

St Anne's Catholic Primary School Pupil premium strategy – 2018-2019

<b>School</b>	Ormskirk St Anne's Catholic Primary School				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£24,696	<b>Date of most recent PP Review</b>	April 2019
<b>Total number of pupils</b>	378	<b>Number of pupils eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	October 2019

Attainment of disadvantaged children at the end of KS2 in 2017/2018 compared to pupils not eligible for PP funding (national data)		
Information based on four children who are now in secondary education.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	25%	80%
<b>% making expected progress in reading (as measured in the school)</b>	50%	83%
<b>% making expected progress in writing (as measured in the school)</b>	75%	81%
<b>% making expected progress in mathematics (as measured in the school)</b>	25%	70%
Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (issues to be addressed in school)		
<b>A.</b>	Behaviour for Learning – stretching the more able	
<b>B.</b>	Personal Social Emotional Development – increasing self-confidence and wellbeing	
<b>C.</b>	Reading – access to focussed reading materials to challenge greater depth.	
Additional barriers		
<b>D.</b>	Financial support for families to enable children eligible for PP to access a wide range of additional opportunities.	

Intended outcomes		Success criteria
A.	Improved attainment for all pupils eligible for PP in reading, writing and maths as individual subjects	Attainment at end of each year group for all children eligible for PP increases.
B.	Improved attainment for all pupils eligible for PP in reading, writing and maths combined	Attainment at end of each year group for all children eligible for PP increases.
C.	All children eligible for PP funding progress in-line with peers from their starting points	All pupils eligible for PP make at least expected progress.
D.	HA pupils achieve GD at end of KS2	Pupils who exceeded at KS1 convert to GD at KS2.

Planned expenditure	
Academic year	2018-2019
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	

**Quality of teaching for all**

**Improve the quality of teaching so that all teaching is good.  
Ensure that activities are matched to pupils' skills and interests, and provide sufficient challenge.  
Ensure that teachers make the best use of time to ensure that pupils get the most from their learning.**

Intended outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved attainment for all pupils eligible for PP in reading, writing and maths as individual subjects	Continue to improve T+L throughout all classes. Careful provision map to focus on PP pupils' attainment.	The end of KS2 data in previous years has been below national average.	Pupil progress meetings Gov/PPL termly evaluations Careful tracking of R/W/M on a termly basis in each class. Outcomes lead to provision mapping with targeted TA intervention.	HT	July KS2 data Termly internal data Termly outcomes of progress meetings Termly evaluation of intervention. <b><u>Costs – 5x supply = £825</u></b>

<b>B.</b> Improved attainment for all pupils eligible for PP in reading, writing and maths combined	Continue to improve T+L throughout all classes. Careful provision map to focus on PP pupils' attainment.	Highlighting GD children who can achieve R/W/M combined throughout the school.	Pupil progress meetings Gov/PPL termly evaluations Careful tracking of R/W/M on a termly basis in each class. Outcomes lead to provision mapping with targeted TA intervention.	HT	July KS2 data Termly internal data Outcomes of progress meetings when evaluating of intervention. <b>Cost of targeted intervention = £12,703.20</b>
<b>C.</b> All children eligible for PP funding progress in-line with peers from their starting points	Continue to measure progress on a termly basis. Intervention as required.	<b>Progress</b> of eligible PP children throughout school in line or better than peers through the academic year 2017/2018.	Continuation with systems that work well. Adjust and intervene as necessary.	HT	Termly progress evaluations Standards and Effectiveness Committee evaluation
Individual children receive individual teaching by experienced member of staff.	1:1 Tuition throughout the school year	Quality 1:1 teaching proven to work for individual children. Two hours a week for 30 weeks a year.	Monitoring of impact after intervention. Good lines of communication with class teacher and tutor.	HT	Termly assessment points to see progress.  <b><u>Costs = £1,141.80</u></b>
<b>Total budgeted cost</b>					<b>£14,670</b>
<b>i. Targeted support</b>					
<b>Intended outcome</b>	<b>Chosen Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D.</b> HA pupils achieve GD at end of KS2	Skilled, focussed teaching by class teachers and HLTA through Year 6.	Highlighting GD children who can achieve R/W/M combined throughout the school.	Progress meetings, SLT meetings, PP Gov. mtgs, tracking of attainment and progress.	HT	Termly basis and intervene as appropriate.
<b>Total budgeted cost</b>					<b>£7,231</b>

ii. Other approaches					
Intended outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All PP children individually tracked over 7 years.	Virtual school tracking in place for all eligible PP children	A virtual school approach provides a clear journey for each child. PPL and PPGL evaluate progress regularly. This approach ensures a focus on children eligible for PP funding.	MIT audit of PP systems – Dec 18. prasi ed systems and encouraged continual development.	HT	July 2019 – review of the impact provision has made this year. Opportunity to plan for next year.
Involvement in wider school life increased for eligible PP children.	Soft Data collected on PP children to analyse involvement in wider school life.	This collection of data will enable PPL and PPGL to reflect on the wider involvement in school life that children eligible for PP access.	This system started in Spring 2019. In the first instance, the data collection will highlight which extra-curricular activities eligible PP children are accessing. Next steps will involve targeting children to access a wider range of activities if appropriate.	HT	July 2019.  <b>Costs – 1x supply = £165</b>
Increased involvement in wider opportunities throughout school.	School choir free to all children. Music lessons and instrument provided for PP children. Residential school trips financial support. School trips financial support.	Feedback from audits in Sept. 2017 - limited wider opportunities throughout school. School committed to all children being able to access wider opportunities regardless of financial restraints.	Involvement of children in wider opportunities much improved. Attendance on residential trips.	HT	July 2019.  <b>Costs</b> <ul style="list-style-type: none"> <li>• <b>£520 PGL 2018</b></li> <li>• <b>£145 York 2019</b></li> <li>• <b>£1,140 Choir</b></li> </ul>
Continual development of school curriculum to inspire a love of learning.	Development of school curriculum to inspire a love of learning.	Progressive, skills based curriculum and a love of learning will ensure all children thrive. Aim to reduce barriers to achieving goals.	Quality assurance systems in place for every stage of development. Clear intent with all staff involved in the development of their own subjects.	HT/SLT/ Curriculum lead	February INSET 2020  <b>Costs – 5x supply = £825</b>
<b>Total budgeted cost</b>					<b>£2,795</b>

## 2. Additional detail

December 2018 – HT requested an audit of PP strategy and spend from LCC Monitoring and Intervention Team. Very pleasing outcomes with clear advice on how to continually develop our systems and structures.

NQOSL – Spring 2019 – A teacher participating on NQOSL has asked for the main focus of their work to be on PP strategy in schools.

Spring 2019 – HT requested to be involved in a Liverpool Diocesan project on PP strategy impact.