

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

| 1. Summary information | | | | | |
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| School | St. Anne’s CE Lydgate Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £15,840 | Date of most recent PP Review | September 2018 |
| Total number of pupils | 205 | Number of pupils eligible for PP | 16 | Date for next internal review of this strategy | September 2019 |

| 2. Current attainment (Y6 results 2018) No Pupil Premium children in this cohort | | | | | |
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| | Pupils eligible for PP (your school) | | | Pupils not eligible for PP (national average) | |
| % achieving in reading, writing and maths | 0/0 | | | 87% (school) | |
| % meeting expectation in reading | 0/0 | | | 93% (school) | |
| % meeting expectation in writing | 0/0 | | | 90% (school) | |
| % meeting expectation in maths | 0/0 | | | 90% (school) | |
| | Y1 | Y2 | Y3 | Y4 | Y5 |
| % meeting expectation in reading | 1/1 100% | 1/3 33% | 3/4 75% | 4/4 100% | 3/3 100% |
| % meeting expectation in writing | 1/1 100% | 1/3 33% | 3/4 75% | 4/4 100% | 2/3 67% |
| % meeting expectation in maths | 1/1 100% | 1/3 33% | 3/4 75% | 4/4 100% | 3/3 100% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| 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) | |

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| 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. |
| E. | Pupils eligible for pupil premium arrive in school in Y5/Y6 giving teachers little time to plug gaps. |
| F. | Attendance issues can impact upon progress made. |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Progress of children with SEND and EHC Plans will be measured using Pivats so that small steps of progress can be highlighted. | Evidence indicates that although SEND children may not meet the expected standard, they do make good progress from their starting points and this can be measured accurately. |
| B. | Challenging targets set for all Pupil Premium children based upon their EYFS and KS1 attainment. Interventions/ coaching in place to support Pupil Premium children to achieve GD. | Class teachers are aware of the pupils who should receive targeted support to reach a greater depth standard by the end of the year and ensure provision is in place and effective. 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 and relax kids sessions 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 and develop additional skills and confidence as a result. Homework club is available to any children who cannot complete homework in the home environment so that they are not disadvantaged in relation to their peers and have opportunities to reinforce their class learning. Extra opportunities are provided for children to access online learning resources during lunchtimes so that they are not disadvantaged in relation to their peers and make good progress. |

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| E. | Pupils eligible for pupil premium arrive in school in Y5/Y6 giving teachers little time to plug gaps. | Booster sessions throughout the year allow staff to plug gaps and pre-teach so children are more likely to make progress. Intervention sessions in class with LSA targeted support ensure children continue to make good progress and aim to meet the expected standard by the end of the year. |
| F. | Attendance issues can impact upon progress made. | Regular meetings with SLT, parents and attendance officer if necessary ensure children are in school and on time each and every day. |

| 5. Planned expenditure | | | | | |
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| Academic year | 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? | 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. EEF Toolkit: Feedback +8 Small group tuition +4 Reading comprehension strategies +6 | Half termly pupil progress meetings. Monitoring of SEND provision and intervention groups. Regular PCR meetings to ensure provision is meeting each child's needs. Expenditure required: 3 x LSA L3 support £52,331.25 p.a. | SENCO | December 2018 March 2019 June 2019 |
| B. Ensure targeted provision/ support for PPG children to achieve greater depth by the end of the year based upon their EYFS/KS1 attainment. | 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 | 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 as their peers. EEF Toolkit: Feedback +8 Small group tuition +4 | Half Termly Pupil Progress meetings. Lesson observations. Work Scrutiny. Monitoring of which children have accessed lunchtime support clubs and the impact it has had. Expenditure required: 2 x HLTA support £46,580.52 p.a. | SLT | December 2018 March 2019 June 2019 |

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| | learn best. Children/staff to regularly refer to the Effective Characteristics of Learning. Children to work alongside effective role models and peer to peer coaching in place. | Reading comprehension strategies +6 Collaborative learning +5 Digital Technology +4 Metacognition and self regulation +7 | | | |
| C. Children with social and emotional needs make good progress and this is clearly evidenced. | 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. | 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. EEF Toolkit: Feedback +8 Small group tuition +4 Reading comprehension strategies +6 Social and Emotional Learning +4 | 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. Expenditure required: 2 x Mid-day provision daily £4,944.64 p.a. 1 x LSA L3 support £17,443.75 p.a. | SLT, SENCO | December 2018 March 2019 June 2019 |
| D. All children have the opportunity to access a broad and balanced curriculum and to attend additional support sessions to enhance their understanding. | Ensure curriculum opportunities in music, art, sport, computing are readily offered throughout the week. 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. Run homework clubs at lunchtimes. | 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. EEF Toolkit: Digital Technology +4 Small group tuition +4 Sports Participation +2 Arts Participation +2 | 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. Monitoring of which children have accessed lunchtime support clubs and the impact it has had. Expenditure required: Music Tuition fees £225 p.a. (for one instrument) Extra Curricular Club Fees £108 p.a. (for one club) | Subject Leaders | December 2018 March 2019 June 2019 |
| E. Children who transfer to our school in Upper Key Stage 2 are | Booster sessions and intervention sessions in place to support children to meet the expected standard. | All children should be supported to meet the expected standard so that they do not fall behind their peers. | Half Termly pupil progress meetings. Observation of intervention groups. Work scrutiny. | SLT, SENCO, Subject Leaders | December 2018 March 2019 June 2019 |

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| supported to meet the expected standard irrespective of the gaps in learning they might have. | Children make good progress throughout the year. | EEF Toolkit: Feedback +8 Small group tuition +4 Reading comprehension strategies +6 | Expenditure required: 2 x LSA L3 support £34,887.50 p.a. £43,784.78 p.a. (with SEN allowance) | | |
| F. Children attend school regularly and on time so that there is no lost learning. | Regular analysis of attendance data. Regular liaison with parents. Regular liaison with attendance officer. | All children should be supported to be in school on time and on a regular basis so that they can meet the expected standard and do not fall behind their peers. EEF Toolkit: Metacognition and Self Regulation +7 | Half Termly Attendance review | SLT | October 2018 December 2018 February 2019 April 2019 June 2019 |
| Total budgeted cost | | | | | £@11,124.00 |
| 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? |

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| <p>C. Children with social and emotional needs make good progress and this is clearly evidenced.</p> | <p>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.</p> <p>Relax Kids Sessions to run every Tuesday lunchtime for KS1 and every Thurs lunchtime for KS2</p> | <p>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.</p> <p>Children have the opportunity to reflect upon their emotional needs resulting in calmer learning behaviours and self regulation.</p> <p>EEF Toolkit:</p> <p>Metacognition and self regulation +7 Social and emotional learning +4</p> | <p>Pupil Progress Meetings. Lessons Observations. Work scrutiny. PCR meetings. Survey Monkey results with Relax kids</p> <p>Expenditure required:</p> <p>2x 1 hour sessions of Relax kids each week for the academic year</p> | <p>SLT</p> | <p>December 2017 March 2018 June 2018</p> |
| Total budgeted cost | | | | | £6,300 |

| iii. Other approaches | | | | | |
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| 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? |
| <p>D/F. All children have the opportunity to access a broad and balanced curriculum to enhance their understanding and are in school on time</p> | <p>Music lessons or extra-curricular clubs may be paid for by the school if children express a particular talent or interest. Free places in B&A club offered.</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 review of opportunities provided or clubs accessed and attendance data.</p> <p>Expenditure required :</p> <p>5 morning sessions in B&A club £22.50</p> | <p>SLT</p> | <p>December 2018 March 2019 June 2019</p> |
| Total budgeted cost | | | | | £855.00 |

| 6. Review of expenditure | | | |
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| Previous Academic Year | | 2017/18 | |
| 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) |
| 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. | The 3 children receiving Pupil Premium with SEND needs (2 have EHC Plans) made good progress throughout the year and this is evidenced through the use of PIVATS. They did not meet the expected standard for their year group. Good feedback was received from parents and outside agencies at PCR reviews. | Small group work was very effective and the best results arose when children worked within the classroom context so that they had role models from their peers, were supported to become more independent and were clear about the high expectations of all staff. It also helped the children to develop their metacognition and self-regulation skills. |

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| <p>B. Ensure targeted provision/ support for PPG children to achieve greater depth by the end of the year based upon their EYFS/KS1 attainment.</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. Children/staff to regularly refer to the Effective Characteristics of Learning. Children to work alongside effective role models and peer to peer coaching in place.</p> | <p>GD results:</p> <p>Y1 1/1 in reading, writing and maths Y2 1/3 in reading writing and maths Y3 1/4 in reading and maths and 0/4 in writing Y4 0/4 in reading, writing and maths Y5 0/3 in reading, writing and maths</p> | <p>There were better results in Y1 – 3 despite the number of children with SEND in these year groups.</p> <p>The work begun this year needs to be built upon next year, especially in KS2.</p> |
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| <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>Good feedback was received at PCR meetings from both parents and outside agencies.</p> | <p>Additional strategies such as Relax Kids to be introduced next year to build upon this even further.</p> |
| <p>D. All children have the opportunity to access a broad and balanced curriculum and to attend additional support sessions to enhance their understanding.</p> | <p>Ensure curriculum opportunities in music, art, sport, computing are readily offered throughout the week. 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. Run homework clubs at lunchtimes.</p> | <p>High up take in curriculum clubs. All pupil premium children who were not SEN met their year group expectations.</p> | <p>Continue to offer this next year.</p> |