



Pupil Premium Strategy Statement

1. Summary information					
School	Saint Anne's Catholic Primary				
Academic Year	2016/17	Total PP budget	£150,480	Date of most recent PP Review	New HT January 2017
Total number of pupils	207	Number of pupils eligible for PP	114	Date for next internal review of this strategy	July 2017

2. Current attainment - 2016		
	<i>Pupils eligible for PP (your school) (17)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	70%	60%
% meeting expected standard in reading	70%	71%
% meeting expected standard in writing	76%	79%
% meeting expected standard in maths	88%	75%
Average progress in reading	-1.63	
Average progress in writing	+1.89	
Average progress in mathematics	+2.18	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Disadvantaged pupils have weak speech and language skills, compared to others.
B.	Disadvantaged pupils make slower progress in reading, writing and mathematics across all year groups.
C.	Behaviour for learning is not as strong as other pupils. Attitudes to learning are not as positive as they are for others because pupils lack self-confidence and independent learning skills.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Disadvantaged pupils' parents do not attend school workshops which are designed to help them support their children as often as other parents.	
E	Some parents of disadvantaged pupils are unable to access the above workshops because their understanding of English is not strong enough.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils' assessments across the school (including YR and the Year 1 phonics check) demonstrate stronger progress than previously. Focussed support in YR results in stronger progress than previously for disadvantaged children.	Year 1 phonics check in Summer 2017 results in the gap between disadvantaged pupils in the school and others nationally diminishing. Differences in the progress of disadvantaged pupils in reading and writing diminish as evidenced at each data collection point. The difference between disadvantaged YR children and others diminishes in 2017 compared to 2016 in terms of the proportion attaining a GLD.
B.	The attainment of disadvantaged pupils incrementally matches that of others in the school and nationally (Y2/6) in the core subjects.	In-school gaps in Year's 1,3,4,5 between the progress of disadvantaged pupils and others diminish in all year groups, particularly disadvantaged Year 4 boys. Differences in the outcomes of disadvantaged pupils in R, W, and M diminish in Year 2 and Year 6 compared to others nationally in 2017.
C.	Disadvantaged pupils demonstrate good attitudes and behaviours for learning. Pupils are confident, independent learners.	Whole school monitoring of gold stamps and other rewards show that increasingly higher proportions of disadvantaged pupils are demonstrating consistently strong attitudes and behaviour for learning. Disadvantaged pupils say that they feel more confident in their own ability.
D	Across the year, the proportion of disadvantaged pupils' parents attending workshops increases and ultimately matches that of 'other' parents, proportionally. This includes parents who have little English.	Internally tracking of relevant pupils shows clear improvements in attitudes to learning and attainment.
E	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from average of 82% to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
GLD in YR in 2017 is at least 73% and closer in line with national figures and overall. With figures closer to -70% for disadvantaged children.	Focussed support from practitioners for disadvantaged children with respect to accelerating progress in the communication and language learning area.	Pupils in YR who are disadvantaged typically have weaker speech and language skills than others.	Monthly checks between March and July will enable the school to evaluate the impact of the additional, focussed support.	EYFS Lead SENCO DHT	April 2017. May 2017. June 2017.
Year 1 phonics check shows that the gap diminishing with 70% meeting the standard overall in 2017.	RWInc phonics programme. Quality first teaching. Effective interventions which are robustly monitored for impact against clear targets and milestones.	Pupils in Y1 who are disadvantaged typically have weaker speech and language skills than others. Weaker speech and language skills are a fundamental reason why some pupils, including those who are disadvantaged, make slower progress than others in the school.	Monthly checks between March and July will enable the school to evaluate the impact of the additional, focussed support. Teaching Alliance School support as part of monitoring and evaluating impact.	Phonics Lead SENCO and EAL lead including Reception team.	April 2017. May 2017. June 2017.
Progress rates are consistently at least good in R, W, and M. In school progress checks indicate that gaps are narrowing between disadvantaged pupils and others, particularly disadvantaged boys in Year 4.	Ongoing CPD and monitoring to secure at least consistently good and better teaching across the school. Precise tracking by core subject leaders resulting in focussed actions to address any underachievement.	School tracking data and published Y2/6 data in the 2016 inspection dashboard confirm slower progress of disadvantaged pupils. Progress, overall, across year groups is not always consistently good for all groups of pupils in all core subjects. Differences not diminishing rapidly enough between disadvantaged pupils and others.	Monitoring of teaching, learning and assessment as part of whole school approach. Focussed CPD for staff with respect to the common characteristics of disadvantaged pupils' slower progress.	Headteacher Curriculum Leaders School Support	Easter 2017. July 2017

Rights Respecting School award (level 1) achieved in the Autumn term.	Achieving this award will help the school to further foster in pupils respect for others. This process will support further improvements to attitudes to learning. We want pupils to have a voice with respect to their learning and we want to use the award to further promote British values.	This award will contribute to the above identified barrier for disadvantaged pupils with respect to improving attitudes and behaviours for learning. Our Rights Respecting School will not only foster even stronger relationships but also help pupils to become more independent, self-assured learners.	Even better behaviour, evidenced through behaviour logs and the pupil voice, including the disadvantaged pupil voice. Qualitative feedback from staff regarding pupil behaviour and the climate in the school. Overall, the school ethos will be further enhanced with reference to Catholic pupil profile values.	Senco Headteacher	July 2017. October 2017.
Common characteristics that contribute to slower progress of disadvantaged pupils are minimised/eradicated. These include: <ul style="list-style-type: none"> ➤ Incomplete work. ➤ Poorly presented work. ➤ Pupils not always responding to teachers' marking. ➤ Work not completed to the pupils' ability. ➤ Insufficient work produced. 	Quality first teaching strategies are developed specifically to support disadvantaged pupils. In particular, teachers and teaching assistants check disadvantaged pupils' work regularly in every lesson, every day.	The Sutton Trust identified regular feedback as a cost effective strategy. Monitoring data indicates that the common characteristics are cumulatively impacting negatively on disadvantaged pupils' progress.	Focused monitoring through book sampling (see whole school monitoring, evaluation and review cycle).	DHT SENCO and EAL lead All teachers	Books will be sampled as part of the whole school monitoring schedule.
Total budgeted cost					£66,500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Interventions make a strong contribution to improving progress rates for all pupils as well as those who are disadvantaged.	Test data used every three weeks to identify pupils who require additional support. These pupils are supported through some smaller class sizes and TA delivered interventions.	Interventions, when delivered effectively, help pupils to address misconceptions and catch up. School monitoring data indicates that most interventions are effective.	Data tracking and intervention reports which are mapped to the intended targets.	Senco Headteacher All Teachers	All interventions are evaluated monthly.
Health mentors.	Support for pupils' emotional health as well as academic support. These mentors also provide PE sessions and after school clubs.	Positive impact on attendance and wider participation in sport. This provision also supports emotional well-being.	Plan to achieve the games mark as a result of improved participation in sport and healthy lifestyles. Developing a 'change for life' club, working closely with the school nurse and parents.	Headteacher Health Mentors P.E. Leader School Nurse	Evaluated every half term through pupil entry and exit questionnaires.
Pupils who require additional support for their emotional needs make strong progress.	Weekly counselling for a focus group of pupils from each year group. Assertive mentoring takes place weekly for targeted pupils.	Pupils have to be ready to learn and they cannot learn effectively if they have personal and/or emotional worries.	Three weekly monitoring of the impact.	Senco Headteacher Family Support Worker	Evaluated every three weeks through pupil entry and exit questionnaires.
Total budgeted cost					£25,300
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils' parents regularly attend workshops, including those parents who have little English.	Parental workshops which support parents in how to support their child's learning. Plan to introduce language skills workshops for relevant parents.	Parental engagement and support for learning is powerful in helping pupils to improve attainment as well as develop a love of learning. Language barriers are a significant reason why some pupils are unable to engage as well as others.	Parental satisfaction questionnaires.	Phonics Lead Senco Headteacher	Termly (December, April, July).
Total budgeted cost					£6,500
6. Review of expenditure					
Previous Academic Year	2015/16				

i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Higher proportions of pupils make expected or accelerated progress.	Additional teachers to ensure classes are smaller.	Smaller class sizes in Year 6 resulted in positive progress scores for disadvantaged pupils in M and W in 2016.	Keeping pupils in classes rather than removing them into small intervention groups is an effective strategy and it is one we shall review.	£50,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Health mentors.	Support for pupils' emotional health as well as academic support. These mentors also provide PE sessions and after school clubs.	Positive impact on attendance and wider participation in sport. This provision also supports emotional well-being.	We shall continue this initiative and plan to achieve the games mark as a result of improved participation. We are also developing a 'change for life' club, working closely with the school nurse.	£18,000
To Close the gap between the most disadvantaged children	Teaching Assistants – Pupil Support Workers – Teachers supporting groups	Impact on school PP not met. This will not be continued.	Upcoming academic Year focussed parental involvement and specific timed (14days) personalised intervention with review points.	£16,500
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased Attendance rates	Part time Attendance Officer employed to monitor pupils and follow up quickly on absences. First day	We can't improve progress and attainment for children if they aren't actually attending school.	Attendance Officer has been proactive and attendance rates for all pupils have increased and is above national 96.3%	£12,000

	response provision.			
To improve assessment and track data	School Tracker Training Moderation	Moderation through internal and external review of assessment continues to have impact on pupil outcomes as staff become familiar with new assessment framework.	Training in house has improved use of tracking system for all including PP children. This has helped teachers plan and target slow movers for effectively with timely intervention. As a result progress rates are increasing and diminishing the difference rapidly.	£2500
7. Additional detail				
Attendance Our Disadvantaged pupils' attendance in 2015-16 was 96.2% Non PP 97.6%				