

**St. Anne (Stanley) Primary School
Pupil Premium Report and Impact
September 2019- July 2020**



Planned Expenditure September 2019 – July 2020

Pupil Premium strategy statement

St Anne Stanley CE Primary School 2019 - 2020

1. Summary information					
School	St Anne (Stanley) C of E Primary				
Academic Year	2019 - 2020	Total PP budget	£ 171,050.00	Date of most recent PP Review	July, 2019
Total number of pupils = 425	392 Pupils 33 Nursery children)	Number of pupils eligible for PP 121 pupils eligible for LAC Pupil Premium 4 EYFS pupils eligible for PP 3		Date for next internal review of this strategy	February, 2020 – planned external review

2. Current attainment E.Y.F.S. July 2019

Good Level of Development	Whole School (54)	School 59.3 % (32 pupils)	National 71.7%
		<i>Pupils eligible for PP - 10 pupils Achieved a good level of development 50% (5)</i>	<i>Non PP school - 44 pupils Achieved a good level of development 61.4% (27)</i>

Current attainment Key Stage 1 July 2019

	Whole School 59 pupils	<i>Pupils eligible for PP in school - 11 pupils</i>	<i>Non PP school - 48 pupils national average All pupils</i>
% achieving expected standard in reading, writing and maths	71.2% (42)	36.4% (4 pupils)	79.16% (38 pupils)
% achieving expected standard in reading	81.4% (48)	45.45% (5 pupils)	89.58% (43 pupils)
% achieving expected standard in writing	76.3% (45)	54.54% (6 pupils)	81.25% (39 pupils)
% achieving expected standard in maths	83.1% (49)	54.54% (6 pupils)	89.58% (43 pupils)

Current attainment Key Stage 2 July 2019

	Whole School 51 pupils	<i>Pupils eligible for PP in school - 18 pupils</i>	<i>Non PP school - 33 pupils national average All pupils</i>
% achieving expected standard in reading, writing and maths	61% (36)	44.44% (8 pupils)	75.75% (25 pupils)

% achieving expected standard in reading	76.5% (45)	55.55% (10 pupils)	87.87% (29 pupils)
% achieving expected standard in writing	80.4% (48)	66.67% (12 pupils)	87.87% (29 pupils)
% achieving expected standard in maths	88.2% (45)	77.78% (14 pupils)	93.93% (31 pupils)
% achieving expected standard in GPS	76.5% (39)	61.11% (11 pupils)	84.84% (28 pupils)

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*)

- | | |
|-----------|--------------------------|
| 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 pupils; closing gap between these pupils and their peers in English and maths, with a focus on reading, 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 wider life experiences for disadvantaged pupils, raising their aspirations and levels of confidence.	All disadvantaged pupils to participate in after school clubs and relevant visits. Through survey and observation to identify higher levels of aspirations and self-confidence.
D.	Further reduce the number of persistent absentees and improve punctuality.	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.	Increased attendance at parental events and learning workshops. Measureable improvements in pupils' learning outcomes.

3.	4. Planned expenditure					
Academic year		2019/20				
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.	ii. 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?	Impact	Staff lead	When will you review implementation?
Significantly improve speaking, listening and communication skills in order to close the gap for PP pupils in EYFS	Continue with oral language interventions e.g., Time to Talk & Wellcomm.	Disadvantaged children enter school with below average speaking and listening skills.	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, 2020
Continue to close the attainment gap at EYS for reading and writing by the end of Reception.	PP children to make or exceed expectations for progress and attainment.	There is a gap between the attainment of PP pupils and their peers in reading and writing. Early literacy approaches have been consistently found to have a positive effect on learning outcomes.	Utilise resources form interventions eg. Read, Write A-Z Ensure EYFS baseline assessments are accurate and robust.		C Riley	January, 2020
To ensure that good quality teaching continues across the school	To enhance CPD to ensure high quality teaching.	Sutton Trust 2011 and Social Mobility Commission 2014 found that good teachers are especially important for disadvantaged children. (supporting the attainment of disadvantaged pupils – Briefing for School Leaders 2015)	Audit of staff skills to establish strengths and identify areas for development. 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		SMT and Subject Leaders	January 2020

			Staff involved to share good practice and lead meetings across school.			
Improve rates of accelerated progress made by targeted PP pupils across the school.	Regular Pupil Progress Meetings/ PP pupils targeted for individual classes	Identified PP pupils will make accelerated progress. Most successful schools use data to identify pupils' learning needs at every opportunity. Teachers with the data themselves: analyse and use to underpin teaching.	Termly assessments Pupil Progress Meetings		SMT Subject Leaders	January 2020
Improvements in pupils' enjoyment of wider life experiences they might not otherwise be involved in, through trips and enrichment activities. Pupils will gain confidence and develop a positive mind set and improved learning skills, with higher aspirations.	Provide memorable opportunities and experiences which would normally be out of reach to many pupils.	The school serves an area of considerable disadvantage with pupils falling into the most deprived nationally. Curriculum enhancement and enjoyment through drama, interactive workshops and learning visits – evident through pupil surveys and monitoring as books reflect children's knowledge and understanding of their learning. Overall, studies of adventure learning interventions reflect positive benefits on academic learning. EEF Teaching and Learning tool kit claims collaborative learning produces +5 months progress. 100% of children enjoyed memorable events. At least 80% of children participate in after school clubs.	Staff ensure experiences are planned in advance across the year group curriculum. Links with learning are actively sought – staff have time to ensure high quality memorable moments enhance the curriculum.		Curriculum Lead - J. Kenright J. Simons L. Lovell	January 20
To further develop parental engagement and engagement in their children's learning.	After school clubs Learning Visits Drama workshops Art & Cookery Workshops	Evidence reflects that parental engagement with a child's learning improves their life chances. Surveys from parents reflect that workshops, after school learning has helped develop strong links	Monitor evaluations of visits, clubs through pupil and parent voice. Time allocated for all year groups to plan memorable events/enhancing learning		J. Simons J. Kenwright	January 20

		between home and school. Many feel they are more confident supporting their children at home.	opportunities to develop skills across the curriculum.			
To help pupils' learning skills through metacognition and self regulation, enabling them to develop suitable strategies for tasks.		Sutton Trust Research	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 2020
Pupils are exposed to a wide range of sporting experiences and provided with increased opportunities to develop their P.E. skills.	Increase opportunities to develop skills across a broader/extra range of physical activity – judo, fencing, archery, basketball, dodgeball. Increasing further opportunity for entry into competitions.	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 2020
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.	Family Events for parents to participate in classroom based activities. Directed time allocated to plan for parent events to support learning and enjoyment in the classroom.		J. Simons	January 2020
	Total budgeted cost					£81,050.00
iii.	iv. 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?

<p>Improved phonic skills for children in EYFS and KS1.</p>	<p>Continue 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.</p>	<p>Exit data from EYFS demonstrated at least 10% working at phase 4 compared to 0% in previous year. Year 1 exit data demonstrated that despite the percentage of children achieving expected standards in phonics last year being lower than national figures, accelerated progress from starting points was as a result of extra phonic interventions and support for parents.. lower than national % achieved Target:</p>	<p>New teachers will attend training through LEA. Termly monitoring and analysing of data. School part of Phonics pilot to improve the teaching and learning of phonics – especially boys.</p>		<p>M. Sargent</p>	<p>January 2020</p>
<p>Significantly improve levels of reading, writing and mathematics. Focused drive on improving reading across the school. but with a focus on reading. To develop reading comprehension strategies. PP children will achieve levels of progress at least in line with their peers Develop knowledge of wider vocabulary across the school.</p>	<p>High quality CPD to support teaching and learning across school. Deployment of highly trained Teaching assistants to support early intervention across all year groups in Reading, Writing and Mathematics. Reading Plus and Lexia programmes bought to provide online learning for home and school. Agreed progression for introduction vocabulary used throughout the school.</p>	<p>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 programmes 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. Reading Plus – Last year targeted children achieved at minimum of 6 months extra progress throughout the year within reading comprehension, high gains in reading speed and accuracy where evident throughout all learners. 'Close the word gap' evidence suggests that children from disadvantaged background can have a word gap of at least 10,000 words between their peers. Increasing vocabulary improves academic ability and future life chances.</p>	<p>Regular progress meetings and teacher appraisals across the year. Senco evaluates impact of support for targeted groups. Termly monitoring and analysing of data. Monitoring of teaching and learning to assess development in 'learnt vocabulary.'</p>		<p>J. Kenwright J. Simons C. Lovell E. Stokes</p>	<p>January 2020</p>
	Total budgeted cost					<p>£60,000.00</p>

v.	vi. 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	Lower attendance rate for children entitled to pupil premium. 2018/19 -	Analyse attendance for all groups – half termly. Monitor		J. Simons	October 20
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 20
Support for vulnerable families	Bus tickets, uniform purchase etc.	Removing barriers for vulnerable families.	School, church		J. Simons L. Lovell	October 20
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) Crucial Crew	Last year's impact report demonstrated that 100% of pupils had improved their understanding of important life skills and how to make the right choices.	Entry and exit questionnaire from pupils. Teacher pupil and parent feedback.		L. Lovell	February 20
To support children who have difficulty interacting positively with others.	Lego Therapy Pastoral support	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	July 2020
	Total budgeted cost					£30,000.00



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



Pupil Premium Statement 2019-2020

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 2018-201 the Pupil Premium is £172,785

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 2018 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.

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 - Gold

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 a 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.

