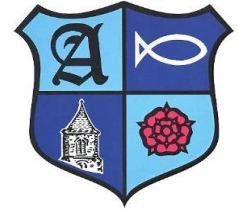


PUPIL PREMIUM STRATEGY 2019/2020
EVALUATION NOVEMBER 2020



'Loving God in all we do'

Name of School	DATE	Pupil Premium Lead	Pupil Premium Governor
Ormskirk St Anne's	November 2020	Mr P Bates	Mr D Glennon

REVIEW OF WEBSITE

PPL and PPG regularly review the website to ensure information is correct and compliant at the time of publishing.

REVIEW OF SCHOOL DATA AND TRACKING

Internal data reviewed in response to Covid-19. No national data comparison

AGREED METHODOLOGY

Learning walks, book scrutiny, data tracking, discussions with link governor.

Financial Information

Academic Year	2019/2020	Total PP budget	£26,620	Date of most recent PP Review	November 2020
Total number of pupils on roll	348	Number of pupils eligible for PP	20	Date for next internal review of this strategy	November 2021

REVIEW OF IMPACT OF INTERVENTIONS BASED ON SPECIFIC BARRIERS

Early Years Foundation Stage

SPECIFIC BARRIERS

Social and emotional wellbeing

Intervention	Strategy	Intended Outcome	Evaluation
Appropriate adult support for autumn and spring terms	Specific targets from specialist reports	Over time, support is withdrawn.	Staffing provision high across EYFS/Year 1 unit. Experienced staff working as Key Workers. Positive impact.
Consistent vocabulary across the EYFS/Year 1 unit	All staff use consistent vocabulary to help support children.	Children learn to modify learnt behaviours.	External advice requested to ensure appropriate and consistent language used by all staff to support emotional wellbeing of young people.

OVERALL EVALUATION

The autumn and spring term work impacted positively on the social and emotional wellbeing of children in the EYFS/Year 1 unit. Staffing costs high when compared to other areas of school.

YEAR 1			
SPECIFIC BARRIERS			
Low attainment in reading and writing at end of EYFS			
Intervention	Strategy	Intended Outcome	Evaluation
Targeted teaching of writing	Teacher/HLTA teacher curriculum objectives to small group	Accelerated progress in writing through curriculum	Targeted children progressed through the autumn and spring term.
Targeted teaching of reading	Teacher/HLTA teacher curriculum objectives to small group	Secure reading skills developed through curriculum	Due to clear key progressions of the curriculum, focussed teaching of reading beneficial.
OVERALL EVALUATION			
Positive intervention to target low attainment in reading and writing at the end of EYFS to bridge the transition into Year 1. Covid-19 clearly impacted on summer term/autumn term transitional work. This intervention to be maintained as Year 1 children move into Year 2.			

YEAR 2			
SPECIFIC BARRIERS			
Below end of year expectations in reading, writing and maths			
Intervention	Strategy	Intended Outcome	Evaluation
Targeted teaching of writing	Teacher/HLTA teacher curriculum objectives to small group	Accelerated progress in writing through curriculum	Attendance in school impacts directly on how successful intervention is.
Targeted teaching of reading	Teacher/HLTA teacher curriculum objectives to small group	Secure reading skills developed through curriculum	Attendance in school impacts directly on how successful intervention is.
Targeted teaching of maths with language being the barrier to accessing comprehension of question.	Teacher/HLTA teacher curriculum objectives to small group	Accelerated progress in maths through curriculum	Very good progress in Maths. HT monitored progress as transition into Year 3.
OVERALL EVALUATION			
Targeted teaching in small groups or 1:1 is expensive but effective. The longer-term success of intervention can be maximised through parental engagement and continued support from home.			

YEAR 3			
SPECIFIC BARRIERS			
Phonics knowledge			
Below end of year expectations in writing			
Language support			
Intervention	Strategy	Intended Outcome	Evaluation
Letters and Sounds intervention	Specific phases taught in small groups	Phonetical knowledge informs reading and spelling	Skilled TAs required to deliver specific small group. Not an intervention for general TA.
Targeted teaching of writing	Teacher/HLTA teacher curriculum objectives to small group	Accelerated progress in writing through curriculum	Positive impact on progress. Covid-19 impacted on longer-term outcomes.

Specialist language support	1:1 language support	Development of language skills	Specialist teaching expensive but very positive impact. Continue with this through Year 4.
Targeted reading support	TAs knowledgeable about reading books in the library	TA accurately identify reading books for specific children.	Timetabling commitment to enable TAs to access library once a week to identify specific books for children. Low cost/high impact.

OVERALL EVALUATION

Ongoing phonetical knowledge required for small group of children as they continue to progress through school. Language support remain in place through Year 4.

YEAR 4

SPECIFIC BARRIERS

- Mobility into school through KS1 and KS2.
- In reading, writing and maths, majority of PP children at expected or exceeding from school data and statutory data. Provide extended vocabulary provision.

Intervention	Strategy	Intended Outcome	Evaluation
R/W/M targeted teaching where required	Provide stretch for the more able	Higher ability children challenged to achieve	Higher ability challenged by curriculum design and opportunity. This will continue through Year 5 and Year 6.
Vocabulary development to enable learners to access more challenging work	Teacher/TAs to teach curriculum vocabulary and explain meaning prior to teaching topic	Barrier to learning removed – curriculum accessible.	Specific language explained to small groups of children. Positive impact when discussed prior to the teaching of the unit of work.
Targeted reading support	TAs knowledgeable about reading books in the library	TA accurately identify reading books for specific children.	Suitably targeted books essential for children to progress. This needs developing further.

OVERALL EVALUATION

Curriculum provides breadth and depth for all children to thrive. Investment in Library books across the curriculum is needed to ensure all children can explore and read books that inspire them.

YEAR 5

SPECIFIC BARRIERS

Mobility into school through KS2.
 Below expectations across Reading, writing and maths
 Individual subject support 1:1 tuition

Intervention	Strategy	Intended Outcome	Evaluation
1:1 tuition after school	1:1 approach linked to curriculum objectives	Pre-teaching and consolidation ensures children can access the curriculum	Expensive staffing costs but effective in delivery. Enables children to access the curriculum.
Targeted intervention in R/W/M	Provide support for the less able	Children with additional learning support challenged in their learning.	Need to focus again on the value added with specific targeted interventions.

Specialist assessment	Fund specialist assessments	Children's personal needs accurately identified.	PASS assessments completed. Further work needed.
Targeted reading support	TAs knowledgeable about reading books in the library	TA accurately identify reading books for specific children.	Specific books need to be provided to inspire children to read.

OVERALL EVALUATION

More work needed on quality intervention. Skilled staff support learning. Specialist assessment continue through Year 6 to provide comparative year on year data.

YEAR 6

SPECIFIC BARRIERS

Language barrier in R/W/M to be able to access curriculum.

Language barrier to stretch more able

Below age expectation in R/W/M

Mobility into KS2

Intervention	Strategy	Intended Outcome	Evaluation
1:1 required to developed language skills	TA support bespoke to language needs	Accelerate progress in language acquisition.	Very expensive resource required. Progress exceptional.
Language vocabulary to stretch more able	Teacher/TAs to teach curriculum vocabulary and explain meaning prior to teaching topic	Barrier to learning removed – curriculum accessible.	Specific subject language proves to be the barrier in accessing the curriculum. Knowledge Organiser developed to overcome this.
Precision teaching to fill gaps in knowledge and understanding	Teacher/TAs focus on any gaps in knowledge prior to new learning taking place.	Barrier to learning removed – curriculum accessible.	Quality teaching across Year 6 focusses on key skills to enable progress across the curriculum.
Targeted reading support	TAs knowledgeable about reading books in the library	TA accurately identify reading books for specific children.	Specific, age appropriate books need to be provided to inspire children to read.

OVERALL EVALUATION

Positive interventions through Year 6. Expensive staffing resource but effective outcomes.

COST OF IMPACT OF INTERVENTIONS BASED ON SPECIFIC BARRIERS

Staffing costs = £25,000

WHOLE SCHOOL AREAS**ATTENDANCE****SPECIFIC BARRIERS**

There is not an issue with attendance. the early morning routine may be affecting PP children in an adverse way. Due to the school being situated in a built up area, children are welcomed into school 15 minutes before the official start time to avoid the traffic congestion. The children then start on Reading/Maths tasks etc. Some of the PP children only arrive at 5 minutes before the official start of school and although not late, they have a perception that they are, due to other children already working on tasks. This is evidenced through attendance and lateness registers.

Intervention	Strategy	Intended Outcome	Evaluation
Communication with parents of PP children	Meet with parents and explain the potential implications.	Children access additional learning with peers.	This needs continual investment of resources and time. Improved but not completed.
PASS assessment	Conduct individual PASS assessments	Bespoke outcomes to shape future provision	Need to repeat assessments to analyse data.

OVERALL EVALUATION

Website design and staffing appointments have improved communication with families. This needs continual focus and investment over time.

COST OF IMPACT OF INTERVENTIONS BASED ON WHOLE SCHOOL AREA

£338 specific assessments

CULTURAL CAPITAL**SPECIFIC BARRIERS**

The school has a mainly middle class demographic with the majority of children being supported by parents/carers in the development of their cultural capital. It is important that the PP children are monitored to ensure that similar opportunities are afforded to them too. St Anne's has works with Edge Hill, St Bede's and our Catholic Primaries on projects to provide opportunities for all our learners.

Intervention	Strategy	Intended Outcome	Evaluation
Soft data collection every term	Every child every term records their soft data	Individual knowledge and understanding of all children's participation in additional curriculum opportunities.	Autumn and spring term soft data continued through 2019/2020. Covid-19 impact through spring/summer/autumn 2020.
Target curriculum opportunities for PP children	Analyse of outcomes of soft data inform curriculum provision	Curriculum that inspires a love of learning.	Curriculum development continues. Curriculum design focussing on 'Entitlement for all'. This will continue.

OVERALL EVALUATION

The School curriculum is essential for school improvement. All children are entitled to an inspirational curriculum. Understanding the cultural capital of our school, and the needs of our children to develop their cultural capital, needs to continue over a number of years.

COST OF IMPACT OF INTERVENTIONS BASED ON CULTURAL CAPITAL

£1600 wider school opportunities

LEARNING WALK EVALUATION BASED ON PEER REVIEW OUTCOMES
Peer-Review statement – ‘Learning walks show evidence that children’s work was valued and displayed, including work from PP children. The high focus on reading and literacy is evident across school, not only with the well - resourced library areas, but also with the mural and reading displays in corridors. St Anne’s is a school where reading is at the core of the curriculum. Discussions with the Head and PP Champion around extra-curricular book club and recent audits of the library provision support this’.
BOOK SCRUTINY
Weekly book scrutiny by SLT – Same quality teaching and high expectations for all children.
CURRICULUM PROVISION
The curriculum’s intent is the same for all children. Age appropriate, curriculum centred class readers drive the school’s love of reading. Teachers model their love of reading. Two books per half term are enjoyed through shared reading in each class. Vocabulary to support learning is also evident with topic knowledge organisers on the school website to allow parents and carers to support the learning in school. The curriculum covers all aspects of the National Curriculum with each subject championed by a subject leader.
STAFF
All teachers know all their children. The same high expectations and quality teaching is the standard for all our children.
GOVERNORS
The PP link governor provides excellent support and robust challenge. Termly meetings between PP lead and PP governor ensures that all PP children are discussed with appropriate interventions evaluated. PP link governor provides a termly report to the appropriate committee.
NEXT STEPS – Reviewed November 2020
This strategy review has identified the following STRENGTHS : Systems have, and continue to be, developed over a number of years. All children in school enjoy their learning opportunities. AREAS FOR DEVELOPMENT include: Curriculum design will continue to develop based on the needs of the children, their interests and the skills of the teachers in post. Continue to sharpen intervention when working in small groups or 1:1 through high quality CPD. Continue to improve the evaluation of intervention work to inform future teaching and learning opportunities. New staff in school receive support and guidance in planning and implementing interventions.

Financial Information Evaluated
Staffing costs = £25,000
£338 specific assessments
£1600 wider school opportunities
Total cost = £26,938