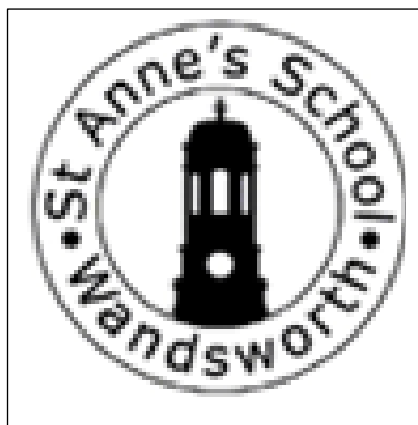


**ST ANNE'S C E SCHOOL**  
**PUPIL PREMIUM STRATEGY**  
**2018 - 2019**



## ST ANNE'S CE SCHOOL PUPIL PREMIUM STRATEGY – TARGETS - PUPIL ATTAINMENT 2018 - 2019

**At St Anne's CE School we are committed to ensure that all our pupils are given the opportunity to achieve their best and be ready for each stage of their education regardless of advantage or disadvantage**

### 1. Summary information

<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£110,000	Overall total expenditure to support vulnerable pupils	£174,000	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	198	<b>Number of pupils eligible for PP</b>	71	<b>% of pupils eligible for PP</b>	39%	<b>Date for next internal strategy</b>	July 2019

### 2. 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)*

<b>A.</b>	Pupils enter school in nursery and reception with low starting points
<b>B.</b>	Pupils eligible for pupil premium are given less opportunities to read at home and read less for pleasure and therefore vocabulary acquisition, fluency and comprehension skills are reduced
<b>C.</b>	Pupils may fall behind their peers for a number of reasons such as: lack of confidence, are behind their peers and the gap broadens, they miss lessons due to absence, they do not get the support from home that could help them

#### *External barriers (issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Low attendance or punctuality
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### 3. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Pupils who enter nursery and reception with below average attainment are in line with the national average by the end of EYFS.	<ul style="list-style-type: none"> <li>As pupils move through the school there is no gap between PP pupils and their peers</li> <li>Pupil premium attainment in line with their peers by the end of Key Stage2</li> <li>Progress for disadvantage is above the national average</li> </ul>
<b>B.</b>	Reading confidence and enjoyment of reading increases and vulnerable pupils achieve inline or above their peers nationally	
<b>C.</b>	The gap between the vulnerable pupils and their peers narrows until there is not gap that is related to disadvantage.	
<b>D.</b>	Attendance of all pupils in proves and in particular the attendance and punctuality of vulnerable pupils improves to be in line with the national expectation. See targets below .	

#### 4. Planned expenditure

Academic year

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	review
Quality First teaching is 100% outstanding	Mentoring and coaching teaching and support staff	Robust planning that ensures all pupils are accessing the curriculum for their age band with quality enrichment tasks that enable boarding and deepening learning	Training planning support lesson observation feedback pupil progress monitoring	SLT	termly
<b>Total budgeted cost</b>					10,000

##### 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	review
Ensure pupils do not fall behind because they have not grasped the work in lesson	Same day intervention on concepts not grasped in lesson	Children do not fall behind their peers and this prevents gaps in knowledge over time	Ensure that the time is given to Time given to teacher or TA to revisit work	SLT	Termly
Enable pupils to catch up with their reading/ writing and maths.	Specialised intervention programs  Teacher booster group  Phonic intervention groups Phonic training for 3 more staff Train more staff in Sounds Write program	Literacy support from the Wandsworth support service has demonstrated great success with pupils.  Booster groups are carefully monitored for success and these interventions have impact on raising attainment  Sounds Write program has been very successful and further training will ensure this program is imbedded across all phases. Small booster 'Sounds Write phonic' teaching has been very successful last year.	Monitor that the intervention is taking place and that pupils are making progress	SLT	Termly

To ensure that speech and language difficulties do not hinder progress and attainment and pupils with this challenging are able to meet age related expected expectations	Continue to roll out ELKLAN training to more members of staff also plan for a parent ELKLAN training session.	Speech and language difficulties are becoming more prevalent and the support from outside agencies cannot meet the needs. Challenges in developing speech and language has a huge impact on learning in all subjects and social situations  Speech and language is one of our primary needs across all year groups. This intervention will enable us to quickly identify needs and plan specific interventions.	Continue to increase numbers of staff who are ELKLAN trained so that teaching and speaking to children is clear and explicit.	Kate Morgan	
Improve reading outcomes across the school including more able readers	Continue drive to increase opportunities to read stories in and out of school.	Targets set for number of books introduced to EYFS initiatives that support more reading at home and the monitoring of this	SLT to develop whole school expectations and policy and disseminate and monitor across school Reading comprehension tests to identify how well pupils are doing and where the gaps are.	SLT	
<b>Total budgeted cost</b>					150,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>review</b>
Increase self-esteem and promote positive attitudes to learning	Mentoring programs eg draw and talk, lego therapy music therapy Training in advanced draw and talk 1 <sup>st</sup> aid mental health training	The range of interventions on offer have proved over time to make an impact on progress, attainment and wellbeing  develop and Provide comprehensive mental health care support	Monitor programmes and progress in all areas of learning feedback from pupils  Two members of staff including a senior leader to attend training. Training to be disseminated across the school.	Kate Morgan Lesley Steward Marnie Johnston	
<b>Total budgeted cost</b>					14,000

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