

Pupil Premium Strategy Statement – St. Anne’s CE Lydgate Primary School

1. Summary information					
School	St. Anne`s CE Lydgate Primary School				
Academic Year	2017/18	Total PP budget	£14,520	Date of most recent PP Review	July 2017
Total number of pupils	207	Number of pupils eligible for PP	13	Date for next internal review of this strategy	July 2018

2. Current attainment (Y6 results 2017)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	33%	60%
% making progress in reading	33% (1/3)	71%
% making progress in writing	33% (1/3)	76%
% making progress in maths	33% (1/3)	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Specific and complex SEND needs which impact upon attainment and progress.
B.	School data shows that the outcomes for the disadvantaged pupils at the 'greater depth' standard across all subjects is below the schools 'other' children`s outcomes.
C.	Children's social and emotional needs can impact upon ability to concentrate in class and access the curriculum.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Parents of disadvantaged pupils sometimes don't have the resources at home to support their child's learning or cannot provide extra-curricular opportunities that other non-pupil premium children can.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Progress of children with SEND and EHC Plans will be measured using Pivats so that small steps of progress can be highlighted.	SEND children make good progress from their starting points and this can be measured accurately and evidenced.

B.	More children who met the standard at KS1 should be targeted to work at greater depth by the time they reach Y6.	Class teachers are aware of the pupils who should receive targeted support to reach a greater depth standard by the end of the year. Pupil Progress meetings demonstrate that children are on track to reach greater depth by the end of the year. Formative and summative assessment data indicates children are on track to reach greater depth by the end of the year.
C.	Children identified as having social and emotional needs are supported within the class and during unstructured times of the day if needed.	Pupil Progress Meetings indicate children are making good progress. Staff recognise that children are accessing lessons more readily. Feedback from the nurture group at lunchtime indicates children are enjoying the activities and recorded incidents are reduced as a result. Strategies shared by MIND and the NSPCC impact upon children's resilience and emotional well-being which is evidenced through pupil voice and staff feedback.
D.	Children who cannot access extra curricular provision or who are not supported to complete homework are identified and provided with support within school.	All children are able to access an extra-curricular activity. All children are able to attend trips and residential activities. Homework club is available to any children who cannot complete homework in the home environment. Extra opportunities are provided for children to access online learning resources during lunchtimes.

5. Planned expenditure					
Academic year		2017/18			
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 ?
A.Children with SEND make good progress and this is clearly evidenced.	Children to be supported in small groups or on a 1:1 basis. Learning to be broken down into manageable steps and progress to be recorded using PIVATS.	LSA's work closely with outside agencies to ensure the best provision. The intervention groups have been recommended by such agencies or are outlined in EHC Plans.	Half termly pupil progress meetings. Monitoring of SEND provision and intervention groups. Regular PCR meetings to ensure provision is meeting each child's needs.	RJ SENCO	December 2017 March 2018 June 2018

<p>B.Ensure targeted provision/ support for PPG children who met the standard last year to support them to achieve greater depth by the end of the year.</p>	<p>Children to be encouraged to access greater depth tasks and to attend lunch time clubs such as Mathletics, Spag.com and Homework club to reinforce concepts and support children to make accelerated progress. Children to receive specific feedback on their next steps and to understand how they learn best.</p>	<p>Every child should be able to achieve their full potential and without running extra support interventions for PPG children who do not receive as much support at home, they might not have the same opportunity to attain greater depth.</p> <p>Feedback and metacognition are key suggestions in the EEF Toolkit.</p>	<p>Half Termly Pupil Progress meetings. Monitoring of which children have accessed lunchtime support clubs and the impact it has had.</p>	<p>SLT</p>	<p>December 2017 March 2018 June 2018</p>
<p>C.Children with social and emotional needs make good progress and this is clearly evidenced.</p>	<p>Children to have a key person to talk to in school. To attend MIND workshops and friendship groups. To be part of nurture club if applicable.</p>	<p>LSA`s work closely with outside agencies to ensure the best provision. The intervention groups have been recommended by such agencies or are outlined in EHC Plans.</p>	<p>Half termly pupil progress meetings. Monitoring of provision and intervention groups. Regular PCR meetings if applicable to ensure provision is meeting each child`s needs. Liaison with outside agencies.</p>	<p>SLT</p>	<p>December 2017 March 2018 June 2018</p>
<p>D.All children have the opportunity to access a broad and balanced curriculum and to attend trips to enhance their understanding</p>	<p>Ensure curriculum opportunities in music, art, sport, computing are readily offered throughout the week and that the curriculum is not overshadowed by maths and English. Develop regular opportunities for visits to places of interest and invite visitors into school to add "real life experience" to the curriculum. Highlight career opportunities throughout the curriculum so children have something to aspire to.</p>	<p>We seek to ensure equality of opportunity in everything that is on offer in school. No-one should "miss out" due to lack of finance or home experience.</p>	<p>Regular monitoring of the curriculum to ensure it is broad and balanced. Regular liaison with parents to ensure needs are met. Ensure opportunities available throughout the year for each year group in terms of trips and visitors.</p>	<p>Subject Leaders.</p>	<p>December 2017 March 2018 June 2018</p>
Total budgeted cost					<p>£9680</p>

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 ?
A.SEND needs are met in relation to EHC Plans and PCR outcomes.	Opportunities for teachers and LSA`s to attend training to ensure they are knowledgeable and have clear strategies to support children to learn more effectively.	It is our duty under the code of practice to ensure that we effectively meet the needs of SEND children in our care and wherever possible apply all recommendations made by outside agencies.	Regular monitoring of SEND Provision. Half termly pupil progress meetings. PCR meetings.	SENCO	December 2017 March 2018 June 2018
B.25% of PPG children to achieve greater depth in reading, writing and maths by the end of the year.	Children to be encouraged to access greater depth tasks and to attend lunch time clubs such as Mathletics, Spag.com and Homework club to reinforce concepts and support children to make accelerated progress. Children to receive specific feedback on their next steps and to understand how they learn best.	Every child should be able to achieve their full potential and without running extra support interventions for PPG children who do not receive as much support at home, they might not have the same opportunity to attain greater depth. Feedback and metacognition are key suggestions in the EEF Toolkit.	Pupil Progress Meetings. Lessons Observations. Work scrutiny.	SLT	December 2017 March 2018 June 2018
C.Children with social and emotional needs make good progress and this is clearly evidenced.	Opportunities for teachers and LSA`s to attend training to ensure they are knowledgeable and have clear strategies to support children to learn more effectively.	Without extra support, children struggle to access lessons and can often become frustrated or upset. They need to develop coping strategies and have regular contact with an adult in school who they trust to provide reassurance and consistency.	Pupil Progress Meetings. Lessons Observations. Work scrutiny. PCR meetings.	SLT	December 2017 March 2018 June 2018
Total budgeted cost					£4,000

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 ?
D.All children have the opportunity to access a broad and balanced curriculum and to attend trips to enhance their understanding	Music lessons or extra-curricular clubs may be paid for by the school if children express a particular talent or interest. Trips may be subsidised or paid for when necessary.	We seek to ensure equality of opportunity in everything that is on offer in school. No-one should "miss out" due to lack of finance or home experience.	Regular review of opportunities provided or clubs accessed.	SLT	December 2017 March 2018 June 2018
Total budgeted cost					£1,500

6. Review of expenditure			
Previous Academic Year		2016/17	
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)
To narrow the gap.	Interventions such as : <ul style="list-style-type: none"> • Numicon • Pre and Post Teaching • After School Boosters • Extra phonics support 	<p>Some of the impact has been difficult to assess as 33% of our PPG children had SEND needs and 1 child joined us in Y6.</p> <p>In reading 60% of children achieved the expected standard for their year group and 7% achieved greater depth. Only 33% of PPG children met the standard (1/3)</p> <p>In maths 69% of children achieved the expected standard for their year group and 14% achieved greater depth. Only 33% of PPG children met the standard (1/3)</p>	<p>Pivats has now been purchased to ensure progress, no matter how small can be tracked and evidenced.</p> <p>More PPG children need to have a target of greater depth next year.</p>

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)
To support children with emotional and social difficulties.	Interventions such as : <ul style="list-style-type: none"> • Friendship sessions • Social skills • Confidence building • Nurture club • Mind input 	<p>MIND Staff Training supported staff to identify and deal more effectively with children exhibiting social and emotional difficulties and children have been involved in intervention as a result.</p> <p>Nurture club has reduced the number of incidents occurring at lunchtimes and this is evidenced in behaviour logs.</p>	<p>Staff training has been really useful and therefore more training will take place in Autumn Term 2017.</p> <p>Workhub developed and action plan devised to address new audit and intervention document from Oldham LA with regard to supporting Emotional Well-being in school.</p>

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)
To fund extra-curricular opportunities for the PPG	Provide funding for or contribute to: <ul style="list-style-type: none">• Extra – curricular clubs• Music lessons• Trips• Robin Wood Residential	All children were able to attend a club of their choice if they wanted to. The children accessing music lessons really enjoy their lessons and are making progress. Children accessing trips and our residential were able to experience things first hand and this contributed to their self- esteem and learning experience.	Continue to provide this funding next year.