

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

School	Ormskirk St Anne's Catholic Primary School				
Academic Year	2018/2019	Total PP budget	£24,696	Date of most recent PP Review	April 2019
Total number of pupils	378	Number of pupils eligible for PP	Sept. 22 Jan. 23	Date for next internal review of this strategy	October 2019

Attainment of disadvantaged children at the end of KS2 in 2018/2019 compared to pupils not eligible for PP funding (national data)				
Based on 4 children	<i>Pupils eligible for PP in year 6 at St Anne's</i>	<i>All pupils in Year 6 at St Anne's</i>	<i>All pupils national average</i>	<i>Pupils not eligible for PP national average</i>
% achieving expected standard or above in reading, writing & maths	50%	67%	65%	%
% making expected progress in reading	75%	77%	73%	%
% making expected progress in writing	100%	90%	78%	%
% making expected progress in mathematics	50%	82%	79%	%

Planned expenditure - evaluation	
Academic year	2018-2019
<p><u>Quality of teaching for all</u></p> <p style="text-align: center;">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.</p>	

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. Costs – 5x supply = £825
<p>End of KS2 attainment has improved on 2017/2018 attainment. Due to small numbers of children, school is mindful of the large percentage shift when comparing data. Throughout 2018/2019 school has been developing a more personal approach to identifying children's barriers to learning.</p> <p>Throughout school, data indicates that children in receipt of PP funding are not attaining as well as their peers. Personalised plans will continue through 2019/2020 and the school is mindful of the large percentages the small number of children in each class represent.</p>					

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. Cost of targeted intervention = £12,703.20
<p>End of KS2 attainment has improved on 2017/2018 attainment. Due to small numbers of children, school is mindful of the large percentage shift when comparing data. Throughout 2018/2019 school has been developing a more personal approach to identifying children's barriers to learning.</p> <p>Throughout school, data indicates that children in receipt of PP funding are not attaining as well as their peers. Personalised plans will continue through 2019/2020 and the school is mindful of the large percentages the small number of children in each class represent.</p>					
C. 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.	Progress 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

Evaluation of whole school progress measures. Percentage of children who progress at least twelve months attainment in twelve months based on teacher assessments					
	PP children		All children		
Reading	96%		83%		
Writing	91%		86%		
Maths	96%		93%		
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. <u>Costs = £1,141.80</u>
<p>1:1 teaching has been very successful with the one child who has made expected progress in all aspects of learning. The attainment gap is still present and in writing and maths. 1:1 tuition will continue into next year for this child.</p> <p>1:1 teaching has been very successful with one child. Expected progress has been achieved in reading and writing with accelerated progress in maths resulting in end of year attainment across all subjects. Through personalised plans, this 1:1 tuition will now cease, as the child does not need this intervention.</p>					
Total budgeted cost					£14,670

i. Targeted support					
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?
D. 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.

End of KS2 attainment reports 25% of PP children achieved GD in reading and maths. School's internal tracking would support this data.
 Internal whole school tracking for children in receipt of PP show, 2 children are working at GD in reading, one child in writing and no children in maths.

8/23, therefore 35%, of our PP children also have additional SEND needs.

Reading – 3/23 = 13% Exceeding at EYFS with 5/23 = 22% achieving GD at KS1

Writing – 1/23 = 4% Exceeding at EYFS with 2/23 = 9% achieving GD at KS1

Maths – 3/23 = 13% Exceeding at EYFS with 1/23 = 4% achieving GD at KS1

The PP lead and PP governor will evaluate this data when planning future targeted support.

This will remain a focus for 2019/2020 but targeting specific children rather than the whole cohort.

Total budgeted cost	£7,231
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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?
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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.
This 7 year journey is established and will continue to be used to track and target individual children.					
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. <u>Costs – 1x supply = £165</u>
The collection of soft data began in the spring term of 2019 and has continued through into the summer term. PP lead and PP governor will evaluate the attendance and participation of PP children in the autumn term of 2019.					

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. <u>Costs</u> <ul style="list-style-type: none"> • <u>£520 PGL 2018</u> • <u>£145 York 2019</u> • <u>£1,140 Choir</u>
Removing financial pressures for families, results in all children in receipt of PP who wish to participate in the wider opportunities school provides can do so. This offer will continue into 2019/2020.					

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 <u>Costs – 5x supply = £825</u>
All teaches have been instrumental in the design of the curriculum. Throughout all children's needs are considered. As the curriculum continues to be developed through 2019/2020 there is an opportunity through INSET in February 2020 to reflect on the impact the curriculum has and is having on our current cohorts.					
Total budgeted cost					£2,795

1. Additional detail
<p>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.</p> <p>NPOSL – Spring 2019 – A teacher participating on NPOSL has asked for the main focus of their work to be on PP strategy in schools.</p> <p>Spring 2019 – HT requested to be involved in a Liverpool Diocesan project on PP strategy impact.</p> <p>All the above additional aspects will continue to be embedded through 2019/2020.</p>