

Pupil Premium Impact Statement 2018-2019

2018-2019 Pupil Premium Allocation:

In the 2018-19 academic year the Pupil Premium Allocation was as follows:

Y1 - 14

Y2 - 18

Y3 - 25

Y4 - 25

Y5 – 17 + DL

Y6 - 23

Total Pupil Premium Pupils –

Total pupils on roll -

Desired Outcome		Rationale		
Improved skills in speech and language.		Identified PP children do not have comparable speech and language skills to non-PP children, which impacts their reading and writing.		
Interventions/ Support – Welcomm, Talk Boost, Time to Talk				
All children				
	S & L			
	LA	U	S	
On-Entry %	59%	55%	64%	
End-Of-Year %	83%	83%	89%	
Increase in %	24%	28%	25%	
Pupil Premium Children				
PP	S & L			
	LA	U	S	
On-Entry (9 chn)	56%	44%	67%	
End-Of-Year (11 chn)	82%	82%	91%	
Increase in %	26%	38%	24%	
Lessons Learnt				
Impact on prime areas in Nursery, particularly Communication reflect Pupil Premium children achieving at least comparable to non PP and outperforming in some.				
Programmes had very good impact – with increase of at least 25% in language acquisition, understanding and speech.				
Continue to ensure early identification so that support is put into place for children with lower levels of communication.				

Desired Outcome Improved rate of progress in reading and spelling across the school.	Rationale To improve speed, fluency and comprehension in reading.
<p>Reading Plus was implemented across KS2 in guided reading sessions. 67% of children were able to access the programme at home. See results in Interventions section. All Pupil Premium children in KS2 made at least expected progress in reading. Lessons Learnt: To continue Reading Plus Programme.</p>	

Desired Outcome Improve attainment and rates of progress for PP pupils across the school in English and mathematics compared with non PP.	Rationale PP children do not have comparable literacy or numeracy skills.																																										
<p>Detailed termly progress meetings highlight pupils who are not on track or who have external barriers. This means that interventions are quickly put into place.</p> <p>New and existing intervention programmes used this year: Reading Plus; IDL, Read Write A-Z, Rapid Phonics, Boost Reading, Phonics Booster, Jolly Phonics, FFT, IDL Maths, Rapid Maths, Ist Class at Number, Maths Catch Up, Making Maths Magic.</p>																																											
<p>Mathematics Average Scaled scores Summer 2019 Pupil Premium Pupils</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Autumn</th> <th></th> <th>Spring</th> <th></th> <th>Summer</th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>92</td> <td></td> <td>87</td> <td></td> <td>87</td> <td></td> </tr> <tr> <td>2</td> <td>96</td> <td></td> <td>104</td> <td></td> <td>103</td> <td></td> </tr> <tr> <td>3</td> <td>103</td> <td></td> <td>100</td> <td></td> <td>101</td> <td></td> </tr> <tr> <td>4</td> <td>90</td> <td></td> <td>91</td> <td></td> <td>96</td> <td></td> </tr> <tr> <td>5</td> <td>98</td> <td></td> <td>95</td> <td></td> <td>107</td> <td></td> </tr> </tbody> </table>		Year group	Autumn		Spring		Summer		1	92		87		87		2	96		104		103		3	103		100		101		4	90		91		96		5	98		95		107	
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<p>Year 6 PP Scaled Scores</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Subject	Autumn	Spring	Summer																																						
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Reading	94	95	103
Maths	92	95	102

Lessons Learnt

To continue to monitor individual progress through termly formal assessment and pupil progress meetings. To continue to use targeted TA and intervention support.

Desired outcome Children have access to an exciting curriculum with a wide range of activities and opportunities to broaden life experience and enjoyment of learning.	Rationale PP pupils have less access to a range of enriching life experiences compared to non PP children.
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Children continue to have access to a wide range of extra curriculum clubs after school or at lunch time, including : choir, Young Voices, dance, trumpet, samba, Film Club, Cookery Club, Maths Club, football, Lego, gardening, Finger Gym Club, science, Footsal, phonics, board games, art/craft, running, sports, computing, colouring, activity, music theory, multi skills.

Staff are encouraged to plan an educational visit to support curriculum areas, at least once per term.

This year visits included:

- Western Approaches Year 6
- Roman Visit Year 4
- KS1 cinema trip
- Broadgreen Production Year 5
- Nursery Library Visit

Specialist Workshops:

- History Time Line Workshop
- Lister Library Poetry Writing Workshops
- Year 3 History Workshop
- Professor Fluffy Year 5
- Dentist Year 4
- Pizza Making
- Bullybusters
- RSPB workshops KS1, KS2
- Road Safety
- Altru Drama assemblies and workshops – anti-bullying
- Pantomime
- Barnardos Life Skills Courses Years 4,5
- Crucial Crew Year 6
- Classroom Kitchen Year 3
- Archaeologists Dig Years 4,5
- Chester Zoo workshops
- The Primary Crew
- African Drumming EYS
- Power Programme Family Event
- Deaf Active Assembly
- Roar Assembly

Year 6 Young Leader Training
 Years 4, 5 and 6 Archery
 Nursery Rhyme Time/ Stoneycroft Children's Centre
 Brook Advisory Sessions Years 5,6 and parents.
 Author visit/workshop

Impact

90% of PP children attended at least one after school club. 46% of PP children attended more than one club.

Reasons for not participating were mostly connected to family responsibilities and younger children, so parent were unable to return to school.

The school choir performed at several local venues, including care homes and St Georges Hall.

Young Voices choir took part in the annual competition in Manchester.

Lessons learnt:

Attendance, feedback and evaluations from children, parents and teachers once again reflect high level of engagement. Curriculum development and enrichment continues to be a priority for the school.

Children and parents appreciate the wide range of learning opportunities and extra-curricular experiences and this is evidenced through pupil and parent voice. The learning experiences have reinforced knowledge gained within the curriculum and has provided further opportunities to develop vocabulary and technical language.

Next steps: to continue to link experiences across the curriculum to support teaching and learning; to ensure that opportunities to support children with keeping safe and to experience a wider range of outdoor pursuits are planned across the school.

Desired Outcome	Rationale
<p>All pupils access high quality music lessons. Children learn to play an instrument Y4-6</p>	<p>Music lessons develop concentrations and listening skills in children. It can develop a love and appreciation of music.</p>
<p>Specialist teacher employed to teach music across the school. Music continues to play a key role in the overall quality of life on a daily basis, in school. The subject enriches the environment around school and is evident throughout. Improvement of two key areas ensure a fully accessible and enriched curriculum – differentiation, creating and diverse curriculum and improving the quality of recording work, concerts and performance. Choir performed in school, church, local community, St George's Hall and participated in annual Young Voices event, raising the profile of the school across the city and beyond. School has been awarded the Gold Artsmark Award. Children in Y4 had weekly guitar tuition under the Wider Opportunities programme. They are able to continue with this, individually, in Year 5 and 6.</p>	

Lessons learnt

Parental support has much improved with support in school and external events. Participation in performances, both external and in school, enriched children’s experiences and boosted self-esteem and confidence. Assessment continues to be half termly and in line with all foundation subject assessments. Attainment has improved year by year. The percentage of pupils working beyond age related expectations was 12.5% rising to 13.5% by the end of the year. Attendance at after school clubs is fully supported and is 95%+ attendance, reflecting children’s engagement and enjoyment. Next steps: to ensure that regular performances enhance children’s experiences and continue to develop their love of music.

Desired Outcome	Rationale
All pupils access high quality PE lessons. Increased participation for pupils entering competitive sports.	Physical education develops concentration, coordination and team work skills in children. It can develop physical aptitude, healthy lifestyles and enjoyment in sports.
<p>Specialist PE teacher employed to teach PE across school. Participation in competitions increased with children participating in 91 competitions across the school, including football, gymnastics, cricket, swimming, athletics, rounders, dodgeball, handball, basketball, hockey, badminton, bobbieball, goalball, Boccia, kinball.</p> <p>All children had the opportunity to take part in sports clubs after school.</p> <p>Lessons Learnt To continue to offer a wide range of sports clubs and inter-school competition opportunities.</p> <p>Next steps: To create links between Pupil Premium and Sports Premium – with a focus on developing an awareness of the importance of a healthy lifestyle, both physically and mentally.</p>	

Targeted Support

Desired Outcome <ul style="list-style-type: none"> Improved percentage of children achieve expected standard in writing in EYFS. Children have opportunity to improve spoken language skills as soon as possible on entry into EYFS. 	Rationale Children enter nursery with below average skills.
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Reading and Writing.

Cohort	S & L			Reading	Writing
	LA	U	S		
On-Entry (53 chn)	59%	55%	64%	30%	26%
End-Of-Year (54 chn)	83%	83%	89%	63%	61%
Increase in %	24%	28%	25%	33%	35%

Pupil Premium Children

PP	S & L			Reading	Writing
	LA	U	S		
On-Entry (9 chn)	56%	44%	67%	11%	11%
End-Of-Year (11 chn)	82%	82%	91%	55%	55%
Increase in %	26%	38%	24%	44%	44%

Pupil Premium Children

- 64% attended St Anne's nursery
- Over half attended nursery for more than three terms.

Impact: Focus on Prime Areas in Nursery, particularly Communication and Language ensured school readiness.

Lessons Learnt: Continue to monitor progress with ongoing assessment; termly formal assessments and pupil progress meetings to target speech and language intervention support where needed.

Desired Outcome Improved phonic skills for EYFS and KS1	
Reception Cohort – 54 children	

Term 1 (Dec) 45.3% of all children achieved Age Related Expectations with 0% above. At the end of the year, 53.7% achieved ARE and 11.1% exceeded ARE. Total ARE and above was 64.8%.

Pupil Premium – 9 children

Dec – 44.4% achieving ARE.

June – 77.8% achieving ARE.

Next steps

Continue whole class daily phonics.

Continue to set using assessments.

Focus on boys through reading and activities of interest.

Year 1

Cohort 53 children

In Term 1 (Dec) 22.4% of all children achieved ARE, rising to 34% in April (Term 2) and 69.8% in June (Term 3)

Pupil Premium – 18 children

Dec – 11.1% achieving ARE

Apr – 22.2% achieving ARE

June – 50% achieving ARE

Next Steps:

Continue whole class phonics

Rapid Phonics intervention groups to support all children working significantly below.

Provide phonic apps for independent use.

Continue providing weekly phonic words/phonemes for support at home.

Year 2

Cohort 60 children

In Term 1 65% of all children achieved ARE, rising to 81.7% in April (Term 2) and 89.8% in June (Term 3).

Pupil Premium – 14 children

Dec – 64.3% achieving ARE

Apr – 71.4% achieving ARE

June – 85.7% achieving ARE

Lesson Learnt

Continue with daily phonic lessons

Continue with Rapid Phonics intervention for children working below standard

Provide phonic apps for use in class

Desired Outcome

Interventions and strategies to improve literacy and mathematics across the school

The Reading Plus Programme has been a great success with Y4, 5 and 6 pupils. Progress was measured in reading speed gains per minute.

Year 6

51 children - all but 1 child (SEND/PP) made gains of between 7 and 225 wpm, with the average gain being 69 wpm.

23 PP children - 23 children made gains of between 0 and 223 wpm, with the average gain being 68 wpm.

28 non PP children made gains of between 7 and 225 wpm, with the average gain being 70 wpm.

Year 5

60 Children – 53 children made gains of between 5 and 282 wpm with the average being 58 wpm.

17 PP children - made gains of between 0 and 317, with average gain being 44 wpm

63 non PP children made gains of between 0 and 282, with the average being 61 wpm.

Year 4

53 children – 46 children made gains of between 3 and 176 wpm with the average gain being 48 wpm.

24 PP children – made gains of between 0 and 176 wpm, with the average being 48 wpm.

29 non PP children made gains of between 0 and 167 wpm, with the average being 49 wpm.

Impact

Reading skills improved for most children as shown by Reading Plus Assessment tracker and termly reading assessment.

Lessons Learnt

Reading Plus programme was used successfully across KS2. It supported the needs of most children with comparable results between PP and non PP children in Year 6 and Year 4.

The programme needs to be used consistently at least three times per week to be effective. We will continue to use this programme next year.

Desired Outcome
Improved progress for high attaining pupils in Y6

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>Cohort 52 Y6 Children achieving Greater Depth July 2019</p> <p>Pupil Premium 18 children Reading - 22.2% (4) Writing - 11.1% (2) GPS - 22.2% (4) Maths - 11.1% (2)</p> <p>Non PP 34 children Reading – 35.3% (12) Writing – 23.5% (8) GPS - 29.4% (10) Maths - 17.6% (6)</p> <p>KS2 overall results 2019 76.5% achieved expected+ in reading (73.3% national) 80.4% achieved expected+ in writing (78.4% national) 88.2% achieved expected+ in math (78.6% national)</p> <p>Lessons Learnt Continue to monitor progress through assessments and progress meetings. Next steps: To plot individual progress on bell curves and develop staff expertise to analyse the data.</p>	

Desired Outcome To support emotional needs of vulnerable children to help with mental health.	Rationale Early support and intervention ensure our children’s emotional and mental health needs are supported.
Barnardos Life Skills programme has been used successfully again, building on previous learning and continues to support our pupils in their understanding of important life skills, promoting healthy lifestyles, healthy relationships and the development of emotional literacy and problem solving.	

Group 1 Y5

92% showed improvement in overall knowledge
63% showed improved anti- smoking knowledge
70% improved attitudes towards drinking
33% improved their Life Skills

Group 2 Y5

94% showed improvement in overall knowledge
72% showed anti-smoking knowledge
70% improved attitudes towards drinking.
35% improved their Life Skills

Group 3 Y4

96% showed improvement in overall knowledge
96% showed improved anti- smoking knowledge
35% improved attitudes towards drinking
29% improved their Life Skills

Group 4 Y4

91% showed improvement in overall knowledge
100% showed improved anti-smoking knowledge
85% improved their attitudes towards drinking
27% improved their Life Skills

Impact

From the original questionnaires, the majority of children showed improvement in two of the three distinct areas measured i.e. Knowledge, Attitude and Life Skills. These are the three components necessary to change children's behaviour. They scored highly in the knowledge section.

Lessons Learnt

The programme continues to be effective in improving children's understanding of important life skills.
Next year, the programme will be used and children will progress to the next level.

Conclusion

Our aim is to continue to improve the life chances of the most vulnerable groups of children in our school.

We will continue with effective strategies to tackle the gaps in education and to raise attainment for children from disadvantaged backgrounds by the following:

- Rigorous monitoring, analysis of data, provision and practice.
- Effective deployment of staff and resources
- Implementing focused interventions with proven measurable impact.
- Awareness of EYFS and early identification needs.
- Recognition of social and emotional needs and the impact on progress.
- Continuing to strengthen relationships with parents and carers.