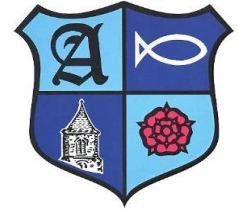




PUPIL PREMIUM STRATEGY 2019/2020



'Loving God in all we do'

SCHOOL	DATE	Pupil Premium Lead	Pupil Premium Governor
Ormskirk St Anne's	November 2020	Mr P Bates	Mr D Glennon
AGREED METHODOLOGY			
Learning walks, book scrutiny, data tracking, discussions with link governor.			
REVIEW OF WEBSITE			
PPL and PPG reviewed website to ensure information is correct and compliant at the time of publishing.			
REVIEW OF PUPIL PREMIUM STRATEGY STATEMENT (PPSS) 2019/2020			
This document will be reviewed in November 2020.			
REVIEW OF SCHOOL DATA AND TRACKING			
This document will be reviewed in November 2020.			
REVIEW OF IMPACT OF INTERVENTIONS			
EYFS			
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Appropriate adult support for autumn and spring terms	Specific targets from specialist reports	Over time, support is withdrawn.	
Consistent vocabulary across the EYFS/Year 1 unit	All staff use consistent vocabulary to help support children.	Children learn to modify learnt behaviours.	
OVERALL EVALUATION			

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 teaching of reading	Teacher/HLTA teacher curriculum objectives to small group	Secure reading skills developed through curriculum	
OVERALL EVALUATION			

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	
Targeted teaching of reading	Teacher/HLTA teacher curriculum objectives to small group	Secure reading skills developed through curriculum	
Targeted teaching of maths	Teacher/HLTA teacher curriculum objectives to small group	Accelerated progress in maths through curriculum	
OVERALL EVALUATION			

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	
Targeted teaching of writing	Teacher/HLTA teacher curriculum objectives to small group	Accelerated progress in writing through curriculum	
Specialist language support	1:1 language support	Development of language skills	
Targeted reading support	TAs knowledgeable about reading books in the library	TA accurately identify reading books for specific children.	
OVERALL EVALUATION			

YEAR 4			
SPECIFIC BARRIERS			
<ul style="list-style-type: none"> • Mobility into school through KS1 • 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	

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.	
Targeted reading support	TAs knowledgeable about reading books in the library	TA accurately identify reading books for specific children.	
OVERALL EVALUATION			

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	
Targeted intervention in R/W/M	Provide support for the less able	Children with additional learning support challenged in their learning.	
Specialist assessment	Fund specialist assessments	Children's personal needs accurately identified.	
Targeted reading support	TAs knowledgeable about reading books in the library	TA accurately identify reading books for specific children.	
OVERALL EVALUATION			

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.	
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.	

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.	
Targeted reading support	TAs knowledgeable about reading books in the library	TA accurately identify reading books for specific children.	

OVERALL EVALUATION

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WHOLE SCHOOL AREAS

ATTENDANCE

SPECIFIC BARRIERS

There is not an issue with attendance but 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.	
PASS assessment	Conduct individual PASS assessments	Bespoke outcomes to shape future provision	

OVERALL EVALUATION

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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.	
Target curriculum opportunities for PP children	Analyse of outcomes of soft data inform curriculum provision	Curriculum that inspires a love of learning.	

OVERALL EVALUATION

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LEARNING WALK

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.

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 their 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 with the PP lead ensures that all PP children are monitored with appropriate interventions evaluated.
PP link governor provides a termly report to the appropriate committee.

NEXT STEPS – Reviewed 2020

This strategy review has identified the following **STRENGTHS**:

AREAS FOR DEVELOPMENT include: