

Pupil premium strategy statement



1. Summary information						
School	Our Lady & St Anne's Primary school					
Academic Year	2019/20	Total PP budget	£113590	Date of most recent PP Review	30/09/2019	
		PP Allocation	£110,880			
		EYS PP	£1210			
		Post LAC PP	£1500			
Total number of pupils	230	Number of pupils eligible for PP	85	Date for next internal review of this strategy	January 2020	

2. Whole School Current attainment						
	KS2 SATS 2019			KS1 SATS 2019		
	EXS+	GDS	National	EXS+	GDS	National
% making progress in reading	90.3	48.4	73	90	23.3	74.9
% making progress in writing	80.6	16.1	78	90	20	69.2
% making progress in maths	96.8	25.8	79	86.7	26.7	75.6

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.	We have an increasing number of EAL children on entry, our current reception class is 83% EAL therefore language on entry & acquisition of vocabulary and comprehension is challenging.
B.	Low levels of understanding and application of reading skills in writing. Poor use of vocabulary with children writing as they speak. Current writing attainment is below that of reading and SPAG.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Poverty of real life experience and understanding of the world. Impact on knowledge retention.
D.	Persistent absence and punctuality.

4. 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 speech and language challenges will make the same rate of progress as rest of class.
B.	To improve writing across the whole school, narrow the gap between writing and that of reading	Children will write coherently and communicate articulately. Opportunities for cross curricular extended writing. Children will see the importance of writing to a high standard not just in English but across Foundation subjects.
C.	Curriculum development across the whole school with a focus on vocabulary, experience and challenge	Children will be engaged in curriculum learning that focuses on raising aspirations and developing life skills. Children will be provided with enrichment and experience opportunities that will stimulate learning and remove barriers to learning ensuring equality for all.
D.	To narrow the attendance gap between our Non Pupil Premium and Pupil premium children.	

5. Planned expenditure

2019/20

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?
Improve the language development of those children within EYFS,	<ul style="list-style-type: none"> • Talk Boost • Early Language Screen • Talk for Writing • Active Literacy • Go Noodle 	81% of Nursery children are EAL and 83% of Reception class are registered as EAL. 32% of children within EYFS have presented with speech and language challenges and are currently being monitored as cause for concern.	Early Talk Boost will be delivered to those children 3-4 years old and Talk Boost will be delivered to those children who are 5+. Children will be assessed using Talk Boost guidance and grouped accordingly. This will be a repeating cycle across the year.	SH/KM	Termly
To improve writing across the whole school, narrow the gap between writing and that of Reading, SPAG and Maths.	<ul style="list-style-type: none"> • Map out objectives for Spelling, Punctuation and Grammar. • Use standardised terminology for grammar in lessons • Cross curricular opportunities for extended writing across all subjects • Modelling • Share success: work of the week • Active Literacy • Use of exciting stimulus for writing in every year group 	Our children write as they speak. Our Writing results are lower across the board than that of Reading, SPAG and Maths. We have a low proportion of GS writers so need to ensure challenge is a focus.	Book Scrutiny Lesson Observations Moderation Learning walks Pupil Voice	KM Teachers	Termly Pupil progress meetings

Curriculum development across the whole school with a focus on vocabulary, experience and challenge	<ul style="list-style-type: none"> • Trips/visits at the beginning of topic work to engage and provide stimulus for all • Share success: work of the week • Develop and adapt 'geography model' across other subjects raising expectations and providing challenge • Highlight children who have demonstrated high aspirations and progress in their learning during assembly. • Improve the teaching of vocabulary for each topic • Displays for vocabulary across the school • Improve assessment for Foundation subjects using science as a model 	Our children have poverty of real life experience and therefore are unable to draw upon their own experiences in their work. We need to provide our children with enrichment and experience, and remove barriers to learning ensuring equality for all. Our curriculum must meet the needs of our pupils and allow them to become 'experts' in their topics.	Book Scrutiny Lesson Observations Moderation Learning walks Pupil Voice	KM Teachers	Termly Pupil progress meetings
Total budgeted cost					£70229
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?
Continue to raise the progress and attainment of PP children across all key stages. Ensure challenge with a focus on GDS and More Able pupils.	<ul style="list-style-type: none"> • Interventions • Classroom support • Focused group work • More Able workshops for Maths and Literacy 	Our PP children continue to perform really well against our Non PP and against National Non PP. We need to maintain this level of momentum through regular monitoring. However we have a consistently greater number of non PP children achieving GDS than PP children. This is an area of focus for us.	Termly review of progress with revision of intervention and in class support in line with results.	SLT	Termly Pupil progress meetings
Whole school assessment and tracking used to monitor PP progress efficiently. Vulnerable groups highlighted and rapid intervention ensured.	<ul style="list-style-type: none"> • Management of bespoke assessment tracking package. 	Continue to embed data tracking system to ensure all staff have the skills to track pupil attainment effectively and in a timely manner.	Regular staff training Moderation in school and external. Revision of intervention timetables and pupil support.	ZC/SLT	Termly Pupil progress meetings
Total budgeted cost					£9942

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?
To narrow the attendance gap between our Non Pupil Premium and Pupil premium children.	<ul style="list-style-type: none"> Parent contracts offered from October half term Quick response through ParentHub by 9.30am each morning. Weekly and Termly attendance initiatives for best class attendance. Full year attendance initiatives for those children with 100% attendance Provide 30hour Nursery provision to all 	Attendance data for 2018/819 highlighted full school attendance 97% with PP children 96.4%. This is an improvement on the previous year and better than the regional and national picture. However, our Persistent Absence continues to be an area of focus, our data for 2018/19 was PA 11.11% against Newcastle 13.6% but National 8.7%	Maintain Whole school target of 97% Termly attendance reviews between ZC and MOB Identify vulnerable children and ensure focus is maintained	ZC	Termly
Increased opportunities for PP children	<ul style="list-style-type: none"> Children to be offered many extra-curricular opportunities within school (clubs and 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 creativity, imagination and understanding from which to draw upon.	A range of extra-curricular opportunities offered across the year. External agencies will visit school regularly across the year.	ZC	Termly
Total budgeted cost					£33419