

**St. Anne (Stanley) Primary School
Pupil Premium Report and Impact
September 2018- July 2019**



Planned Expenditure September 2018 – July 2019

Pupil Premium strategy statement

St Anne Stanley CE Primary School 2018-19

1. Summary information					
School	S Anne (Stanley) C of E Primary				
Academic Year	2018/19	Total PP budget	£ 172,785	Date of most recent PP Review	September 18
Total number of pupils	381 & 32 Nursery children (provisional)	114 Number of pupils eligible for PP 8 pupils eligible for LAC Pupil Premium 4 EYFS pupils eligible for pp		Date for next internal review of this strategy	January 19

2. Attainment E.Y.F.S. July 2018

Good Level of Development	July 2018	Whole School (59.2%) 49 pupils	National - all
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Attainment Key Stage 1 July 2018

	Whole School 60 pupils	Pupils eligible for PP in school -13	Non PP school - 47 pupils	national average All pupils
% achieving expected standard in reading, writing and maths	65.0% (39)	66.7%	66%	
% achieving expected standard in reading	73.3% (44)	69%	74%	75%
% achieving expected standard in writing	68% (44)	69%	68%	70%
% achieving expected standard in maths	75% (45)	69%	77%	76%

Attainment Key Stage 2 July 2018

	Whole School 59 pupils	Pupils eligible for PP in school - 23 pupils	Non PP school - 36 pupils	national average All pupils
% achieving expected standard in reading, writing and maths	61% (36)	48%	69%	
% achieving expected standard in reading (cohort 56, 21 Pupils eligible for PP)	76.3% (45)	65%	83%	75%
% achieving expected standard in writing (cohort 56, 21 Pupils eligible for PP)	81.4% (48)	65%	92%	78%

% achieving expected standard in maths (cohort 56, 21 Pupils eligible for PP)	74.6% (44)	57%	86%	76%
% achieving expected standard in GPS	74.6% (44)	61%	83%	78%

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

In-school barriers

A.	Speech and language delay in EYFS which impacts on attainment in reading and writing
B.	Literacy skills (reading and spelling) & Numeracy skills Low starting points of children entitled to pupil premium requires accelerated progress in Key stages 1 and 2 to achieve expected levels.
C.	Low attainment of disadvantaged pupils at the end of Key Stage 2 compared to their peers.
D.	Low aspirations and reduced experience of wider opportunities. The school serves a community with high levels of deprivation (amongst 10% most deprived in the country)
E.	Emotional needs that impact on academic progress. An increasing number of children have emotional needs that impact on their learning.

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

F.	Attendance & punctuality
G.	Learning in the home

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The vast majority of children by the end of E.Y.F.S. achieve expected standard in speech and language, reading and writing measured by termly and end of year assessments, including phonic testing and NFER baseline testing.	Increased percentage of pupils achieve expected standard in speech, reading and writing at the end of E.Y.F.S. At least 60% of children phase 4 reading in Phonics by the end of summer term.
B.	Targeted interventions and teaching strategies that promote raised attainment and rates of progress for disadvantaged pupils; closing gap between disadvantaged pupils and their peers in literacy (particularly reading and spelling)- and numeracy skills, measured through termly, end of year assessments and case studies.	Targeted intervention should evidence improved attainment and rates of progress across the school.
C.	Attainment and rates of progress in Reading, Writing and Mathematics will improve across the school – particularly at the end of Key stage 2. Whole school monitoring, end of term and end of year assessments, standardised scores and case studies will be used to monitor outcomes.	Attainment and Progress for disadvantaged children at the end of E.Y.F.S., Key Stage 1 and especially Key stage 2 will demonstrate an increase in the number (and percentage) of pupils achieving expected standard and above.
D.	The children will have access to an exciting curriculum with a wide and broad range of experiences and opportunities that should promote raising their aspirations and levels of confidence. This will be evidenced through pupil survey, attendance in extra-curricular clubs and observations within class.	Improved levels of engagement across the curriculum will be evidenced, including opportunities for extra- curricular opportunities.
E.	Raised levels of self-esteem and resilience evident amongst our vulnerable pupils. Pupil surveys reflect positive attitudes and high levels of confidence. Pupil emotional and social wellbeing monitored through pupil progress meetings and weekly review meetings with pastoral staff.	Children able to freely access support mechanisms that promote a positive sense of wellbeing.

F.	Improve school rate of attendance and reduce the number of persistent absentees and lateness amongst children entitled to pupil premium.	Whole school attendance will be at least 96.5%. Reduce the number and percentages of persistent absentees and lateness amongst disadvantaged pupils – closing the gap between their peers.
G.	Further increase parental engagement across the school to enhance learning opportunities in the home and reinforce pupil progress. Evident through attendance at a wide range of school events and parent survey.	Increased attendance at parental events and learning workshops. Measureable improvements in pupils' learning outcomes.

3. Planned expenditure

Academic year **2018/19**

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 training to support 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.	Ensure training for new staff. Monitor progress and analyse data on a termly basis including entry and exit data of NFER tests.	C.Riley	End of each full term.
Improved rate of progress in reading and spelling across the school.	Whole school training and implementation of Guided Reading and Spelling programme across the school. Implement Reading plus across Key stage 2.	A consistent and more robust system of measuring progress in reading and spelling had been identified. Previous trial and evidence from pilot of other schools demonstrated accelerated progress in reading (speed, fluency, comprehension) for children.	Training provided by Literacy Consultant, shared vision for reading and spelling across the school in place. Time allocated for staff to ensure systems in place. Regular monitoring of programme in place and individual progress.	D. Stokes J. Simons S. Lineton	Part of school monitoring cycle. Standardised scores, and teacher assessments at the end of each term. Regular half-termly reports reflecting individual progress.

<p>Improve attainment and rates of progress for disadvantaged pupils across the school in Literacy & mathematics.</p>	<p>Staff CPD Literacy.</p>	<p>At end of Key stage 2 the gap in attainment between disadvantaged children and their peers was at least 20%. Previous training provided through Literacy consultant has demonstrated impact on teaching & learning.(evident within monitoring)</p>	<p>Data analysed by Assessment lead, Senco and Literacy Leader. Robust monitoring systems in place.</p>	<p>J. Simons J. Kenright E. Stokes S. Lineton</p>	<p>End of each full term.</p>
	<p>Staff CPD in Mathematics</p>	<p>Due to increase in cohort mobility – and increase in number of children working below expected standard on entry to school – staff CPD in mathematics was identified to support learning within the classroom.</p>	<p>Data analysed by Assessment lead, Senco and Mathematics Leader. Increased staff knowledge and confidence in mathematics evident through monitoring and evaluation. Pupil progress meetings and pupil voice reflect pupil confidence and improved rates of progress for targeted pupils. Case studies provide evidence of improved rates of progress and attainment at end of Key stage 2.</p>	<p>J.Simons J.Kenright E.Stokes V. Nurse</p>	<p>End of each full term.</p>
<p>Develop teachers' use of questioning and classroom strategies to promote a love of learning.</p>	<p>CPD Teaching & Learning Leadership time to support teacher development.</p>	<p>Previous coaching and mentoring has promoted effective teaching and learning within the classroom.</p>	<p>Regular training planned Focused meetings Evaluations</p>	<p>SLT</p>	<p>Spring & Summer Terms</p>
<p>Children have access to an exciting curriculum with a wide range of activities and opportunities to broaden life experience and enjoyment of learning.</p>	<p>Increase number and range of after school clubs. Further develop use of Learning Visits to enhance the curriculum. CPD – Leadership of all curricular subjects.</p>	<p>High uptake of after school clubs in all year groups during 2017-2018 – at least 85% 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.</p>	<p>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.</p>	<p>J. Simons L. Lovell</p>	<p>End of each full term.</p>
		<p>To enable subject leaders to be confident that their subject contributes successfully to the whole school curriculum – providing high quality teaching and learning with memorable events.</p>	<p>Prioritised time arrange for whole school review of individual subjects to ensure that the curriculum is broad, varied, interesting and enjoyable for all learners. Pupil, Staff & Parent evaluations.</p>	<p>J. Simons L. Lovell</p>	<p>End of Spring & Summer Tern.</p>

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	End of each full term.
All pupils access high quality P.E. lessons. Increased participation for pupils entering competitive sports with at least two teams per sporting event.	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, April, July

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?
Children have the opportunity to improve spoken language skills as soon possible on entry into EYFS.	Additional teaching staff to support delivery of focused intervention.	Smaller class sizes will provide greater opportunities to develop speech within the E.Y.F.S. through both focused attention and intervention programmes.	Regular monitoring of learning journeys, observations and assessments. E.Y.F.S. Lead to monitor progress in all areas – especially prime areas.	C.Riley C.Riley	Termly Termly
Improved percentage of children achieve expected standard in Writing in EYFS	Implement A-Z writing for children working below age related expectations.	Previous success demonstrated accelerated children working on programme.	E.Y.F.S. Lead to monitor progress in all areas – especially prime areas.	C. Riley	End of Spring & Summer

<p>Improved phonic skills for children in EYFS and KS1.</p>	<p>Continue to provide opportunities for parents to engage in learning – through phonic café and resources including CD's. * Daily small group phonic intervention to enable children in year 1 and 2 to achieve phonic standard.</p>	<p>Past workshops have helped engage parental support at home, using resources provided.</p> <p>Exit data from EYFS demonstrated at least 20% working at phase 4 compared to 0% in previous year.</p> <p>Year 1 exit data demonstrated 83.3% achieved phonic standard at the end of year from entry data of 37% working at expected levels.</p>	<p>Year 1 Teacher will attend training through LEA. Termly monitoring and analysing of data.</p>	<p>M. Sargent C. Riley</p>	<p>January, 18 April, 19 July 19</p>
<p>Interventions and strategies to improved rates of progress in literacy and numeracy across the school</p>	<p>Extra adult (teachers and learning support assistants) employed to support and enable Targeted intervention programmes are in place to address gaps in learning.</p>	<p>Previous use of recognised interventions have demonstrated increased rates of progress for pupils. Small group support has enabled learners to make accelerated progress.</p>	<p>Training provided by SENCO for use of new system to monitor targeted intervention in place. Reviews and pupil progress meetings are scheduled at the end of each term. Entrance and exit scores analysed to assess progress. Regular monitoring in place</p>	<p>E. Stokes</p>	<p>End of each full term – all interventions analysed by SENCO.</p>
<p>Improved progress for high attaining pupils in Year 6.</p>	<p>Extra teacher and two additional Learning support assistants employed to work with small group during maths and English to develop higher order thinking skills.</p>	<p>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.</p>	<p>Planned time for teaching staff to discuss, prepare and evaluate strategies implemented.</p> <p>* Regular progress meetings and teacher appraisals across the year. * Termly monitoring and analysing of data.</p>	<p>J. Simons</p>	<p>January, 18</p>

To support emotional needs of vulnerable children to help with their mental health	Service level agreements with various agencies to enable specialist support for	Early support and intervention has ensured our children's emotional needs our supported and their mental health has improved.	Dedicated time and space arranged. Regular planned reviews.	E. Stokes	Ongoing/reviews built in
Total budgeted cost					£80,000.00
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?
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 2015/6 led to a high level of attainment in phonics in Year 1. Progress in phonics has continued to improve each year. 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, April, July
Improve attendance particularly amongst children entitled to pupil premium.	Hire of Mini bus to provide daily pick up service. Breakfast Club Increased hours for EWO (6 hours per week)	Children entitled to pupil premium absence 5.6% compared to non p.p. 2.6%. Attendance has improved for disadvantaged children when support has been put in place.	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
Raised levels of positive self-awareness and raised self-esteem.	Employment of Family Liaison/Learning mentor to support pastoral care required throughout the school.	Previous pastoral support has demonstrated huge success in helping raise self-esteem of vulnerable pupils. Increased number of pupils requiring individual support has risen considerably over the last two years.	Planned timetable to help support vulnerable children and groups of children in place. Provision monitored each half term.	J. Simons E. Stokes L. Lovell	January, April, July
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.	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.	Monitor pupil voice. Assign Leads to organise and facilitate attendance at events.	L. Lovell	January, 18

	Developing links between feeder schools and universities within the city.	Previous evaluations and feedback pupils demonstrate interest in Science and Arts.			
Support for vulnerable families to improve well-being and readiness to learn.	Bus tickets, uniform purchase , subsidise tripsetc.	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 two 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, 19
Total budgeted cost					£32,785.00



St. Anne (Stanley) Primary & Nursery School
'Learning Together'



Pupil Premium Statement 2018-2019

The Pupil Premium Grant is allocated to schools at the beginning of each financial year. The Government believes that the Pupil Premium Grant which is in addition to school funding, is the best way to ensure the gap in attainment between children eligible for free school meals and their peers is removed. The money is allocated on the number of children entitled to free school meals and 'Ever 6 FSM' (children having been in receipt of free school meals within the last 6 years). 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 2018-2019 the Pupil Premium is £172,785.

Our Current strategies to address barriers:

- A robust use of key information including assessment data is important for ensuring targeted support for our pupils.
- High quality professional development and training needs are in place to facilitate effective teaching and learning for all our children.
- Additional staff are employed to facilitate smaller group or individual support to address gaps in learning.
- Emotional support – provided through trained staff within the school and with the help of specialists through outside agencies.
- A curriculum that is tailored to meet the needs of our children with a wide range of learning experiences and after school opportunities.

Every decision we make has the children and their wellbeing and progress at the heart of it.

Context of School

St. Anne's is a happy, caring school which is often described as an 'oasis of calm'. 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 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.

Staffing

Senior Leaders and governors believe that the recruitment of the right people, in all areas is vitally important. We believe that we are building the right balance of experience and expertise amongst our staff - all are dedicated to ensuring our children receive the best possible experiences in our school.

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
School of Sanctuary Award
Arts Mark

We are currently awaiting accreditation for the Arts Mark Award. We are also working towards the Mental Health & Wellbeing Award.

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, however the numbers of persistent absenteeism is higher than national. We aim to support our children and families to ensure that our children have a high rate of attendance throughout their time in our school and beyond. We work continue to work very closely with the Education Welfare Officer, and our RAG

rated and First Day Response System, school family liaison officer and attendance initiatives such as breakfast club, school pick up service continue to support our families.