

# St Ann's J & I School

## Pupil Premium

### 2019 – 2020

### Principles

- We want to support our children by removing barriers that have in the past had a major effect on their learning.
- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for all pupils who belong to vulnerable groups.
- We recognize that not all pupils who are socially disadvantaged are registered for free school meals and therefore reserve the right to use pupil premium funding to support any pupil or groups of pupils who we have legitimately identified as being socially disadvantaged.

### Aims

All of our work administered through our pupil premium funding essentially has the child at the centre of the approach. We plan to accelerate each pupil's progress in order to ensure that pupil premium children are performing on a par with their peers. Ultimately all of this work will result in the school narrowing the attainment gap when comparing cohorts to nationally expected figures.

**Person responsible – Mr L. Rowan (Joint Head)**

**Nominated Pupil Premium Governor – Mrs H Hussnain & Mrs S Littlewood.**

164 children x £1,320 = £216,480

Removing the barriers			
Where are we now?	Actions N=New C= Continued	Cost	Impact - Summer 2
Attendance is fluctuating and needs to improve.	N - Attendance Officer. -Look at routines – KS1/KS2 - Daily individual reaction to absence Monthly monitoring of attendance - System for challenging parents revised – linked to new LA policy and flow chart	£19,000	Attendance improves and number of PA Pupil Premium children decreases. 2016/17 – 91.8% 2017/18 – 92.1% (All children) 92.8% excl CME 2018/19 – 93.1% (All children) 94.3% excl CME 2019/20 - 95% Target

	<ul style="list-style-type: none"> <li>- Letters sent out revised to comply with legal ramifications</li> <li>- LA role in challenging PA children</li> <li>- Head role in challenging parents.</li> </ul>		
Increased demand on supporting vulnerable groups. Re-designation of Learning Mentor role to in response to increasing safeguarding needs of our families.	C = Learning Mentor role – Re-designated to support/ monitor safeguarding issues arising in school <b>(OFSTED 2018 - The arrangements for safeguarding are effective.)</b>	£27,000	Head Teacher with safeguarding responsibility has up to date information from multi-agency meetings documented on CPOMs. Children of concern supported by Early help and have the opportunity to access a range of other services to meet their needs.
	N – Learning Mentor role focussing on children with highest needs, both educational and pastoral support.	£27,000	PP Children with SEND needs achieve their individual targets.
Need to ensure that the basic needs of all children are met. Need to improve attendance	C – Free Breakfast club – paying for staffing extra hours including Catering staff. Breakfast club to be an incentive for PA children <b>(OFSTED 2018 - The breakfast club provides a safe and happy place for pupils before school. This contributes to a positive start to the day for these pupils.)</b> Walking bus to be offered to identified PA children in the first instance. Open up to other families	£10,000	Attendance of identified children attending breakfast club and using the walking bus service increases.
Maintain bilingual support focussed on Roma/ Slovak speaking families who are our lowest attending & attaining ethnic group.	C – Increase parental engagement in school activities Support to improve attendance of identified families Support admission meetings/ parent evenings	1x Bi-lingual Support Assistant £20,000	Termly Attendance figures of Non EU families increases compared to last year Attendance of non EU 2018/19 – 91.9% Increase of 2.5% Aut Spr

			Summer
Need to continue to subsidise the increasing costs of school trips to ensure children receive first hand experiences	C – Super starts in the REAL projects have enabled children to have that inspiring experience to support their learning impacting on the quality of outcomes in the foundation subjects. Undertake Pupil Voice at different times in the year with each class. Monitor termly using REAL projects books – can we see impact of the super start and resources bought.	£9,500	Each cohort has a quality super start to their REAL project. Pupil Voice results show that children were inspired by their super start. REAL projects books show quality learning demonstrating impact of ‘Super Start’ and/or bought resources.
Disadvantaged pupils’ reading progress scores have improved in 2018/19 (End of each Key Stage). But still need to engage this ‘vulnerable group’ and help support reading at home.	C – BUG Club subscription – children can then access it in school and at home with their own log in. N- Purchase of Phonic de-codeable reading materials for home/school reading C-CLPE – purchase of Reading Resource (web site) to support teachers’ knowledge and understanding of teaching reading creatively and effectively. New Reading books – guided/Library linked to school reading spine	£1,400  £6,000  £300  £5,000 (£125,700)	Increased motivation of children reading at home leading to an increase in children’s progress and more children at ARE when compared to the previous year. Increased % achieving phonics test
<b>Improving Teaching and Learning and outcomes for children</b>			
Tutoring of individual and groups of children needs to take place in each year group	C – SMT to identify who and what area and which member of staff to lead 1:1 or 1:2 tuition after school. Ensure this happens in every KS2 year group	£10,000	Identified PP children achieve their aspirational end of year targets linked to ARE or above.
Need to engage in research projects to determine whether innovative approaches impact on pupil outcomes	N – Reflect ED – teaching of meta-cognitive skills – purchase of See-saw licence	£1,200	Pupil Voice demonstrates that children know how to improve their learning Children’s reflections in books show an increased understanding of what helped them to learn, any

			mistakes they made and what they can do to improve				
To give extra support to class teachers to reduce ratios and improve attainment – supporting Maths and English in the morning and supporting intervention in the afternoon	C – TA in each KS2 class Focussed on specific groups/ individuals. lead on interventions	Opportunity cost 0.5 x 8 TAs in KS2 = 4 x £20,000 =£80,000	PP Y6 children achieve their end of year/Key stage targets				
			Y6	ARE Y5	>ARE	Target ARE	Target >ARE
			Maths	17%	4%	47%	9%
			Reading	17%	8%	45%	9%
			Writing	9%	4%	48%	4%
			Increase in % of PP children working at > ARE in each subject when compared to the previous year.				
			Y5	ARE Y4	>ARE	Target ARE	Target >ARE
			Maths	31%	12%	57%	12%
			Reading	31%	0%	56%	6%
			Writing	18%	6%	31%	12%
			Y4	ARE Y3	>ARE	Target ARE	Target >ARE
			Maths	23%	16%	46%	16%
			Reading	8%	23%	23%	23%
			Writing	15%	0%	15%	0%

			Y3	ARE Y2	>ARE	Target ARE	Target >ARE
			Maths	27%	9%	63%	18%
			Reading	54%	0%	54%	27%
			Writing	64%	0%	18%	64%
			Y2	ARE Y1	>ARE	Target ARE	Target >ARE
			Maths	0%	0%	71%	14%
			Reading	28%	29%	58%	29%
			Writing	57%	0%	58%	29%
			Y1	ARE FS	>ARE	Target ARE	Target >ARE
			Maths	0%	0%	50%	0%
			Reading	0%	0%	50%	0%
			Writing	0%	0%	50%	0%
			F2	ARE F1	>ARE	Target ARE	Target >ARE
			Maths	0%	0%		
			Reading	0%	0%		
			Writing	0%	0%		
TOTAL		£216,400					