	We want to provide further opportunity for teachers to assess teaching and learning across the classroom. Previous lesson study engagement enabled focused teaching and learning of misconceptions in grammar.	Time allocated for staff to plan and prepare resources for lesson study – paid for out of budget. Lead staff to monitor feedback from staff and pupils during observations. Staff involved to share good practice across school.	V. Nurse L. Lovell	January, 18
Improved spelling scores across school. End of Key stage 2 reflect closing of gap in EGPS and scores are higher.	* Introduce whole school initiative to raise the profile of spelling across the school – including home/school resources and parent workshops. * Provide CPD for all staff to support quality first teaching of spelling across the curriculum.	Low attainment in E.G.P.S. at end of KS2 was lower than national as a result of lower attainment in spelling. Data across the school reflects children entitled to pupil premium achieve lower scores than their peers.	Monitor and analyse progress using termly tests in Spelling. Monitoring of teaching and learning (books,	S. Lineton J. Simons L. Lovell	January, 18
Further develop opportunities to broaden life experience and enjoyment of the arts.	After school clubs Learning Visits Drama workshops	High uptake of after school clubs in all year groups during 2016-2017 – at least 80% of children attended one or more after school club. Curriculum enhancement and enjoyment through drama, interactive workshops and learning visits – evident through pupil surveys. 100% of children enjoyed memorable events.	Monitor evaluations of visits, clubs through pupil and parent voice. Time allocated for all year groups to plan memorable events/enhancing learning opportunities to develop skills across the curriculum.	J. Simons L. Lovell	January, 18

All pupils access high quality music lessons. Children learn to play an instrument from years 4-6.	Music lessons from specialist teacher from EYFS to Year 6. Guitars taught from Year 4 onwards.	Music lessons develop concentrations and listening skills in children. It can develop a love and appreciation of music which we hope will continue throughout life.	Specialist Music teacher employed by school on full time basis with planned timetable for weekly music lessons, music therapy and after school choir/bands. Monitor progress across the Music curriculum.	P. Lucas J. Simons	January, 18
All pupils access high quality P.E. lessons. Increased participation for pupils entering competitive sports.	P.E. lessons from specialist teacher from EYFS to Year 6.	Physical education develops concentration, coordination and team work skills in children. It can develop physical aptitude, healthy lifestyles and enjoyment in sports which we hope will continue throughout life.	Specialist P.E. teacher employed by school on full time basis with planned timetable for weekly music lessons, teacher CPD and after school clubs.. Monitor progress across the P.E. curriculum.	K. Quinn J. Simons	January, 18
Increased parental engagement in children's learning.	Continue to build upon whole school parent events and parent café/workshops.	High engagement from parental involvement in Phonic workshops in 2014/5 led to a high level of attainment in phonics in Year 1. Guides provided for parents to support their child with learning of grammar – were highly valued by at least 50% of parents.	Directed time allocated to plan for parent events to support learning and enjoyment in the classroom. Monitor parental feedback.	J. Simons	January, 18
Total budgeted cost					£65,000.00
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?
Improved phonic skills for children in EYFS and KS1.	* Continue to provide opportunities for parents to engage in learning – through phonic café and CD's for home. * Daily small group phonic intervention to enable children in year 1 and 2 to achieve phonic standard.	Exit data from EYFS demonstrated at least 57.6% phase 4 ready compared to 28% in previous year. Year 1 exit data demonstrated 69% achieved phonic standard at the end of year one. Target: Year 1 Phonic standard 82% Target EYFS – Phase 4 ready 65%	Year 1 Teacher will attend training through LEA. Termly monitoring and analysing of data.	M. Sargent	January, 18

Close gaps in reading, writing and mathematics for PP pupils so that at least 75% achieve national standards in reading, writing and mathematics at end of Key stage 2. Narrow gap in attainment between disadvantaged pupils and their peers in reading, writing and mathematics by at least 10%.	* High quality CPD to support teaching and learning across school.* Extra teacher to support for small group for Maths and English in Year 6. * Deployment of highly trained Teaching assistants to support early intervention across all year groups in Reading, Writing and Mathematics. * After school support in small groups by teaching staff.	End of Key stage results demonstrate attainment in reading, writing and mathematics for disadvantaged pupils was below their peers. Some of our pupils need targeted support to enable them to address gaps in learning to achieve expected standard. School uses a variety of programme which have been independently evaluated and shown to be effective in other schools across the country. Target – At least 75% of children achieve national standards by end of key stage 2. Gap narrowed between children entitled to pupil premium and their peers by at least 10% in all year groups.	* Regular progress meetings and teacher appraisals across the year. * Senco evaluates impact of support for targeted groups. * Termly monitoring and analysing of data.	J. Kenwright J. Simons C. Lovell E. Stokes	January, 18
Improved progress for high attaining pupils in Year 5.	HLTA employed to work with small group during maths and English to develop higher order thinking skills.	On entry to Year 5 – there are none out of 22 children entitled to pupil premium working at greater depth in reading and writing and only one child in mathematics.	C.P.D. for HLTA in use of higher level questioning and developing reasoning and problem solving skills. Planned time for teaching staff to discuss, prepare and evaluate strategies implemented. * Regular progress meetings and teacher appraisals across the year. * Termly monitoring and analysing of data.	J. Simons	January, 18
Total budgeted cost					£60,000.00
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?
Improve attendance particularly amongst children entitled to pupil premium.	Daily pick up service Breakfast Club Increased hours for EWO (6 hours per week)	Children entitled to pupil premium attendance 2016/2017 – 93.81% Children non entitled to free school meals 2016/2017 – 96.34%	EWO in school 4 hours per week to support attendance concerns and meet with Headteacher. Analyse attendance for all groups – half termly. Monitor	J. Simons	October, 17

Improve children's aspirations for the future, including their understanding of democracy and rule of law.	Professor Fluffy – year 5. University visits. Visiting speakers/ Careers Fair. School's Parliament. Developing links between feeder schools and universities within the city.	Previous impact report reflected increased number of children wanting to attend university. Children take part in debate at Liverpool council, their views inform future developments within the city. Previous evaluations and feedback pupils demonstrate interest in Science and Arts.	Monitor pupil voice. Assign Leads to organise and facilitate attendance at events.	L. Lovell	January, 18
Support for vulnerable families	Bus tickets, uniform purchase etc. SLA School Family Support Service – 2 days per week	School have purchased a Service Level Agreement from SFS to offer a range of support services to vulnerable families.	Monitor reports from Family support service. Monitor spending and impact on families termly.	L. Lovell	October, 17
Improve pupils life skills including:- self-esteem, resilience and ability to make the right choices avoiding peer pressure.	Barnados Life Skills programme Years 4-6. (Year 5 & 6 – Level 2)	Last year's impact report demonstrated that 100% of pupils had improved their understanding of important life skills.	Entry and exit questionnaire from pupils. Teacher pupil and parent feedback.	L. Lovell	February, 18
To support children who have difficulty interacting positively with others.	Lego Therapy	Programme identified to support improved social communication and interaction. Aim to support children who experience difficulty interacting with other children.	Training provided for staff to support programme. Monitored through observations of social interaction.	E.Stokes	February, 18
To develop children's ability to keep themselves safe.	Crucial Crew – Safety event – January, 2018	Programme aimed to support transition for pupils in Year 6, raising awareness of keeping themselves safe.	Evaluations from pupils and staff – monitored by Deputy Head.	L. Lovell	April, 18
Total budgeted cost					£30,000.00

MONITORING AND REVIEWING THE STRATEGY

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Strategy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.

Our annual review will involve staff, pupils, governors and parents and carers.

How we will measure the impact of the pupil premium

There is regular, systematic whole school tracking of pupil's progress by the leadership team through the recording of data from internal and external test results, SEN, EAL, behaviour and attendance issues and any other issues as mentioned above which are identified through teaching and mentoring. This data is used to identify strengths and weaknesses of individual pupils particularly those underachieving and eligible for FSM. The data also allows gaps in the provision and the opportunity to detail the reasons for variations in effectiveness of strategies or interventions already in place.

Pupil Premium Statement 2017-2018

The Pupil Premium Grant is allocated to schools at the beginning of each financial year. The allocation is decided by a fixed amount per child, when the family is entitled to free school meals. Schools are free to spend their Pupil Premium grant as they see fit. However, they will be held accountable for how they have used the additional funding to support disadvantaged pupils. The Headteacher has absolute discretion to decide, using all reasonable endeavours, how to spend the Pupil Premium to the benefit of each child. The Headteacher will, consult with the leadership team, governing body, all staff and/or other interested parties, to assist her in making a well informed decision.

The percentage of qualifying families at St. Anne (Stanley) is higher than the national average. In respect of the academic year 2017-2018 the Pupil Premium is **£158,610**.

Context of School

St. Anne's is a happy, caring school which is often described as an 'oasis of calm'. We are proud of our achievements with end of key stage 2 results in 2017 above national averages. Our school motto is 'Learning Together' this accurately describes the ethos of the school where adults and children believe learning should be lifelong.

We have high aspirations and ambitions for our children and encourage them to follow their dreams and believe that they can achieve their goals. Christian values are at the heart of everything we do and they permeate the curriculum. The children themselves comment how they feel happy, safe and secure in our school and love their learning.

The Leadership team, governors and staff are passionate in their desire to improve the outcomes and opportunities for **ALL** of our children. We believe that it is our duty to ensure that our children achieve not only academically but become whole rounded citizens of the future.

We are proud of the strong links we have forged with our families (the school has served several generations) and governors who have contributed to the establishment of our values: honesty, family, friendship, confidence, understanding and hope.

Pupil Characteristics

The school is situated in an area of high social deprivation. Levels of SEND have increased and numbers of disadvantaged pupils are high when compared to national levels. Average attainment on entry to the school is low. Despite these challenges, pupil progress is at least good and often very good. The percentage of children working at age related expectations is at above national figures by the end of Key stage 2.

Accreditation

We are proud of achieving the following awards:-

Healthy School Award
Basic Skills Award
International Status Award
Inclusion Charter Mark
Eco Council Bronze Award
P.E. Silver Award
Reading Quality Mark – Silver

We are currently working towards the Arts Mark Award – Gold and Mathematics Quality Award - Gold.

Partnership Working

Building strong parental partnership is central to our ethos. We recognise that for many parents negative experience of their own education may impact on their views of school. Therefore, we are striving to develop confidence in order that they feel able to approach the school and be a valuable part in their children's learning. We believe that working together is crucial for the benefit of our children. This year we will be hosting even more parental meetings and workshops which we intend to continually build upon.

Attendance

Attendance and punctuality have a significant impact on a child's learning. High attendance is closely linked to high attainment. School attendance figures have improved over the last three years and the number of persistent absenteeism has reduced. However, last year attendance figures reduced marginally. We work continue to work very closely with the Education Welfare Officer, and our RAG rated and First Day Response System and attendance initiatives such as breakfast club, school pick up service continue to support our families.

