As part of your full strategy you will also wish to **consider results for specific groups of pupils** (such as particular year groups or minority grps) awell as the hadline figures presented here. If you have very small pupil number you may wish to present 3 year averages here.



**St. Anne (Stanley) Primary School**

**Pupil Premium Report**

**September 2020- July 2021**

**Planned Expenditure September 2020 – July 2021**

**Pupil Premium Statement 2020-2021**

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.

Pupil Premium is additional to main school funding and is provided by the government to help schools address the current underlying inequalities between children eligible for free school meals and their peers and to ensure that the fund is used to tackle disadvantage by those who need it most. The aim of the funding is to target the attainment gap between pupils from deprived background and their more affluent peers. This gap persists through all stages of education, including entry into higher education.

The Department of Education will allocate the following amounts for 2020/21:

* £1,345 per pupil who have been recorded as entitled to free school meals at any time from reception to Year 6 (Ever 6 FSM0
* £2,345 per pupil for Looked after children (LA) defined in the Children’s Act 1989 as one who is in the car of, or provided with accommodation by a local authority (Pupil premium plus)
* £2,345 for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order
* Service Pupil Premium - £310 for each eligible pupil (if one of the child’s parents is serving in the regular armed forces or they have been registered as a ‘service child’ in the school census at any point since 2011)

Research shows that:

* The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age 7.
* The gap widens further during secondary education and persists into higher education.
* The likelihood of a pupil eligible for Free School Meals achieving five or more GCSEs including English and mathematics is less than one third of those children not eligible for free school meals.
* A pupil from a non-deprived background is more than twice as likely to study at university, than their deprived peer.

The aim of the pupil premium is to enable our school to target pupil attainment and ensure that disadvantaged children achieve their maximum potential. The funding is spent on a range of strategies to ensure that all barriers to academic attainment are diminished so that we can fully prepare our children for their next stage of education and beyond.

Barriers to learning:

* Low baseline of attainment on entry into school
* Language acquisition
* Personal, social and emotional needs
* Limited social and cultural experiences
* Attendance and punctuality

All members of the SLT, governors, teaching and support staff are motivated by our aim to provide disadvantaged pupils outstanding support that will enable them to have the very best start in life, one that aims to give our pupils lifelong learning and cultural experiences that will create highly motivated pupils who will strive to reach their full potential, regardless of background or context. Our school is situated in one of the most deprived areas of the country but we have high expectations of our pupils and are committed to ‘closing the gap’ between disadvantaged pupils and their peers. We want our children to be confident learners, have high aspirations and a love of learning that goes beyond their next stage of learning to become a life long journey.

Our priority for funding this academic year is to:

1. Provide high quality learning that will enable children to catch up from missed learning as a direct result of COVID 19 during the last academic year.
2. Close the gap in attainment between children entitled to pupil premium and their peers.
3. High quality CPD that is tailored to the needs of school and individuals.
4. Provide support for positive health and wellbeing (including the use of external agencies)
5. Ensure that children have access to a wide range of both educational and cultural experiences (including the funding of specialist staff – within Music/PE/ICT)
6. Work with agencies to support with reducing the rates of persistent absenteeism.

Language acquisition and Reading are given the highest priority across the school – this year the school have been successful with taking part in both the NELI program and Read, Write Inc. program – to support with speech and language, early reading (including phonics) and reading as a priority across the school. It is also our aim to develop children’s vocabulary skills to reduce the word gap that has been recognised between disadvantaged pupils and their peers.

**Pupil Premium strategy statement St Anne Stanley CE Primary School 2020 - 2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | St Anne (Stanley) C of E Primary | | | | |
| **Academic Year** | 2020 - 2021 | **Total PP budget** | **£ 173,400.00** | **Date of most recent PP Review** | October, |
| **Total number of pupils**  **425** | 392 Pupils  30 Nursery children | **Number of pupils eligible for PP 123**  **pupils eligible for LAC Pupil Premium 3**  **Service children Pupil Premium - 3**  **EYFS pupils eligible for PP 3** |  | **Date for next internal review of this strategy** | March,  July |

|  |
| --- |
| **2. Pupil premium principles** |
| **Whole school ethos of attainment for all**   * **There is a belief that all disadvantaged pupils are capable of overcoming barriers to learning and can succeed.** * **A whole school culture of high expectations for all children.** * **Leaders, teachers and all staff understand their role within the school strategy.**   **High Quality Teaching for all**   * **The school places strong emphasis on ensuring that disadvantaged children make at least good or accelerated progress as a result of high quality teaching.** * **High quality CPD is a priority and is tailored to the needs of the school and individual staff.** * **High quality CPD is in place to deliver interventions that are additional to the entitlement of high quality teaching, class teachers retain the accountability for pupil achievement.**   **Meeting Individual Learning Needs**   * **There is a strong understanding of the barriers to learning and how these barriers present in school** * **Consideration is given to specific barriers and how these can be overcome – support is provided to ensure that all needs are met to enable children to succeed.** * **Learning gaps and misconceptions are identified and addressed so that pupils can secure learning that will enable them to catch up with increasing numbers of pupils able to meet age related expectations.** * **In addition to a whole school approach to mental health and wellbeing, Pastoral support is provided by an experienced member of staff and through outside agencies to ensure that individual needs are met.**   **Addressing Attendance**   * **Attendance is rigorously monitored and strategies are implemented to improve attendance and/or lateness to maximise opportunities for learning in school.** * **The school works closely with the Education Welfare Officer to support families with improvement in attendance.**   **Data Focus**   * **The progress of disadvantaged children is discussed at all pupil progress meetings and at key assessment points throughout the year. Actions are identified, implemented, monitored and reviewed regularly.** * **Accelerated progress must lead to high attainment within an academic year.**   **Clear, responsive leadership**   * **Leaders, governors and senior leaders review the effectiveness of strategies based on internal analysis, research and best practice.** * **The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.** * **Self-evaluation is rigorous and honest.**   **Deploying staff Effectively**   * **Staff are deployed flexibly in response to the changing need of disadvantaged pupils.** * **Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.** |

|  |  |  |
| --- | --- | --- |
| **3. Current attainment E.Y.F.S. July 2019 (no data available for July 2020 due to COVID 19 implications)** | | |
| **Good Level of Development Whole School (54 )** | ***School 59.3 % ( 32 pupils)*** | **National 71.7%** |
|  | ***Pupils eligible for PP - 10 pupils***  ***Achieved a good level of development 50% (5)*** | ***Non PP school - 44 pupils***  ***Achieved a good level of development 61.4% (27)*** |
| **Current attainment Key Stage 1 July 2019 no data available for July 2020 due to COVID 19 implications)** | | |
| **Whole School 59 pupils** | ***Pupils eligible for PP***  ***in school - 11 pupils*** | ***Non PP school - 48 pupils national average***  ***All pupils*** |
| **% 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( no data available for July 2020 due to COVID 19 implications)** | | |
| **Whole School 51 pupils** | ***Pupils eligible for PP***  ***in school - 18 pupils*** | ***Non PP school - 33* pupils *national average***  ***All pupils*** |
| **% 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** *(issues to be addressed in school***)** | | | |
|  | | Low levels of spoken communication – especially on entry to school, | |
|  | | Literacy, Numeracy and learning skills – PP children are outperformed by their peers (The impact of Lockdown has impacted on learning with some children) | |
| **C.** | | Personal, social and emotional needs that impact on a learning ( including delayed development and ACEs factors) | |
| **D** | | Limited access to wider opportunities (including sports, arts, cultural) and low aspirations | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **E.** | | Attendance & punctuality | |
| **E.** | | Learning in the home | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Focus on early identification and intervention to improve verbal communication skills.  All pupils by the end of E.Y.F.S. achieve expected standard in speech and language measured by NFER baseline and end of year testing. | | All children achieve at least expected progress and show increased confidence in their use of verbal communication. |
|  | Raising attainment of PP pupils; closing gap between these pupils and their peers in English and maths, with a **focus on reading**, measured through termly and end of year assessments. | | Closing gap between attainment of disadvantaged pupils and their peers across the school by a minimum of 10%.  All children make at least expected progress with the vast majority making accelerated progress. |
|  | Social and emotional needs are met in school through high quality intervention, classroom practices and additional specialist support. Training for both pupils and staff will support the whole school community to enable positive mental well- being. | | Pupil voice and staff voice will provide evidence of improved self-esteem, well- being and confidence amongst children. |
|  | Provision of a wide range of enrichment experiences both educational and cultural enriching – many children have had limited experiences beyond their locality. It is envisaged that children will have raised aspirations, access to a wider range of opportunities that will provide enjoyment and interest for the future. Monitoring through pupil survey, attendance in after school clubs, | | Children have increased social, physical and cultural opportunities across the school with high participation in after school clubs resulting in a wider range of interests. |
|  | Targeted intervention to improve attendance and punctuality of children with less than 90% attendance. | | Reduce persistent absenteeism among children eligible for pupil premium. Children to achieve at least 95% attendance. |
|  | 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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **Academic year** | **2020-2021** | | | | |
|  | | | | | |
| 1. **Quality of teaching for all (Classroom Pedagogy)** | | | | | |
| **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?** |
| 1. **Barrier Speech & Language**   Significantly improve speaking, listening and communication skills for PP pupils in EYFS.  **Barrier A – Speech & Language** | Staff training to raise awareness of impact of disadvantage on language development.  Continue with oral language intervention -  WellCom in Nursery.  Introduction and use of Neli Programme in Reception to support speech and language. | Disadvantaged children enter school with below average speaking and listening skills.  Early language is vital for success later in life. Use of intervention at a crucial stage significantly improves children’s life chances. | Ensure training for new staff. Monitor progress and analyse data on a termly basis including entry and exit data of NFER tests.  Training for all EYFS staff with the use of Neli program. Inset days have been arranged for full training of EYFS staff. Appointed Lead for Neli program.  Leaders will monitor the implementation and progress regularly – using data to reflect the impact of both programs. | C.Riley – Welcom  L. Jones  Neli | End of each term. |
| Provide outstanding teaching for all pupils in school – to ensure high standards and expectations of closing the gaps in attainment.  **Barrier B –Closing Gaps in attainment** | Continually improve classroom pedagogy through high quality training that is selected to offer a combination of pedagogical and subject knowledge. | High quality teaching can significantly impact on raised achievement of all pupils – reflected in findings by the EEF and the Teacher Development Trust research review on professional development.  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) | Courses selected using evidence of effectiveness and need of both the whole school and individual need.  A combination of pedagogical and subject knowledge and involvement of both external and peer support.  Staff cover organised well in advance.  Performance Management meetings and staff training requests are used to prioritise the needs of individuals.  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  Staff involved to share good practice and lead meetings across school.  Training support provided by MGL – for Computing. | J. Simons | Termly |
| Close the gap in attainment between disadvantaged pupils and theirs peers –especially within the school priority of READING.  Close the attainment gap at EYFS and Years 1 & 2 for phonics and reading.  Focus on targeting an improvement for overall outcomes, PP outcomes and higher level attainment for both PP children and their peers.  **Barrier B – Closing gaps in attainment of Reading** | Improve the consistency of quality first teaching in Reading across the school. | The Sutton Trust found that ‘The effects of high quality teaching are especially significant for pupils from a disadvantaged background; over a year these pupils can gain 1.5 years of learning with very effective teaching.  There is a gap between the attainment of PP pupils and their peers in reading. Evidence from research into Read, Write Inc. reflects that 100% of children are able to read using a phonic based approach. | The school has committed to a 2 year program of Read, Write Inc, which involves full training for the whole school community – the impact will be monitored by both the school, program leads and the Local authority.  A reading lead has been appointed to assess, monitor and evaluate the impact of the program.  The reading lead will provide support for staff to ensure targeted support is in place for individual/groups of children.  Additional trained staff to provide additional group support to enable children to catch up (as per program.) | J. Simons  S. Lineton  M.Sargent | ½ termly |
| Significantly improve children’s use of vocabulary.  **Barrier B – Closing gaps in attainment**  **VOCABULARY** | A planned programme of strategically taught academic words in every year group. | Research on closing the word gap – reflects the vast difference in academic achievement in relation to the use of academic vocabulary. | Resources provided for all year group.  Training for staff, monitoring of pupil voice and book scrutiny to assess the impact of the increased use of a wider vocabulary in both written and spoken form.  New words are taught on a weekly basis – evidence of new words can be found within children’s oral and written form – monitored by leaders. | J. Simons  S. Lineton | Termly |
| Providing high quality training to enable staff to support with children’s social and emotional wellbeing.  **Barrier C – Supporting Emotional needs** | Ensure that high quality training is used to equip staff with the skills to support children’s emotional and social needs.  Embed ROAR approach in school.  Senco to coordinate support based on needs. | Children are unable to learn if they are suffering from emotional worries. The roar programme supports children with their ability to develop resilience and skills to promote positive wellbeing.  Children and adults living in the lowest 20% income bracket in U.K. are two to three times more likely to development mental problems than those in the highest.  Analysis of data from the Millennium Cohort study in 2012 found children in the lowest income quintile to be 4.5 times more likely to experience serve health problems than those of higher income families. | Whole school refresher training on the use of the ROAR programme arranged and delivered by P.H.S.E. Lead.  Resources distributed across the school.  Refresher training for children and parents arranged by P.H.S.E. Lead.  Senco/Mental Health Leads to ensure that regular training is available for all staff.  Senco/Mental Health Leads/PHSE Lead to ensure that regular workshops/support are available for all children and families.  Senco – non class based for 3 ½ days per week.  HLTA employed to provide pastoral support across the school.  Seedlings/ADHD Foundation to provide specialised support for identified children. | J. Simons  L.Lovell  E. Stokes  S. Bennett |  |
| To ensure that children have access to wider opportunities –  **Barrier D – Limited access to wider opportunities and low aspirations.** | Professional computing teachers deliver both staff training and high quality teaching of Computing to children. | High quality teaching can significantly impact on raised achievement of all pupils – reflected in findings by the EEF and the Teacher Development Trust research review on professional development.  Extra- curricular opportunities are offered to all children – with after school computing classes. | A planned programme of alternative weekly support for all members of teaching staff.  Class teachers then teach subsequent lessons to children – which upskills both teacher and children.  Monitored through lesson observations, children’s work and both pupil and staff voice. | C.C.  J.S. | Termly |
|  | | | **Total budgeted cost (approx. figure contributing directly towards achieving desired outcomes)** | | **£81,400.00** |
| **ii Targeted Approach** | | | | | |
| **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?** |
| To significantly improve children’s speech and language skills in readiness for transition into Year 1.  **Barrier A – Speech & Language** | Focus on early identification and intervention to improve speech, language and communication skills. | On entry into EYFS – a significantly high proportion of children have severe delay within speech, language and communication.  Research suggests that children from disadvantaged background are twice as likely to experience language delay. | Assessment on entry to school – enables early intervention for children experiencing delay.  Highly trained staff deliver regular intervention support – this is monitored by experienced leaders within the EYFS setting. | 1. Riley 2. L. Jones | Termly |
| Improve rates of accelerated progress made by targeted PP pupils across. Aim to close the gap in attainment between PP children and their peers.  **Barrier B – close the gap in attainment within Basic skills** | Provide targeted intervention for individual children to accelerate progress.  Regular Pupil Progress Meetings/  PP pupils targeted for individual classes.  An intervention teacher/ta for each year group. Targeted support for all pupils who are at risk of not making expected progress. | Past success with a range of intervention programs has enabled children to make accelerated progress within the basic skills.  Successful schools ensure that teaching assistants (TAs) are well trained in supporting pupils’ learning within the classroom as well as within specific learning interventions. | Allocated time to ensure pupil progress meetings are held with SENCO.  Purchase of Intervention mapping programme to support with monitoring of individual programs.  Allocated time for Assessment lead/Senco/EYFS lead/English Lead/Reading lead/Maths lead to assess progress of individuals/groups.  Additional TAs who are highly trained to provide small group support within class and deliver intervention programs that have proven success rates.  Purchase of on-line intervention programs that provide individualised support.  Staff time to monitor and evaluate progress of groups/individuals and provide further advice and support on a weekly basis.  Introduction of Reading/Maths Ambassadors. | SMT | Termly |
| Significantly improve levels of reading, spelling and mathematics 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  **Barrier B – close the gap in attainment within Basic Skills – Reading, Spelling & Mathematics.** | 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 Basic skills.  Purchase of Lexia & Reading Plus programmes to enable children to make accelerate progress within reading and comprehension. | 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.  Past success with targeted interventions has enabled disadvantaged children to make accelerated progress as a result of early intervention programmes.  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.  Fully trained support staff to deliver interventions prioritised to needs.  Senco evaluates impact of support for targeted groups.  Purchase of high quality reading materials for real book approach to the teaching of reading.  Purchase of high quality materials to support the teaching of reading in EYFS, Key stage 1 & 2 for implementation of Read, Write, Inc.  Purchase of further high quality reading resources to ensure all books are closely matched to the reading ability of children.  Appointed member of staff to monitor individual and class use of Lexia/reading Plus programmes.  Appointed member of staff to monitor individual and class use of Spellzone.  Termly monitoring and analysing of data.  Appointed member of staff to monitor individual and class use of TT Rockstars. | J. Kenwright  J. Simons  C. Lovell  E. Stokes | March 2021 |
| Improve pupils life skills including:- self-esteem, resilience and ability to make the right choices avoiding peer pressure.  **Barrier C – Supporting Emotional needs** | Barnados Life Skills programme,  Altru Drama  Diversity Role Models | Previous 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 | End of programs |
| Social and emotional needs are being met in school through high quality intervention and classroom practices.  **Barrier C – Supporting Emotional needs** | Philosophy for children has been integrated into the curriculum.  Refresher training for the use or the ROAR program.  Well-being resources/external support  CPOMS annual subscription  A highly trained member of staff provides pastoral support.  Highly trained staff in each year group able to deliver small group programme  Provide support for individuals from specialist outside agencies:-  Seedlings  Emtas  Ossme  ADHD Foundation | Pupils have social and emotional barriers which inhibits their readiness to learn. | PHSE Lead to ensure that planned programme of PSHE is in place and monitored throughout the school.  Class teacher/Senco/HT/DHT/Pastoral support to identify need of individual children.  Senco to prioritise need and ensure that individual children receive the appropriate support.  Impact reports provided from professionals.  Case Studies  Use of pupil/family voice to assess impact of interventions in place | ES/JS/LL/SB | End of term |
| To support children who have difficulty interacting positively with others.  **Barrier C – Supporting Emotional needs** | Lego Therapy  Take Ten | 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.  SENCO to monitor the impact.  Case studies/impact reports. | E. Stokes | End of each term |
| To help pupils’ learning skills through metacognition and self- regulation, enabling them to develop suitable strategies for tasks.  **Barrier C – Supporting Emotional needs**  **Barrier D – Limited access to wider opportunities** | Specialist music teacher employed by school on full time basis with planned timetable for weekly music lessons, music therapy and after school choir/bands. | Previous music therapy sessions have provided impact reports on improved mental wellbeing with individual children.  Sutton Trust Research  Many disadvantaged pupils do not have access to musical instruments/after school clubs.  Previous success with after school choir/band/instrumental clubs has reflected in children’s attitudes to learning. Pupil voice reflects the impact on wellbeing, enjoyment and new interests. | Monitor the impact of music therapy.  Monitor evaluations of clubs through pupil and parent voice.  Evaluate impact on pupil wellbeing through staff and pupil voice.  Timetabled lessons, therapy, after school clubs in place across the school year.  Events planned with notice for school/parents. | P. Lucas  J. Simons | End of each term |
| Improvements in pupils’ enjoyment of wider life experiences they might not otherwise be involved in, through trips and enrichment activities.  Pupils will gain confidence, develop a positive mind set and improved learning skills, with higher aspirations.  **Barrier D – Limited access to wider opportunities** | A planned programme of -curricular opportunities to be offered for pupils at no cost to parents.  After school clubs  Learning Visits  Drama workshops | Many disadvantaged families cannot afford to engage with wider opportunities/clubs outside of school.  Evidence from EEF – pupils make two additional progress per year through extended school time.  Curriculum enhancement and enjoyment through drama, interactive workshops and learning visits – evident through pupil surveys.  100% of children enjoyed memorable events.  At least 80% of children participate in after school clubs in previous years and pupil voice reflects the enjoyment of these. A large majority of children participated in 2 or more clubs. | Time allocated for all year groups to plan memorable events/enhancing learning opportunities to develop skills across the curriculum.  Allocated time for subject leaders and class teachers to ensure that curriculum enhancements are closely tailored to the needs of the children.  Monitor evaluations of visits, through pupil and parent voice. | J. Simons  L. Lovell  K. Quinn  P. Lucas | End of each term |
| Provide opportunities/ broaden experiences.  **Barrier C/D supporting physical wellbeing and access to wider opportunities.** | After school clubs  Entry into competitions  Develop new interests to support a healthy lifestyle. | 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 before and after school sporting opportunities.  Monitor progress across the P.E. curriculum.  Monitor evaluations of participation in clubs through pupil and parent voice | K. Quinn  L. Lovell | End of each term |
| Improve children’s aspirations for the future, including their understanding of democracy and rule of law.  **Barrier D – access to wider opportunities/ higher aspirations** | 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.  . | Planned program of visits/speakers/career days in place.  Assign Leads to organise and facilitate attendance at events  Appointed member of staff to lead school’s parliament.  Monitor pupil voice.  . | L. Lovell/S. Bennett | End of each term |
|  | | | **Total budgeted cost (approx. figure contributing directly towards achieving desired outcomes)** | | **£62,000** |
|  | | | | | |
| **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.  **Barrier E– Attendance and punctuality** | Daily pick up service  Breakfast Club  Reward incentives for individual/class.  Celebration assemblies.  First day response system in place.  Regular meetings with School/EWO and parents to support with attendance.  Service Level agreement for appointment of Education Welfare officer. | Lower attendance rate for children entitled to pupil premium. Higher level of persistent absenteeism for children entitled to free school meals in comparison to their peers. | Analyse attendance for all groups – half termly. Monitor  Report from E.W.O. for Governing Body. | L. Lovell | End of each ½ term |
| Increased parental engagement in children’s learning.  **Barrier F – Learning in the Home** | Continue to build upon whole school parent events and parent café/workshops/  Art days.  Our aim is for our school to continually improve support for learning at home – especially with reading at home. We aim to foster a love of reading amongst the whole school community. | High engagement from parental involvement in previous Phonic workshops in 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.  The past success of planned parent and children whole day art experiences has increased opportunities of parental involvement. | 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.  Provide further opportunities to foster a love of reading through reading cafes and training events.  Provide further opportunities for parental involvement within the arts -programme. Further whole school day (including lunch) with parents will be provided in school.  Monitor parental feedback through questionnaires. | J. Simons | Termly |
| Social and emotional needs are met through individualised support. | Providing Support for vulnerable families in times of need to help reduce barriers to learning. | Many families experience difficulties that impact on children’s learning.  Some families have limited resources in the home environment to support learning. | Purchase of Bus tickets, uniform purchase etc.  Purchase of home learning devices/data.  Fare share payment | L. Lovell | October 21 |
|  |  |  | **Total budgeted cost (approx. figure contributing directly towards achieving desired outcomes)** | | **£30,000.00** |
| **TOTAL BUDGETED COST £173,400.00** | | | | | |  |

**St. Anne (Stanley) Primary & Nursery School**

**‘Learning Together’**

**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 ‘Many hearts make a school’ this accurately describes the ethos of the school as we all believe that we can make a difference to the lives of our children, equipping them with the life skills to become great citizens of the future and a love of learning that we believe 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 award

We are working towards achieving 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. 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.