

Pupil premium strategy statement



1. Summary information							
School	Our Lady & St Anne's Primary school						
Academic Year	2018/19	Total PP budget	£112200	Date of most recent PP Review	Dec 2018		
Total number of pupils	235	Number of pupils eligible for PP	85	Date for next internal review of this strategy	July 2019		

2. Current attainment							
		KS2 SATS 2018		National	KS1 SATS 2018		National
		EXS+	GDS		EXS+	GDS	EXS+
% making progress in reading		80	20		100	25	76
% making progress in writing		60	20		88	0	70
% making progress in maths		80	20		100	13	76

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.	Language Development of EYFS pupils. High % of pupils with Sp&L deficit on entry
B.	Low levels of understanding and application of reading skills in writing, use of vocabulary, our children write as they speak
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Persistent Absence and Punctuality
D.	Parental engagement and support: non aspirational

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the language development of those children within EYFS, this will be measured through termly data collections.	Children will maintain the high GLD of previous class. Children identified as having Sp&L issues will make same rate of progress as rest of class.

B.	Improve vocabulary and grammar through positive modelling, drama, role play	Children will write coherently, communicate articulately. Children will understand that English is not just about writing.
C.	Parents will be engaged with a desire for positive learning. They will demonstrate higher aspirations for their children.	Engagement of PP children through a range of non-academic activities focused on raising aspirations and developing life skills. Clubs will be embedded across school 3.15-4pm daily

5. Planned expenditure

April 2018/19

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?	IMPACT
Improve the language development of those children within EYFS,	Talk Boost Early Language Screen Active Literacy Clubs Talk for Writing Singing	60% of the current Nursery class are registered EAL and 80% of the current Reception class are registered as EAL. 7% of EYFS have been referred for Sp&L support and a further 25% are being monitored as cause for concern.	Continue with talk boost programme (early talk boost for 3-4yrs) and (talk boost for 5-6yrs). Children will be assessed using talk boost guidance and grouped accordingly. This will be a repeating cycle across the year.	GLD for whole class 80% against Newcastle 70.4% and National 71.8%. Communication and language can be seen as particular strength with 86.67% achieving expected standard. 77.78% PP children achieved standard for C&L, this is 3 pupils less than non PP. This will be a rolling target for 19/20 strategy. We have however narrowed the gap for language development, disadvantaged are only 9% lower than ALL pupils.
Improve vocabulary and grammar. Improve levels of attainment and progress in writing across the board.	Modelling Drama Role Play Opportunities for extended writing	Our children write as they speak. Writing results across the board are lower than Reading, Maths and SPAG. We have a low proportion of GDS writers so need to ensure challenge is implemented.	Book scrutiny, observations, planning scrutiny, monitor writing opportunities across Foundation subjects, not just Literacy.	Phonics 93% Y1 (11% higher than national data) 100% Y2 83% PP achieved expected standard (2 children did not)
Continue to raise the progress and attainment of PP children across all Key Stages	Intervention/Extra Classroom Support Non Class based teachers focussed on small groups		Increased adult support within the classroom and increased intervention opportunities. Termly review of pupil progress with revision of intervention and in-class support timetables on a termly basis in line with results.	KS1 88% PP children achieved expected standard in Reading, 94% in Writing and 94% in Maths against 90% Reading, 90% Writing and 87% Maths for ALL children. Great progress in writing with 20% GDS and 13% PP (2 pupils down) this is an increase of 13% on last year. KS2

Total budgeted cost				132471	
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?	IMPACT	
Whole school assessment and tracking used to monitor PP progress more efficiently. Vulnerable groups highlighted and rapid intervention ensured	Management of bespoke assessment tracking package built through RM Integris	Our data tracking system is new and we will use this year to fully embed this with all teaching staff so they have the skills to track pupil attainment and progress effectively.	Data manager developing bespoke assessment package to ensure access to and manipulation of data to track PP children more effectively. Regular staff training and update. Opportunities for moderation within school and externally. Half termly review of pupil progress. Revision of intervention and in-class support timetables on a half termly basis in line with results.	Bespoke assessment programme is used using our MIS RM Integris. Progress and attainment is monitored termly using PUMA/PIRA/GAPS alongside teacher judgement. Pupil Progress meetings are held and intervention allocated according to need. See attached data sheet.	
Total budgeted cost				8506	
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?	IMPACT	
Increased opportunities for PP children.	Children offered as many extra curricular opportunities within school (clubs, external agencies) and trips out of school.	Our PP children have limited knowledge of the outside world and access to life experiences. This impacts on imagination, creativity and understanding from which to draw upon. Evidence shows that this is effective in raising standards, motivation and attendance.	A range of extra-curricular opportunities offered across the year. External agencies will visit school regularly across the year.	We offer a rich and varied extra curricular timetable with after school activities on 4 days a week. Opportunities are offered across the year to all key stages with no barriers for PP children. All children who have wanted to participate have been able to. In addition to this we pride ourselves on the cultural experiences we are able to offer our children through curriculum trips and visits. Again all PP children have accessed these opportunities.	
Improved punctuality and attendance in those PP children who are persistently late or non attending.	<ul style="list-style-type: none"> Whole school target 97% Quick response, parents contacted by 9.30am each morning 	Our PP absence is 4% which is in line with National Average however this is higher than our school target of 3% and school actual of 3.9% and within this PA is a focus with 10.96% against National 8.3% and school total 9.29%.	Continue with initiatives such as weekly assemblies, 100% attendance rewards and parenting contracts. School staff to act quickly to	Absence for whole school was 3% this is a consistent year on year improvement. Absence for Newcastle was 4.1% and National 5.0% Absence for PP was 3.6% slightly lower than ALL pupils but	

	<p>by school office.</p> <ul style="list-style-type: none"> • Attendance reviews • Half termly letters to parents under attendance threshold 		<p>ensure these children are identified and attendance contracts in place.</p>	<p>an improvement on last year and outperformed Newcastle PP (absence of 5%) and National average (Absence 4.2%) Area of focus continues to be PA PP children with absence of 11.1%, this is higher than school PA of 6.9% and National average of 8.7% however lower than Newcastle PA (absence 13.6%).</p>
Total budgeted cost				12207