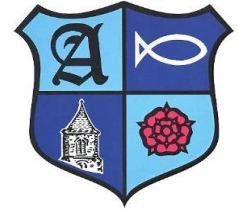




**PUPIL PREMIUM STRATEGY 2020/2021**



*'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 at three set points a year. This informs provision mapping.

**AGREED METHODOLOGY**

Pupil progress meetings, teaching and learning audits, learning walks, book scrutiny, data tracking, discussions with link governor.

**Financial Information**

Academic Year	2020/2021	Total PP budget	£34,280	Date of most recent PP Review	November 2020
Total number of pupils on roll	349	Number of pupils eligible for PP	24	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**

Attendance.  
Parental engagement.  
Children not yet working at 40-60 months.

Intervention	Strategy	Intended Outcome	Evaluation
Attendance	Communicate and monitor closely.	Improved attendance resulting in improved progress and attainment.	
Small group phonics intervention.	Planned interventions.	Blending and segmenting of letters improves.	
Small group intervention for Maths.(Focus on number).	Planned interventions.	Number recognition and understanding improves.	

Small group intervention for handwriting.	Small group intervention for handwriting.	Pencil control and formation of letters improves.	
Parental engagement	To send home blending words and picture packs	Blending and segmenting of letters improves.	
<b>OVERALL EVALUATION</b>			

<b>YEAR 1</b>			
<b>SPECIFIC BARRIERS</b>			
No Pupil Premium Children in the Year 1 cohort - Nov 2020.			
<b>Intervention</b>	<b>Strategy</b>	<b>Intended Outcome</b>	<b>Evaluation</b>
<b>OVERALL EVALUATION</b>			

<b>YEAR 2</b>			
<b>SPECIFIC BARRIERS</b>			
Poor Attendance Diagnostic assessment of working memory Fine motor skills			
<b>Intervention</b>	<b>Strategy</b>	<b>Intended Outcome</b>	<b>Evaluation</b>
Attendance	TAF meeting	Attendance to improve in-line with national average	
Full ALS assessment	Plan for diagnostic assessment to be completed.	Explore any cognitive reasons for lack of progress.	
Working memory assessment	Plan for diagnostic assessment to be completed.	Explore any cognitive reasons for lack of progress.	
Letter formation	Intervention 3x a day.	Written communication matches verbal standards.	
<b>OVERALL EVALUATION</b>			

<b>YEAR 3</b>			
<b>SPECIFIC BARRIERS</b>			
Poor Attendance and punctuality. Parental engagement. Fine motor skills. 1:1 support to enhance excellent attitude to learning and continue progress.			

Intervention	Strategy	Intended Outcome	Evaluation
Attendance and punctuality.	1:1 provision provided at 8.45-9.15	Improved attendance and punctuality resulting in improved attainment.	
Parental engagement	TAF meeting to ensure family supports child to complete all support work at home	Positive impact on attainment and progress.	
Writing intervention to correct letter reversals.	Small group intervention. 8.45 – 9.15	Letter formed correctly. Sentences coherent and purposeful.	
Reading intervention and providing extra books. Maths – develop times tables and problem solving	PP/Covid-19 catch-up funding needs to be used 1:1	Secure understanding of certain aspects of maths leading to large gains.	
<b>OVERALL EVALUATION</b>			

<b>YEAR 4</b>			
<b>SPECIFIC BARRIERS</b>			
Phonetical understanding and application. Grammatical understanding of sentence structure. Confidence in mathematics.			
Intervention	Strategy	Intended Outcome	Evaluation
Class teacher to support individual child.	Regular individual support to repeat basic grammar skills	Secures knowledge of grammar and implements in written work.	
Small group phonics intervention	Small group intervention needed	Phonetical knowledge impacts on written work.	
Sentence structure and Handwriting	Individual/small group intervention required.	Written work is clear and articulate.	
1:1 tuition	1:1 tuition builds confidence and provides time to embed skills.	Secure confidence and understanding of certain aspects of maths resulting in large gains in progress.	
<b>OVERALL EVALUATION</b>			

YEAR 5			
SPECIFIC BARRIERS			
Grammatical understanding of sentence structure. Confidence in mathematics. Behaviour for learning. Understanding of inference and deduction.			
Intervention	Strategy	Intended Outcome	Evaluation
1:1 tuition	Sentence structure work. Guided writing modelled.	Children apply correct grammatical devices when constructing sentences.	
1:1 tuition	Confidence in maths.	Greater confidence in own ability results in improvement.	
Improvement in behaviour for learning	Clear Behaviour for learning strategies.	Improvements in behaviour for learning leading to better attainment.	
1:1 tuition	Confidence in maths 1:1 needed.	Confidence in Maths applied in independent work.	
Class teacher specific teaching	Comprehension skills need developing.	Improvements in inference and deduction skills developed.	
OVERALL EVALUATION			

YEAR 6			
SPECIFIC BARRIERS			
Understanding of mathematical concepts. Grammatical understanding of sentence structure. Reading – perception of own ability.			
Intervention	Strategy	Intended Outcome	Evaluation
1:1 tuition	Reinforce classwork and prepare for future learning opportunities.	Intense 1:1 tuition leads to secondary ready mathematical understanding.	
Writing needs to be modelled by Class Teacher	Modelling and editing work.	Coherent sentences produced across the curriculum.	
Maths – small group intervention	Develop security and then move to independent work.	Develop key skills in maths to enable full participation in age appropriate curriculum	
Reading plus – small group work	Develop love of reading and	Continue to develop love of reading along	

	develop self-esteem.	with comprehension skills.	
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<b>OVERALL EVALUATION</b>

<b>COST OF IMPACT OF INTERVENTIONS BASED ON SPECIFIC BARRIERS</b>
<b>Staffing costs = £29,280</b>

<b>WHOLE SCHOOL AREAS</b>
<b>ATTENDANCE – poor/low attendance clearly linked to poor/low attainment.</b>
<b>MATHEMATICS - confidence building in maths.</b>
<b>WRITING – grammar and sentence structure.</b>
<b>READING – Inference and deduction skills along with self-belief in ability.</b>

<b>Intervention</b>	<b>Strategy</b>	<b>Intended Outcome</b>	<b>Evaluation</b>
Family meeting to improve attendance	HT to meet with families to discuss attainment/attendance patterns.	Improved attendance leads to improved attainment	
Confidence building in Maths	1:1 tuition	Improved confidence	
Grammatical understanding	Teacher led small group work	Understanding developed and applied in context.	
Inference and deduction	Teacher led small group work	Understanding developed and applied in context.	
Phonics	Small group intervention	Application of phonics in written work.	
Love of reading	Children to choose reading material	Children read a rich variety of books	

<b>OVERALL EVALUATION</b>

<b>CULTURAL CAPITAL</b>
<b>SPECIFIC BARRIERS</b>

Curriculum opportunities.  
Positive mind-set role models

<b>Intervention</b>	<b>Strategy</b>	<b>Intended Outcome</b>	<b>Evaluation</b>
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 that inspires a love of learning.	Curriculum development continues. Curriculum design

	curriculum provision		focussing on 'Entitlement for all'. This will continue.
Inspirational curriculum role models displayed throughout school.	Identify inspirational role model children can aim to be like.	Curriculum provide hope for children's future.	

### 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

**£2000 wider school opportunities.**

### LEARNING WALK EVALUATION BASED ON PEER REVIEW OUTCOMES

#### 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 –

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. Pupil Progress meetings inform Pupil Premium Strategy.**

**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. Curriculum inspires hope.

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
<b>Staffing costs = 29,280</b>
<b>Specific assessments = £2000</b>
<b>Wider school opportunities = £3000</b>
<b>Total cost = £34,280</b>